



## Qualification Guidance Document



# BIIAB Level 3 Award in First Aid at Work (Management of Life-Threatening Bleeding)

England – 610/5217/6

Version 1.0



## Qualification Guidance Document

### About Us

BIIAB Qualifications Limited is part of Skills and Education Group, a charitable organisation that champions education and skills-oriented organisations, providers and learners, making real change locally, nationally and internationally.

BIIAB Qualifications Limited has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

### Sources of Additional Information

The BIIAB Qualifications Limited website [www.biiab.co.uk](http://www.biiab.co.uk) provides access to a wide variety of information.

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This document may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

Version	Date	Details of Change
1.0	January 2025	New Release

### Contents

About Us.....	1
Sources of Additional Information .....	1
Copyright.....	1
Qualification Summary .....	4
1. About the BIIAB Level 3 Award in Emergency First Aid at Work .....	5
2. Objective and Purpose of this Qualification.....	5
3. About this Guidance .....	6
4. BIIAB Qualifications Limited Customer Service .....	6
5. What are Rules of Combination (ROC)? .....	6
6. BIIAB Level 3 Award in First Aid at Work (Management of Life-Threatening Bleeding) Rules of Combination (ROC) and Structure .....	7
Mandatory Unit Group A .....	7
7. Age Restriction.....	8
8. Entry Requirements and Progression.....	8
9. Assessment .....	8
Recording of results by the assessor.....	10
Assessment Methodology for each Learning Outcome .....	10
Roles and Responsibilities of those involved in the Training, Assessment and Quality Assurance Processes.....	14
Trainers .....	14
Assessors .....	15
Internal Quality Assurance .....	15
External Quality Assurance.....	16
Assessment and Sources of Evidence .....	16
Assessment Centres.....	16
Simulation.....	16
Assessment .....	16
Standards of first aid practice .....	17
Appendix 1 .....	17
Occupational Knowledge and Competence in First Aid .....	17
Appendix 2 .....	18
Acceptable Training/Assessing Qualifications .....	18
Appendix 3 .....	20
Qualifications suitable for Internal Quality Assurance.....	20
Appendix 4 .....	20

## Qualification Guidance Document

Qualifications suitable for External Quality Assurance .....	20
10. Additional Requirements for Centres .....	21
Lesson plans.....	21
End of Course Evaluation .....	21
Internal Quality Assurance .....	21
Training Venue and Equipment Requirements.....	22
Standards for Duration, Certification and Delivery .....	22
Blended Learning in First Aid – Quality Assurance Standards .....	23
11. Initial Assessment and Induction .....	23
12. Resources.....	24
13. Design and Delivery .....	24
14. Format of Units.....	25
15. Initial Registration.....	26
16. Qualification Review and Feedback.....	27
17. Mandatory Units .....	28

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

## Qualification Summary

BIIAB Level 3 Award First Aid at Work (Management of Life-Threatening Bleeding) - 610/5217/6	
<b>Qualification Purpose</b>	Confirm Occupational Competence and/or 'Licence to Practice'
<b>Age Range</b>	<b>Pre 16</b>   <b>16-18</b> ✓   <b>18+</b> ✓   <b>19+</b> ✓
<b>Regulation</b>	The above qualification is regulated by: <ul style="list-style-type: none"> <li>Ofqual</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Multiple-Choice exam</li> <li>Practical demonstration</li> </ul>
<b>Type of Funding Available</b>	See FaLa (Find a Learning Aim)
<b>Qualification/Unit Fee</b>	See BIIAB Qualifications Limited web site for current fees and charges
<b>Grading</b>	Pass/Fail To achieve a Pass grade, learners <b>must</b> achieve all the Learning Outcomes and Assessment Criteria in all the units completed
<b>Operational Start Date</b>	01/02/2025
<b>Review Date</b>	31/01/2030
<b>Operational End Date</b>	
<b>Certification End Date</b>	
<b>Guided Learning (GL)</b>	19 hours
<b>Total Qualification Time (TQT)</b>	24 hours
<b>Credit Value</b>	2
<b>BIIAB Qualifications Limited Sector</b>	Health and Social Care
<b>Ofqual SSA Sector</b>	1.3 Health and Social Care
<b>Support from Trade Associations</b>	These qualifications have been developed in collaboration with Awarding Organisations/Bodies belonging to the First Aid Awarding Organisation Forum Supported by the Health and Safety Executive
<b>Administering Office</b>	See BIIAB Qualifications Limited web site



## Qualification Guidance Document

### 1. About the BIIAB Level 3 Award in Emergency First Aid at Work

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number (QN)
<b>BIIAB Level 3 Award in First Aid at Work (Management of Life-Threatening Bleeding)</b>	610/5217/6

### 2. Objective and Purpose of this Qualification

This qualification has been designed to allow learners to obtain and demonstrate the knowledge and skills required to administer first aid to adults in the workplace.

The management of life-threatening bleeding is included for individuals working in high-risk environments where the likelihood of severe bleeding injuries is significant. This qualification equips them with the skills and techniques to respond promptly and effectively to life-threatening situations.

The purpose of the qualification is to confirm competence in an occupational role to the standards required.

The Health and Safety (First-Aid) Regulations 1981 and the Health and Safety (First-Aid) Regulations (Northern Ireland) 1982 require employers to provide adequate and appropriate equipment, facilities and personnel to ensure their employees receive immediate attention if they are injured or taken ill at work. These regulations apply to all workplaces, including those with less than five employees and those who are self-employed. By arranging for their employees to be trained in first aid, employers are helping to meet their health and safety regulatory requirements.

This qualification has been developed in collaboration with Awarding Organisations/Bodies belonging to the First Aid Awarding Organisation Forum. The Forum invites and receives regular input and attendance from other organisations, such as the Health and Safety Executive (HSE) and Qualification Regulators.

**The qualification is valid for three years. The learner needs to retake the qualification before the certificate expiry date to remain qualified.**

## Qualification Guidance Document

### 3. About this Guidance

This guidance has been developed to provide guidance for learners, assessors and quality assurers undertaking, delivering, or quality assuring this qualification.

The purpose of the guidance is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this guidance is updated, centres will be notified by BIIAB Qualifications Limited.

### 4. BIIAB Qualifications Limited Customer Service

BIIAB Qualifications Limited is committed to giving the highest possible levels of customer service. Our Service Level Agreement is available via [www.biiab.co.uk](http://www.biiab.co.uk)

Our Customer Service team can be contacted between the hours of 9.00 am and 5.00 pm Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Support Contact Details: 0115 854 1620

Email: [CustomerSupport@biiab.co.uk](mailto:CustomerSupport@biiab.co.uk)

Our Customer Support team will be happy to assist with any administration related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- centres available in the local area
- appeals
- whistleblowing

### 5. What are Rules of Combination (ROC)?

Under the Regulatory Qualifications Framework (RQF), qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The ROC will specify:

- the total credit value of the qualification
- the amount of credit that must be achieved within specific groups of units (e.g. Mandatory, Optional Unit, and Optional groups)

## Qualification Guidance Document

- the minimum credit which must be achieved at the level or above the level of the qualification
- the Total Qualification Time (TQT)
- the title, Unit Regulation Number and BIIAB Qualifications Limited Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- any barred units (units that cannot be taken together as part of the qualification)

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

### 6. BIIAB Level 3 Award in First Aid at Work (Management of Life-Threatening Bleeding) Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 3 Award in First Aid at Work (Management of Life-Threatening Bleeding), learners **must** complete two units. This consists of:

- Minimum Guided Learning Hours: **19 hours**
- Total Qualification Time: **24 hours**

Listed below are the qualification units.

#### Mandatory Unit Group A

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
3FAW1V3	K/651/4466	Emergency First Aid and Management of Life-Threatening Bleeding in the Workplace	3	1	7	Practical Demonstration and Knowledge Test

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
3FAW2V2 (Remains the same)	F/650/1575	Recognition and Management of Illness and Injury in the Workplace	3	1	12	Practical Demonstration and Knowledge Test



## Qualification Guidance Document

### 7. Age Restriction

The qualification in this handbook is appropriate for use in the following age ranges:

- 16-18
- 18+
- 19+

### 8. Entry Requirements and Progression

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

Learners wishing to specialise in first aid for infants and children may also wish to consider undertaking:

- 610/0556/3 the BIIAB Level 3 Award in Emergency Paediatric First Aid
- 610/0557/5 the BIIAB Level 3 Award in Paediatric First Aid

### 9. Assessment

#### Overview of assessment strategy

The Assessment Strategy has been designed by BIIAB Qualifications Limited, in conjunction with an expert panel, industry experts and a steering group. All BIIAB Qualifications Limited approved training centres and their assessment must adhere to the designed assessment strategy for this qualification.

In order to formally assess learners' skills, BIIAB Qualifications Limited has developed **practical demonstration assessments**. These are scenarios for simulation by the centres. The scenarios will allow learners to demonstrate their skills in administering emergency first aid to adults. The assessor will also ask questions during the practical assessment in order to ascertain the learners' knowledge and understanding during the application of their skills.

BIIAB has developed four versions of each of the practical demonstration assessments. Centres may decide which version to use for each assessment, **centres who do not have the latest versions of these practical scenarios can request them from BIIAB customer services**. These must be stored in a secure location before the tests are due to take place.

After completing the practical demonstration assessments, centres **must** keep the completed paperwork for inspection by BIIAB Qualifications Limited External Quality Assurers.

## Qualification Guidance Document

The practical demonstration for this unit is as follows:

Unit No.	Assessment Method
3FAW1V3	<ul style="list-style-type: none"> <li>• Scene Survey and Cardio-Pulmonary Resuscitation</li> <li>• Recovery Position</li> <li>• Choking</li> <li>• Bleeding</li> <li>• Management of Life-Threatening Bleeding</li> </ul>
3FAW2V2	<ul style="list-style-type: none"> <li>• Elevated and Support Sling</li> <li>• Head to Toe Survey and Spinal Injury</li> <li>• Casualty with Anaphylaxis</li> </ul>

In order to assess formally the learners' knowledge, BIIAB Qualifications Limited has developed **multiple-choice knowledge tests**.

If taken on paper, the tests are scheduled in XAMS (ORCAS), the centre **must** download the paper, candidate answer sheet and nominal roll and store in a secure location before the test is due to take place. Each scheduled cohort will sit the same test. The candidate answer sheets, unused exam papers and nominal rolls must be returned to BIIAB Qualifications Ltd for processing. They will be subject to external verification by the BIIAB External Quality Assurer (EQA). Please note that centres must not copy or keep any exam paper. If in doubt please refer to the user guides for XAMS (ORCAS) for further details on scheduling exams. Please note that centres must not copy or keep any exam paper or mark scheme. If in doubt please refer to the user guides for ORCAS for further details on scheduling exams.

The table below sets out the multiple-choice knowledge test requirements for this unit:

Unit No.	Assessment Method	Duration of Exam	Total Marks	Pass Mark
3FAW1V3	Multiple-choice paper	30	17	70%
3FAW2V2	Multiple-choice paper	60	32	70%

- Learners achieving **less than** 70% will have failed and will need to be scheduled to take another multiple-choice test.
- Learners achieving 70% **or over**, but less than 100%, must demonstrate to the assessor that they know and understand the remaining assessment criteria. This can be assessed through professional discussion or oral questions. For tests taken on-screen, the report generated automatically will identify the assessment criteria not achieved by the candidate. For tests taken on paper, the mark scheme will identify which assessment

## Qualification Guidance Document

criteria each question relates to, therefore the assessor will be able to identify the assessment criteria not achieved by the candidate.

- Learners achieving 100% will have passed and do not need further knowledge testing.

Please refer to BIIAB Qualifications Limited Centre Support Manual and Examination, Invigilation Regulations and all other relevant documentation and procedures for the delivery of multiple-choice tests.

Centres can decide in what order to assess learners; it is usual but not compulsory for learners to take the knowledge test before the practical test.

### Recording of results by the assessor

If the learners are taking the multiple-choice knowledge test on-screen, their results will be available in ORCS as soon as the learners have completed and submitted their answers. The assessor **must** record in ORCS whether the learner has achieved all remaining knowledge assessment criteria. The assessor **must** also record in ORCS

the result of the learner's practical demonstration assessment. The results will be checked by BIIAB Qualifications Limited staff and certificates issued accordingly.

If the learners are taking the multiple-choice knowledge test on paper instead of on-screen, the assessor **must** record on the Candidate Answer, the results of the assessment of the remaining knowledge assessment criteria and the result of the learner's practical demonstration assessment. The centre **must** post the Candidate Answer Sheets to BIIAB where they will be checked, scanned into ORCS and certificates will be issued accordingly.

For more information, please see the process flowcharts and Candidate Answer Sheet overleaf.

### Assessment Methodology for each Learning Outcome

Unit No. 3FAW1V3	Learning Outcome	Assessment Methodology
1	Understand the role and responsibilities of a first aider	Knowledge Test
2	Be able to assess an emergency situation safely	Practical demonstration and knowledge test
3	Be able to provide first aid to an unresponsive casualty	Practical demonstration and knowledge test
4	Be able to provide first aid to a casualty who is choking	Practical demonstration and knowledge test

## Qualification Guidance Document

5	Be able to provide first aid to a casualty with external bleeding	Practical demonstration and knowledge test
6	Know how to provide first aid to a casualty who is in shock	Knowledge test
7	Know how to provide first aid to a casualty with minor injuries	Knowledge test

UnitNo. 3FAW2V2	Learning Outcome	Assessment Methodology
1	Be able to conduct a secondary survey	Practical demonstration and knowledge test
2	Be able to provide first aid to a casualty with suspected injuries to bones, muscles and joints	Practical demonstration and knowledge test
3	Be able to provide first aid to a casualty with suspected head and spinal injuries	Practical demonstration and knowledge test
4	Know how to provide first aid to a casualty with suspected chest injuries	Knowledge Test
5	Know how to provide first aid to a casualty with burns and scalds	Knowledge Test
6	Know how to provide first aid to a casualty with an eye injury	Knowledge Test
7	Know how to provide first aid to a casualty with suspected poisoning	Knowledge Test
8	Know how to provide first aid to a casualty with anaphylaxis	Practical demonstration and knowledge test
9	Know how to provide first aid to a casualty with suspected major illness	Knowledge Test

### Assessment Process

Assessment is the process used to judge the competence, of a learner, against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a workplace supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.



## Qualification Guidance Document

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will quality assure the assessment and internal quality assurance decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

\*For details of qualifications required by the Assessor, IQA and EQA, please see the Assessment Principles for Regulated First Aid Qualifications in the next section.

Assessments will be accessible and will produce results that are valid, reliable, transparent and fair. BIIAB Qualifications Limited will ensure that the result of each assessment taken by a learner in relation to a qualification reflects the level of attainment demonstrated by that learner in the assessment and will be based upon the achievement of all the specified learning outcomes.

## Qualification Guidance Document

Details of the ordering process, assessment documentation, invigilation requirements to centres and the documentation to be completed can be found in the Examination and Invigilation Regulations for the Administration of BIIAB Qualifications document, available on the BIIAB website [www.biiab.co.uk](http://www.biiab.co.uk)

BIIAB Qualifications Limited will make every effort to ensure that it allows for assessment to:

- be up to date and current
- reflect the context from which the learner has been taught
- be flexible to learner needs

### Assessors and Centres in Northern Ireland

Assessors and centres in Northern Ireland must adhere to the Design Principles determined by the Northern Ireland Social Care Council. These are incorporated within the Skills for Care Assessment Principles which follow.

### Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The **main** reasons for an appeal are likely to be:

- learners do **not** understand why they are not yet regarded as having sufficient knowledge
- learners believe they are competent and that they have been misjudged

BIIAB Qualifications Limited expects most appeals from learners to be resolved within the centre. BIIAB Qualifications Limited will only consider a learner's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB Qualifications Limited's appeals procedure please refer to <https://biiab.co.uk/policies-and-procedures/>

### Assessment Principles for Regulated First Aid Qualifications

#### Introduction

These Assessment Principles have been produced by the First Aid Awarding Organisation Forum (FAAOF) in cooperation with the Health and Safety Executive (HSE) and Qualification Regulators.

These principles must be applied in addition to the generic criteria and regulations that Ofqual/Qualifications Wales/CCEA Regulation require Awarding Organisations/Bodies meet for the delivery of regulated/accredited qualifications.

## Qualification Guidance Document

Awarding Organisations/Bodies who follow these First Aid Assessment Principles should also participate in the First Aid Awarding Organisation Forum (FAAOF) in line with the FAAOF Terms of Reference.

This document relates to First Aid Qualifications including but not limited to:

- **Level 3 Award in Emergency First Aid at Work (Management of Life-Threatening Bleeding) (3FAW1V3)**
- **Level 3 Award in First Aid at Work (Management of Life-Threatening Bleeding) (3FAW2V2)**
- **Level 3 Award in Emergency Paediatric First Aid (3PFA1v2)**
- **Level 3 Award in Paediatric First Aid (3PFA2v2)**

This document deals with training, assessment, evidence and quality assurance under the following headings:

- Roles and responsibilities of those involved in the training, assessment and quality assurance processes
- Assessment and sources of evidence

### **Roles and Responsibilities of those involved in the Training, Assessment and Quality Assurance Processes**

This document details the requirements of Trainers and Assessors separately. It is accepted, however, that both roles may be performed by the same person, providing the qualifications and experience requirements are met.

#### **Trainers**

Those involved in the training of these qualifications **must** have knowledge and competency in first aid as well as knowledge and competency to train based on qualifications and experience. An acceptable portfolio must show:

- i. Occupational knowledge and competence in first aid - evidenced by:**
  - Holding a first aid at work qualification/medical registration as detailed in Appendix 1
- ii. Knowledge and competency in teaching/training first aid - evidenced by:**
  - Holding an acceptable teaching/training qualification as detailed in Appendix 2

#### **AND either:**

- Providing an acceptable log of teaching first aid within the last 3 years **or**
- Providing an acceptable record of competently teaching theoretical and practical first aid sessions under the supervision of a suitably qualified Trainer/Assessor

## Qualification Guidance Document

### Assessors

Those involved in the assessment of these qualifications **must** have knowledge and competency in first aid as well as knowledge and competency to assess based on qualifications and experience. An acceptable portfolio must show:

#### **i. Occupational knowledge and competence in first aid - evidenced by:**

- Holding a first aid at work qualification/medical registration as detailed in Appendix 1

#### **ii. Knowledge and competency in assessing first aid - evidenced by:**

- Holding an acceptable assessing qualification/CPD Training as detailed in Appendix 2

#### **AND either:**

- Providing an acceptable log of first aid assessments conducted within the last 3 years **or**
- Providing an acceptable record of competently assessing theoretical and practical first aid qualifications under the supervision of a suitably qualified assessor.

### Internal Quality Assurance

Those involved in the internal quality assurance of these qualifications (IQAs) **must** have knowledge and competency in first aid as well as knowledge and competency in internal quality assurance. An acceptable portfolio must show:

#### **i. Occupational knowledge and competence in first aid - evidenced by:**

- Holding a first aid at work qualification/medical registration as detailed in Appendix 1

#### **ii. Knowledge and competency in internal quality assurance – evidenced by:**

- Holding an acceptable internal quality assurance qualification/completing CPD training as detailed in Appendix 3

#### **Internal Quality Assurers must:**

- Have knowledge of the requirements of the qualification they are quality assuring at the time any assessment is taking place.



## Qualification Guidance Document

- Have knowledge and understanding of the role of assessors.
- Visit and observe assessments.
- Carry out other related internal quality assurance.

### External Quality Assurance

Those involved in the external quality assurance of these qualifications (EQAs) must have knowledge and competency in first aid as well as knowledge and competency in external quality assurance. An acceptable portfolio should show:

#### **i. Occupational knowledge and competence in first aid - evidenced by:**

- Holding a first aid at work qualification/medical registration as detailed in Appendix 1

#### **ii. Knowledge and competency in external quality assurance – evidenced by:**

- Holding an acceptable external quality assurance qualification as detailed in Appendix 4

External Quality Assurers **must**:

- Have knowledge of the requirements of the qualification they are quality assuring at the time any assessment is taking place.
- Have knowledge and understanding of the role of Assessors and Internal Quality Assurers.

### Assessment and Sources of Evidence

#### Assessment Centres

Assessment Centres will be responsible for maintaining up-to-date information on trainers/assessors and Internal Quality Assurers and for ensuring the currency of the competence of all those involved in the assessment and internal quality assurance process.

#### Simulation

**Simulation is permitted** – each unit details what may be simulated.

#### Assessment

The assessment should determine a learner's ability to act safely, promptly and effectively when an emergency occurs at work and to deal with a casualty. All learning outcomes in the unit(s) **must** be achieved. Assessment may take place at any time during the delivery of the qualification and does not need to be done as a final assessment. It is however a requirement for the learner to be aware that assessment is taking place.

## Qualification Guidance Document

### Standards of first aid practice

Skills and knowledge **must** be taught and assessed in accordance with currently accepted first aid practice in the United Kingdom as laid down:

- by the Resuscitation Council (UK); **and**
- in other publications, provided that they are supported by a responsible body of medical opinion.

### Appendix 1

#### Occupational Knowledge and Competence in First Aid

All trainers, assessors, internal quality assurers and external quality assurers **must** have occupational knowledge and competence in first aid.

#### This may be evidenced by:

- Holding a qualification (issued by an Ofqual/Qualifications Wales/CCEA Regulation recognised Awarding Organisation/Body, or equivalent<sup>1</sup>) as follows:

Qualifications Delivered	Minimum qualification to be held by the Trainer/Assessor/IQA/EQA <sup>1</sup> :
Level 3 Award in First Aid at Work (Management of Life-Threatening Bleeding) or Level 3 Award in Emergency First Aid at Work (Management of Life-Threatening Bleeding)	Level 3 Award in First Aid at Work (Management of Life-Threatening Bleeding)
Level 3 Award in Paediatric First Aid or Level 3 Award in Emergency Paediatric First Aid	Level 3 Award in Paediatric First Aid or Level 3 Award in First Aid at Work

#### Or

- Current registration as a Doctor with the General Medical Council (GMC)<sup>2</sup>; **Or**
- Current registration as a Nurse with the Nursing and Midwifery Council (NMC)<sup>2</sup>; **Or**
- Current registration as a Paramedic with the Health and Care Professions Council (HCPC)<sup>2</sup>.

<sup>1</sup> If the trainer/assessor/IQA/EQA holds a non-regulated first aid qualification the awarding organisation should undertake due diligence to ensure current occupational knowledge and competence.

<sup>2</sup> Registered healthcare professionals must act within their scope of practice and therefore have current expertise in first aid to teach/assess the subject.

## Qualification Guidance Document

### Appendix 2 Acceptable Training/Assessing Qualifications

This list is **not exhaustive** but provides a guide to acceptable training and/or assessing qualifications. Trainers who also assess learner competence must hold a qualification (or separate qualifications) to enable them to perform both functions.

Qualification	Train	Assess *
<b>CURRENT QUALIFICATIONS</b> ( <i>available for new trainers/assessors to undertake</i> ):		
Level 3 Award in Education and Training	<input type="checkbox"/>	<input type="checkbox"/>
Level 4 Certificate in Education and Training	<input type="checkbox"/>	<input type="checkbox"/>
Level 5 Diploma in Education and Training	<input type="checkbox"/>	<input type="checkbox"/>
Level 3 Award in Teaching and Assessing in First Aid Qualifications (RQF)	<input type="checkbox"/>	<input type="checkbox"/>
Cert Ed/PGCE/B Ed/M Ed	<input type="checkbox"/>	<input type="checkbox"/>
SVQ 3 Learning and Development SCQF Level 8	<input type="checkbox"/>	<input type="checkbox"/>
SVQ 4 Learning and Development SCQF Level 9	<input type="checkbox"/>	<input type="checkbox"/>
TQFE (Teaching Qualification for Further Education)	<input type="checkbox"/>	<input type="checkbox"/>
Planning and Delivering Learning Sessions to Groups SCQF Level 6	<input type="checkbox"/>	<input type="checkbox"/>
SCQF Level 6 Award in Planning and Delivering Learning Sessions to Groups	<input type="checkbox"/>	<input type="checkbox"/>
L&D Unit 6 Manage Learning and Development in Groups SCQF Level 8	<input type="checkbox"/>	
L&D Unit 7 Facilitate Individual Learning and Development SCQF Level 8	<input type="checkbox"/>	
L&D Unit 8 Engage and Support Learners in the Learning and Development Process SCQF Level 8	<input type="checkbox"/>	
Carry Out the Assessment Process SCQF Level 7		<input type="checkbox"/>
Level 3 Award in Assessing Competence in the Work Environment		<input type="checkbox"/>
Level 3 Award in Assessing Vocationally Related Achievement		<input type="checkbox"/>
Level 3 Award in Understanding the Principles and Practices of Assessment		<input type="checkbox"/>
Level 3 Certificate in Assessing Vocational Achievement		<input type="checkbox"/>

## Qualification Guidance Document

L&D Unit 9DI Assess Workplace Competence Using Direct and Indirect Methods SCQF Level 8		<input type="checkbox"/>
L&D Unit 9D Assess Workplace Competence Using Direct Methods SCQF Level 7		<input type="checkbox"/>

Qualification	Train	Assess *
<b>Other Acceptable Qualifications</b>		
CTLTS/DTLLS	<input type="checkbox"/>	<input type="checkbox"/>
PTLLS with unit 'Principles and Practice of Assessment' (12 credits)	<input type="checkbox"/>	<input type="checkbox"/>
Further and Adult Education Teacher's Certificate	<input type="checkbox"/>	<input type="checkbox"/>
IHCD Instructional Methods	<input type="checkbox"/>	<input type="checkbox"/>
IHCD Instructor Certificate	<input type="checkbox"/>	<input type="checkbox"/>
English National Board 998	<input type="checkbox"/>	<input type="checkbox"/>
Nursing mentorship qualifications	<input type="checkbox"/>	<input type="checkbox"/>
NOCN Tutor Assessor Award	<input type="checkbox"/>	<input type="checkbox"/>
S/NVQ level 3 in training and development	<input type="checkbox"/>	<input type="checkbox"/>
S/NVQ level 4 in training and development	<input type="checkbox"/>	<input type="checkbox"/>
PDA Developing Teaching Practice in Scotland's Colleges SCQF Level 9	<input type="checkbox"/>	<input type="checkbox"/>
PDA Teaching Practice in Scotland's Colleges SCQF Level 9	<input type="checkbox"/>	
PTLLS (6 credits)	<input type="checkbox"/>	
Regulated Qualifications based on the Learning and Development standard NOS 7 Facilitate individual learning and development or NOS 6 Manage learning and development in groups	<input type="checkbox"/>	
Training Group A22, B22, C21, C23, C24	<input type="checkbox"/>	
Learning and Teaching – Assessment and Quality Standards SCQF Level 9		<input type="checkbox"/>
A1 Assess Candidates Using a Range of Methods or D33 Assess Candidates Using Differing Sources of Evidence		<input type="checkbox"/>
Conduct the Assessment Process SCQF Level 7		<input type="checkbox"/>
A2 Assess Candidate Performance through Observation or D32 Assess Candidate Performance		<input type="checkbox"/>

## Qualification Guidance Document

Regulated Qualifications based on the Learning and Development NOS 9 Assess Learner Achievement NOS 9 Assess learner achievement		<input type="checkbox"/>
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\*Assessors who do not hold a formal assessing qualification may alternatively attend *First Aid Assessor CPD Training* with an Awarding Organisation/Body.

### Appendix 3

#### Qualifications suitable for Internal Quality Assurance

This list is **not exhaustive** but provides a guide to acceptable IQA qualifications:

L&D Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment SCQF Level 8 (SQA Accredited)
Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
Conduct the Internal Verification Process SCQF Level 8 (SQA Unit)
Regulated Qualifications based on the Learning and Development NOS 11 Internally Monitor and Maintain the Quality of Assessment
V1 Conduct Internal Quality Assurance of the Assessment Process or D34 Internally Verify the Assessment Process
Internally Verify the Assessment Process SCQF Level 8 (SQA Unit)

#### NOTE:

IQAs who do not hold a formal IQA qualification may alternatively attend *Internal Quality Assurance CPD Training* with an Awarding Organisation/Body.

### Appendix 4

#### Qualifications suitable for External Quality Assurance

This list is **not exhaustive** but provides a guide to acceptable EQA qualifications:

L&D Unit 12 Externally Monitor and Maintain the Quality of Workplace Assessment SCQF Level 9
Regulated qualifications based on the Learning and Development standard <a href="http://ukstandards.org.uk">Externally monitor and maintain the quality of assessment - National Occupational Standards (ukstandards.org.uk)</a>
Level 4 Award in the External Quality Assurance of Assessment Processes and Practice

## Qualification Guidance Document

Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice
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Conduct External Verification of the Assessment Process SCQF Level 9
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V2 Conduct External Quality Assurance of the Assessment Process or D35 Externally Verify the Assessment Process
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Externally Verify the Assessment Process SCQF Level 9
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It is understood that not all EQAs will be qualified initially, and that sufficient time should be considered to achieve these qualifications. During this time Awarding Organisations/Bodies must ensure that EQAs are following the principles set out in the Learning and Development standard [Externally monitor and maintain the quality of assessment - National Occupational Standards \(ukstandards.org.uk\)](https://www.ukstandards.org.uk).

**This is the end of the Assessment Principles for Regulated First Aid Qualifications.**

## 10. Additional Requirements for Centres

### Lesson plans

Centres should plan and deliver training in accordance with detailed lesson plans, detailing timetables for delivery, aims, outcomes and objectives for each session, learner and trainer activity. Training should be delivered to the principles set out in the standard [Facilitate individual learning and development - National Occupational Standards \(ukstandards.org.uk\)](https://www.ukstandards.org.uk).

### End of Course Evaluation

Centres should have an evaluation procedure, based on learner feedback, to evaluate the ability of trainer/assessors, the structure and content of the course, the equipment used and the training venue.

### Internal Quality Assurance

In addition to monitoring assessments, IQA monitoring undertaken by centres should also verify the trainer's ability in teaching first aid. Each trainer/assessor should have at least one IQA monitoring visit per year.

## Qualification Guidance Document

### Training Venue and Equipment Requirements

<b>Resuscitation manikins</b>	Should be provided at a minimum ratio of 1 manikin per 4 learners.
<b>Hygiene</b>	Sufficient procedures must be in place to ensure hygiene during the use of resuscitation manikins and other training equipment.
<b>AV equipment and training aids</b>	Sufficient Audio-Visual equipment and training aids should be available to facilitate learning using varying teaching methods.
<b>Learning materials</b>	Learners should be provided with clear and accurate reference books/handouts covering the topics included in the qualification.
<b>AED trainers</b>	At least one AED trainer should be available per 4 learners. Where fewer AED trainers are provided, learning hours/lesson plans should be adjusted accordingly to ensure learners are not disadvantaged.
<b>Bandages and dressings</b>	Sufficient clean bandages, dressings and other items commonly found in a first aid kit must be available to facilitate training and assessment.
<b>Training venue</b>	The training venue must meet acceptable health and safety standards and be conducive to learning, with sufficient: Size, floor surfaces, seating, writing surfaces, toilet facilities, ventilation, lighting, heating, access, exits, cleanliness, absence of distracting noise.

### Standards for Duration, Certification and Delivery

Qualification	Min Contact Hours <sup>1</sup>	Min Days <sup>2</sup>	Max Weeks <sup>3</sup>	Min Session <sup>4</sup>	Max Learner/Trainer Ratio	Certificate Validity
BIIAB Level 3 Award in Emergency First Aid at Work (Management of Life-Threatening Bleeding)	7	N/A	3	2 hours	12:1	3 years
BIIAB Level 3 Award in First Aid at Work (Management of Life-Threatening Bleeding)	19	3	10	2 hours	12:1	3 years

## Qualification Guidance Document

1. Time set aside for direct classroom teaching and assessing excluding breaks.
2. Minimum number of days over which the training should be delivered.
3. Maximum number of weeks over which the qualification can be attained.  
Special considerations may be taken into account to increase this duration if necessary.
4. Minimum duration of anyone training session.

### Blended Learning in First Aid – Quality Assurance Standards

1. Blended learning or distance learning is acceptable, but the time taken to complete the first aid course should not be reduced. There may be a benefit in flexibility, but blended learning should not reduce the overall time required to take the course.
2. The employer should provide paid time for the employee to undertake the training. The employee should not be required to take the distance-learning element of the course in their 'own' time.
3. Following completion of the distance element of learning, the learner must be assessed by a suitably qualified first aid assessor (who has qualifications and experience as described in the First Aid Assessment Principles document/GEIS 3). The first aid assessor must satisfy him/herself that all the assessment criteria for the learning outcomes delivered via distance learning have been met. Auditable evidence should be generated. It is the centre's responsibility to confirm the identity of the learner and the authenticity of the evidence.
4. The assessment should be quality assured following national occupational standards (NOS).
5. A minimum of **two-thirds** of the training time should be **face-to-face** learning (e.g., 4 hours minimum face-to-face for Level 3 Award in Emergency First Aid at Work (Management of Life-Threatening Bleeding)).
6. The general practical elements of the training course are the learning outcomes that should be delivered and assessed face-to-face.

## 11. Initial Assessment and Induction

Prior to the start of any programme, it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.



## Qualification Guidance Document

BIIAB Qualifications Limited suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

### 12. Resources

BIIAB Qualifications Limited provides the following additional resources for this qualification:

- Multiple-choice Knowledge Tests
- Practical Demonstration Assessment Scenarios
- Indicative Content
- Powerpoint presentation for Life-Threatening Bleeding

All of these resources are available on request.

The handbook for Emergency First Aid Made Easy is also available to purchase here: [Handbook for Emergency First Aid Made Easy : BIIAB](#)

### Access to the Units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. The two units in this qualification has been written by the First Aid Awarding Organisation Forum.

### 13. Design and Delivery

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that forms part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning hours (GL).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

## Qualification Guidance Document

The qualification will be assigned Total Qualification Time (TQT), which, as well as GL, will include the estimated number of hours spent in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

BIIAB Qualifications Limited will not prescribe how the qualification is delivered, but centres **must** ensure the delivery chosen meets their learners' needs.

### 14. Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this guidance document will be in the format below:

#### **Unit Title**

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

#### **Unit Number / Unit Reference Number (URN)**

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB Qualifications Limited also assign unique unit numbers which is consistent when the unit is used in multiple BIIAB qualifications.

#### **Level**

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

#### **Credit**

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

## Qualification Guidance Document

### Guided Learning Hours (GLH)

The required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

### Total Qualification Time (TQT)

Total Qualification Time (TQT) is defined by Ofqual as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

### Learning Outcomes and Assessment Criteria

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved. There are usually multiple assessment criteria for each Learning Outcome.

## 15. Initial Registration

### Registration and Certification

Learners should be registered and certificated via BIIAB Qualifications Limited's Customer Management System.

## Qualification Guidance Document

### Equal Opportunities and Diversity Policy

BIIAB Qualifications Limited has in place an equal opportunities policy, a copy can be found at <https://www.biiab.co.uk/policies-and-procedures/>

BIIAB Qualifications Limited is committed to ensure that:

- approved centres operate an equal opportunities policy
- approved centres communicate the policy to staff and learners
- approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements

### Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments **must** inform their assessor at the beginning of their course of their requirements. BIIAB Qualifications Limited has a reasonable adjustment policy in place, a copy of which is provided to all approved centres and can be found at <https://www.biiab.co.uk/policies-and-procedures/>

## 16. Qualification Review and Feedback

BIIAB Qualifications Limited is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB Qualifications Limited will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be periodically reviewed and revised to ensure the content remains relevant, assessment approach remains appropriate and that it remains valid and fit for purpose.

**17. Mandatory Units**

The following unit is mandatory for this qualification.

**Emergency First Aid in the Workplace**

<b>Unit Reference</b>	K/651/4466
<b>BIIAB Reference</b>	3FAW1V3
<b>Level</b>	3
<b>Credit Value</b>	1
<b>Guided Learning (GL)</b>	7
<b>Unit Summary</b>	Purpose of the unit is for the learner to attain knowledge and practical competences required to deal with a range of workplace first aid situations including the management of life-threatening bleeding
<b>Learning Outcomes (1 to 7)</b> The learner will:	<b>Assessment Criteria (1.1 to 7.2)</b> The learner can:
1. Understand the role and responsibilities of a first aider	1.1 Identify the role and responsibilities of a first aider  1.2 Identify how to minimise the risk of infection to self and others  1.3 Identify the need for consent to provide first aid
2. Be able to assess an emergency situation safely	2.1 Conduct a scene survey  2.2 Conduct a primary survey of a casualty  2.3 Summon appropriate assistance when necessary
3. Be able to provide first aid to an unresponsive casualty	3.1 Identify when to administer Cardio Pulmonary Resuscitation (CPR)  3.2 Demonstrate adult CPR using a manikin  3.3 Identify when to place a casualty into the recovery position

## Qualification Guidance Document

	<p>3.4 Demonstrate how to place a casualty into the recovery position</p> <p>3.5 Demonstrate continual monitoring of breathing whilst the casualty is in the recovery position</p> <p>3.6 Identify how to administer first aid to a casualty who is experiencing a seizure</p>
4. Be able to provide first aid to a casualty who is choking	<p>4.1 Identify when a casualty is choking</p> <p>4.2 Demonstrate how to administer first aid to a casualty who is choking</p>
5. Be able to provide first aid to a casualty with external bleeding	<p>5.1 Identify whether external bleeding is life-threatening</p> <p>5.2 Demonstrate how to administer first aid to a casualty with external bleeding</p> <p>5.3 Demonstrate how to control external bleeding using a:</p> <ul style="list-style-type: none"> <li>• Improvised tourniquet</li> <li>• Manufactured tourniquet</li> <li>• Improvised wound pack</li> <li>• Manufactured haemostatic dressing</li> </ul>
6. Know how to provide first aid to a casualty who is suffering from shock	<p>6.1 Recognise when a casualty is suffering from shock</p> <p>6.2 Identify how to administer first aid to a casualty who is suffering from shock</p>
7. Know how to provide first aid to a casualty with minor injuries	<p>7.1 Identify how to administer first aid to a casualty with:</p> <ul style="list-style-type: none"> <li>• Small cuts</li> <li>• Grazes</li> <li>• Bruises</li> <li>• Small splinters</li> <li>• Nosebleeds</li> </ul>

## Qualification Guidance Document

	7.2 Identify how to administer first aid to a casualty with minor burns and scalds.
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### Assessment Requirements and Evidence Requirements

This unit should be delivered, assessed and quality assured in accordance with Assessment Principles for Regulated First Aid Qualifications.

### Additional Information

#### Simulation

Simulation is permitted in this unit. The following ACs must be assessed by practical demonstration: 3.2, 3.4, 3.5, 4.2, 5.2, 5.3

## Recognition and Management of Illness and Injury in the Workplace

<b>Unit Reference</b>	F/650/1575
<b>BIIAB Reference</b>	3FAW2V2
<b>Level</b>	3
<b>Credit Value</b>	1
<b>Guided Learning (GL)</b>	12
<b>Unit Summary</b>	This unit provides the learner with the knowledge to provide first aid to an individual
<b>Learning Outcomes (1 to 9)</b> The learner will:	<b>Assessment Criteria (1.1 to 9.1)</b> The learner can:
1. Be able to conduct a secondary survey	1.1 Identify the information to be collected when gathering a casualty history  1.2 Demonstrate how to conduct a head-to-toe survey
2. Be able to provide first aid to a casualty with suspected injuries to bones, muscles and joints	2.1 Recognise a suspected: <ul style="list-style-type: none"> <li>• fracture or dislocation</li> <li>• sprain or strain</li> </ul> 2.2 Identify how to administer first aid for a casualty with suspected: <ul style="list-style-type: none"> <li>• fracture or dislocation</li> <li>• sprain or strain</li> </ul> 2.3 Demonstrate how to apply: <ul style="list-style-type: none"> <li>• a support sling</li> <li>• an elevated sling</li> </ul>
3. Be able to provide first aid to a casualty with suspected head and spinal injuries	3.1 Recognise a suspected: <ul style="list-style-type: none"> <li>• head injury</li> <li>• spinal injury</li> </ul> 3.2 Identify how to administer first aid for a suspected head injury  3.3 Demonstrate how to administer first aid for a casualty with a suspected spinal injury



## Qualification Guidance Document

<p>4. Know how to provide first aid to a casualty with suspected chest injuries</p>	<p>4.1 Identify how to administer first aid for suspected:</p> <ul style="list-style-type: none"> <li>• fractured ribs</li> <li>• penetrating chest injury</li> </ul>
<p>5. Know how to provide first aid to a casualty with burns and scalds</p>	<p>5.1 Identify how to recognise the severity of burns and scalds</p> <p>5.2 Identify how to administer first aid for burns involving:</p> <ul style="list-style-type: none"> <li>• dry/wet heat</li> <li>• chemicals</li> <li>• electricity</li> </ul>
<p>6. Know how to provide first aid to a casualty with an eye injury</p>	<p>6.1 Identify how to administer first aid for eye injuries involving:</p> <ul style="list-style-type: none"> <li>• dust</li> <li>• chemicals</li> <li>• embedded objects</li> </ul>
<p>7. Know how to provide first aid to a casualty with suspected poisoning</p>	<p>7.1 Identify how poisonous substances can enter the body</p> <p>7.2 Identify how to administer first aid to a casualty with suspected sudden poisoning</p>
<p>8. Be able to provide first aid to a casualty with anaphylaxis</p>	<p>8.1 Recognise suspected anaphylaxis</p> <p>8.2 Identify how to administer first aid for a casualty with suspected anaphylaxis</p> <p>8.3 Demonstrate the use of a 'training device' adrenaline auto-injector</p>
<p>9. Know how to provide first aid to a casualty with suspected major illness</p>	<p>9.1 Recognise suspected:</p> <ul style="list-style-type: none"> <li>• heart attack</li> <li>• stroke</li> <li>• epileptic seizure</li> <li>• asthma attack</li> <li>• diabetic hypoglycaemic emergency</li> </ul>

## Qualification Guidance Document

	<p>9.2 Identify how to administer first aid to a casualty suffering from:</p> <ul style="list-style-type: none"><li>• heart attack</li><li>• stroke</li><li>• epileptic seizure</li><li>• asthma attack</li><li>• diabetic hypoglycaemic emergency</li></ul>
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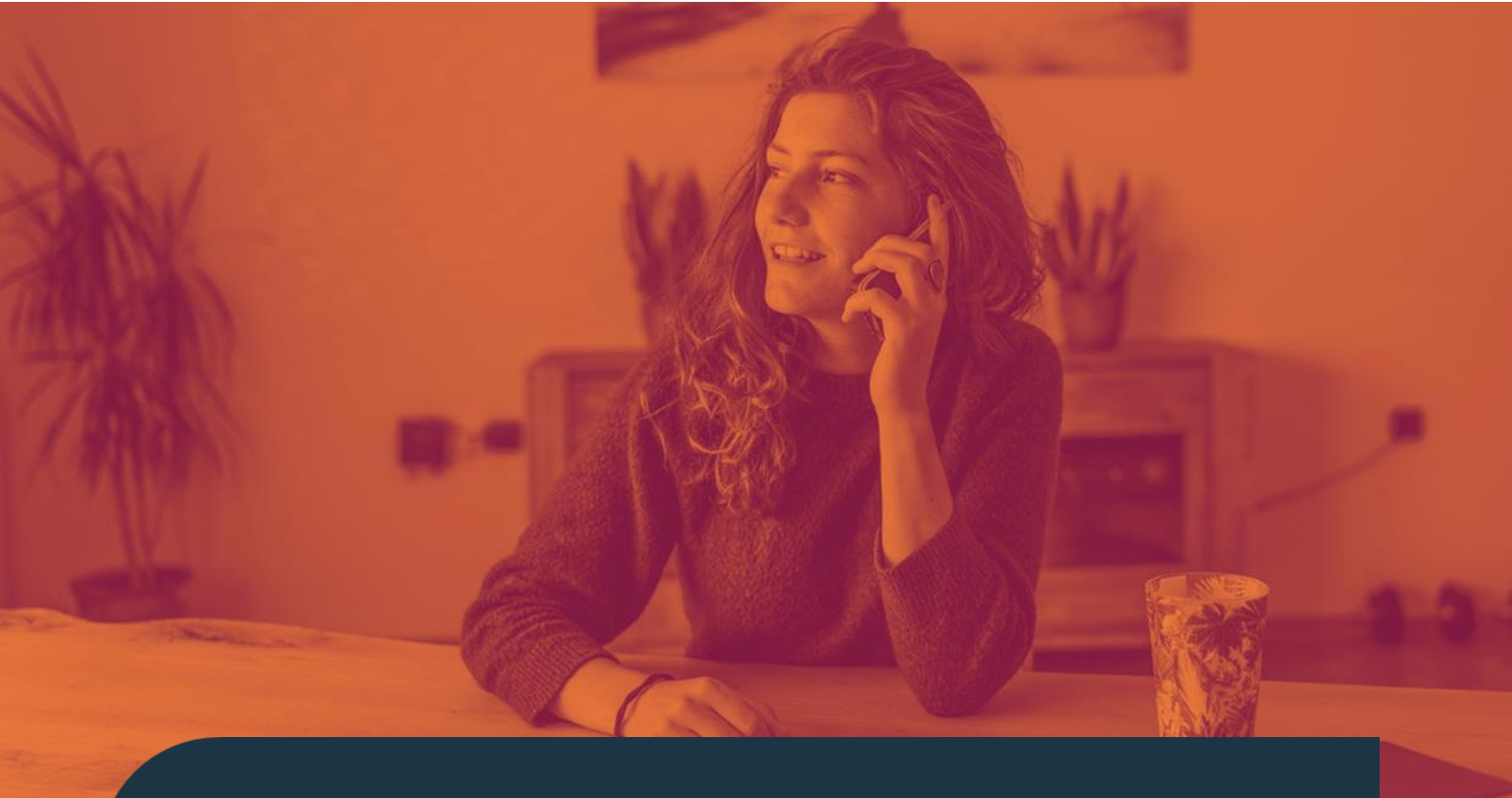
### Assessment Requirements and Evidence Requirements

This unit should be delivered, assessed and quality assured in accordance with Assessment Principles for Regulated First Aid Qualifications.

### Additional Information

#### Simulation

Simulation is permitted in this unit. The following ACs must be assessed by practical demonstration: 1.2, 2.3, 3.3, 8.3



If you need any help with this guide,  
please contact our team.

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