

CTQ Level 3 Award in Emergency First Aid at Work

Qualification specification
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About Certify Training Qualifications

Certify Training Qualifications was established to play a unique role in the vocational skills and qualifications system. Our work supports a wide range of learners and providers and aims to improve safety and welfare in education and early years (and beyond) through the provision of highly regarded regulated qualifications.

About this Qualification

Who is this qualification for?

This qualification is for anyone who has a specific responsibility at work, or in voluntary and community activities, to provide help to people in emergency first aid situations. The qualification is ideally suited to those working in lower-risk workplace environments where a risk assessment has identified a need for first aid skills & knowledge.

A typical learner:

- is at least 16 years old
- is able to perform practical tasks at floor level
- has a minimum of Level 2 in literacy and numeracy or equivalent

Qualification Purpose

The objective of this qualification is to prepare learners for an emergency first aid role in the workplace, enabling them to deal with a range of emergency first aid situations.

How does this qualification relate to other similar qualifications?

This qualification is a part of the larger CTQ Level 3 Award in First Aid at Work.

This qualification belongs to the CTQ suite of First Aid qualifications that includes:

- CTQ Level 3 Award in Emergency First Aid at Work
- CTQ Level 3 Award in First Aid at Work
- CTQ Level 3 Award in Emergency Paediatric First Aid
- CTQ Level 3 Award in Paediatric First Aid
- CTQ Level 3 Award in First Aid for Schools

These are all short qualifications mapped to HSE or DfE requirements¹ for first aid training.

What does this qualification cover?

The qualification covers the Health and Safety Executive (HSE) training standard for delivery of Emergency First Aid at Work (EFAW) courses for the purposes of the Health and Safety (First Aid) Regulations 1981 as shown in **Appendix 2**.

How long does it take to study?

The qualification takes 6 hours to complete. It must be completed within 3 weeks.

¹ As per The Health and Safety (First-Aid) Regulations Paragraph 4: "An employer should make an assessment of first-aid needs appropriate to the circumstances (hazards and risks) of each workplace." In assessing their needs, the employer should, as per Paragraph 10, consider:

- the nature of the work and workplace hazards and risks;
- the nature of the workforce;
- the organisation's history of accidents;
- the size of the organisation;
- the needs of travelling, remote and lone workers;
- work patterns;
- the distribution of the workforce;
- the remoteness of the site from emergency medical services;
- employees working on shared or multi-occupied sites;
- annual leave and other absences of first-aiders and appointed persons;
- first-aid provision for non-employees.

Qualification overview

Qualification details

Qualification title:	CTQ Level 3 Award in Emergency First Aid at Work
Qualification number:	
Grading:	Pass / Fail
Total qualification time (TQT) ² :	6
Guided learning hours (GLH):	6
Operational start date:	
Qualification review date ³ :	
Student age:	16+

Structure of the qualification

The Level 3 Award in Emergency First Aid at Work consists of one mandatory unit which must be achieved in order to achieve the qualification. There are no optional units.

FAW1: Delivering Emergency First Aid at Work

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Level 3 Award in Emergency First Aid at Work

Whilst learners often study and learn at different rates, the estimated study time for each unit is:

Unit code	Unit title	Unit level	Unit TQT
FAW1	Delivering Emergency First Aid at Work	Three	6

Entry requirements

The qualification is available to learners aged 16 or over.

² Total qualification time is the number of notional hours it takes a typical learner to achieve the full qualification and is made up of two elements:

- the minimum number of guided learning hours - the number of hours spent under the immediate supervision or guidance of a tutor
- the number of hours spent on preparation, studying and the assessment that is non-guided

Our qualifications are delivered through blended distance learning that includes bookable contact time with a subject specialist tutor, so the balance of total qualification time is weighted towards non-GLH.

³ The qualification review date is the date by which we will have carried out a review of the qualification. We work with subject specialists to make any changes necessary to meet sector needs and to reflect recent developments. In most cases, we'll extend the qualification and set a new review date. If we make a decision to withdraw a qualification, we'll set an operational end date (last date for registration/enrolment). The last date for certification will be three years from the operational end date.

We will post information relating to changes or extensions to qualifications on our website and learners registered on the qualification will be kept updated.

There are no formal entry requirements, however we strongly recommend that learners have a minimum of Level 2 in literacy and numeracy or equivalent.

Due to the practical nature of the first aid assessment, learners must be able to get to the floor unaided and successfully demonstrate all required elements of the practical assessment on their own. For example, a learner will need to get to the floor unassisted and demonstrate effective cardiopulmonary resuscitation on a manikin at floor level for two minutes.

Recognition of prior learning

There are no opportunities for recognising prior learning to count towards this qualification.

Progression

Successful completion of this qualification will enable learners to be workplace first aiders in emergency situations under the Health and Safety (First Aid) Regulations 1981.

Learners may progress from this qualification to the CTQ Level 3 Award in First Aid at Work, indeed this qualification forms part of the First Aid at Work qualification. **Learners may enrol on a ‘top-up’ course within 6 weeks of completing the emergency first aid at work course.**

Learners who find the qualification content interesting may progress to a wide range of first aid related learning and qualifications, in areas such as paediatric first aid, forest school first aid.

Requalification

This qualification is valid for a period of 3 years. Learners must retake the qualification before the certificate expiry date in order to remain qualified.

Following completion of this qualification, it is strongly recommended that learners carry out continuous professional development and keep abreast of changes, especially regarding legislation and first aid best practice. HSE strongly recommends that first aiders undertake annual refresher training to help maintain their skills.

Delivering this Qualification

This qualification is delivered by CTQ's approved centres and consists of a mix of knowledge and practice. Blended learning combining e-learning and taught classroom sessions is permitted (see section below).

Enrolment, initial assessment and qualification registration

Learners are registered on the qualification by the centre once they are enrolled on the course. Centres must carry out an initial assessment for each learner to ensure they are enrolled on the most suitable qualification for their needs and that they meet the entry requirements stated above.

Timescales for completion

Once enrolled, learners are expected to complete the qualification within 3 weeks in blocks of learning that are a minimum of 2 hours each.

Certification

We will issue verified results and learner certificates to the approved centre. Centres will forward results and/or certificates to learners. If learners have not received results and/or certificates within 28 working days, they should contact the centre in the first instance. If a centre is in a sanction or has been withdrawn from CTQ either voluntarily or otherwise, we reserve the right to send certificates directly to learners.

Centre approval

In order to deliver this qualification, centres must obtain centre recognition and qualification approval from CTQ, as set out on our website. Once approved, centres are required to maintain the following minimum staffing:

Minimum staff	Role	Responsibilities	Max. class / cohort per staff member
One	Teacher/trainer	Delivery of qualification content	12
One	Assessor	Assessment of the qualification	12
One	Internal Quality Assurer	Quality assuring the assessment and awarding of this qualification	N/A

NB There is no requirement for a separate assessor when delivering this qualification. Teachers/trainers can perform the role of both teacher/trainer and assessor providing they meet the below requirements for each role.

Staffing requirements

Teachers/trainers

All teachers/trainers should have the skills, knowledge and experience to be able to teach and demonstrate the subject. At qualification approval, each teacher/trainer must be approved by CTQ and provide evidence of:

1. A first aid at work qualification/medical registration as shown in Appendix 3

2. A formal teaching/training qualification as shown in Appendix 4
3. An acceptable log/record of teaching first aid as shown in Appendix 4

Trainers are expected to keep up to date with the subject area and provide evidence of continuing professional development (CPD).

Assessors

All assessors should have the skills, knowledge and experience to be able to assess the subject. At qualification approval, each assessor must be approved by CTQ and provide evidence of:

1. A first aid at work qualification/medical registration as shown in Appendix 3
2. An acceptable assessing qualification as shown in Appendix 4 or attendance at First Aid Assessor CPD Training with an Awarding Organisation/Body.
3. An acceptable log/record of assessing first aid as shown in Appendix 4

Assessors are expected to keep up to date with the subject area and provide evidence of CPD.

Internal Quality Assurers (IQAs)

Internal quality assurers of this qualification must have knowledge and competency in first aid as well as knowledge and competency in internal quality assurance. At qualification approval, each IQA must be approved by CTQ and provide evidence of:

1. A first aid at work qualification/medical registration as shown in Appendix 3
2. An acceptable internal quality assurance qualification as shown in Appendix 4 or attendance at Internal Quality Assurance CPD Training with an Awarding Organisation.

IQAs are expected to keep up to date with the subject area and provide evidence of CPD.

IQAs must also:

- Have knowledge of the requirements of the qualification they are quality assuring at the time the assessment is taking place
- Have knowledge and understanding of the role of IQAs
- Attend training delivery and observe assessments being carried out
- Carry out other related internal quality assurance

NB IQAs cannot quality assure a course for which they were the Trainer and/or Assessor

Resources, venue and equipment

Centres must use premises that are suitable, adequate and conducive to carrying out training and assessment, whether these are hired or in-house training rooms. They must also comply with all current legislation.

As a minimum, centres must make sure their venues, equipment and other resources include:

Resource	Requirement
Teaching/training venue	The venue must meet acceptable health and safety standards and have sufficient: size, floor surfaces, seating, writing surfaces, toilet facilities, ventilation, lighting, heating, access, exits, cleanliness, absence of

	distracting noise. Signage should be used to notify others that assessments are being carried out.
Audio visual (AV) equipment and training aids	Sufficient AV equipment and training aids to facilitate learning using varying teaching methods.
Resuscitation manikins	A minimum ratio of 1 manikin to every 4 learners to facilitate training and assessment of rescue breaths, chest compressions, back blows, abdominal thrusts and Automated External Defibrillation (AED) pad placement. If fewer resuscitation manikins are provided, adjust learning hours/lesson plans accordingly to make sure learners are not disadvantaged.
AED trainers	A minimum of 1 AED trainer to every 4 learners. If fewer AED trainers are provided, adjust learning hours/lesson plans accordingly to make sure learners are not disadvantaged.
Bandages and dressings	Sufficient clean bandages, dressings and other items commonly found in a first aid kit to facilitate training and assessment.
Hygiene	Sufficient procedures to maintain hygiene when using resuscitation manikins and other training equipment.

Teaching the qualification content

Delivery plan

It is a HSE requirement that the training and assessment should be at least 6 hours (not including breaks) over a minimum period of one day (each taught session must be a minimum of two hours).

CTQ provide centres with a complimentary course programme and detailed lesson plans, which are carefully designed to meet the objective of this qualification and the needs of learners, making sure learners are adequately prepared for the assessments.

Centres not using QTQ lesson plans must create their own delivery plan which will be checked as part of centre qualification approval. The delivery plan should:

- include a scheme of work clearly showing how the required subjects and criteria/learning outcomes are covered and the minimum guided learning hours are met
- be carefully designed to meet the objective of this qualification and the needs of learners, making sure learners are adequately prepared for the assessments
- identify opportunities for formative assessment of learner's progress.

Learning materials

Each unit includes a list of suitable resources/textbooks that centres may choose to recommend or provide to learners.

Blended learning

This qualification can be delivered using a combination of distance learning and face-to-face classroom learning and assessment. The 'minimum' amount of classroom hours must be as detailed below with the remainder of the GLH having been completed by distance learning:

Minimum classroom time:	4 hours (1 day)
Maximum distance learning time:	2 hours

NB distance learning must be completed before the face-to-face classroom session and all assessments must take place in the classroom.

Centres wishing to offer blended learning must seek CTQ approval of its e-learning materials.

Notification of courses running

Centres are required to provide to CTQ details of the dates, times and venues of courses taking place. In order to assure us that trainer/assessors are correctly carrying out authentication checks and assessments, we will carry out risk-based spot checks of training courses being delivered.

Assessment of the qualification

Assessment strategy

We have worked collaboratively with subject experts to devise an appropriate and valid assessment strategy, as follows.

Purpose

First aiders need to be able to demonstrate key practical skills in delivering first aid in a range of scenarios: acting safely, promptly and effectively to preserve life, prevent worsening and promote recovery.

Content

The Level 3 Award in Emergency First Aid at Work is assessed through a combination of assessments designed to test the appropriate skills, knowledge and understanding, as outlined below:

Assessment	Controls	Units covered	Rationale
Multiple choice examination	<ul style="list-style-type: none">Externally setExternally markedInternally invigilatedExternally spot checked	<ul style="list-style-type: none">FAW1	Learner's practical abilities need to be underpinned by a base of knowledge about the role of the first aider, their responsibilities and basic principles of emergency first aid. This knowledge is taught from a syllabus and assessed by an MCQ exam, derived from a bank of questions.
Practical observation	<ul style="list-style-type: none">Externally setInternally markedExternally verifiedSimulation is permitted	<ul style="list-style-type: none">FAW1	Learners need to be able to demonstrate key practical skills in delivering emergency first aid, for which the most valid assessment is an observation. Due to the risks to life, learners must correctly pass all the assessment criteria and if demonstration of a skill requires a complex sequence of actions (e.g. CPR) each step in the sequence will be assessed.

NB 'externally' refers to CTQ, 'internally' refers to the centre

All assessments must be passed in order to achieve the qualification.

Assessment design

Assignment 1: The multiple choice examination will be taken under examination conditions online at the end of the training. Assessors may invigilate up to 12 learners simultaneously, each using one computer/tablet or smartphone.

Duration: 25 minutes

Pass mark: 77% (10/13)

Grading: Pass / Fail

Assignment 2: The practical assessment is ongoing throughout the course with the trainer/assessor making learners aware of when they are being assessed and what they are required to demonstrate.

Duration: within the practical course time

Pass mark: all assessment criteria must be achieved

Grading: Pass / Fail

[Appendix 1](#) sets out how the assignments are mapped to the unit learning outcomes and content.

Confirming identity

Assessments take place face to face at the training venue. Therefore, the responsibility of authenticating the learner's assessment evidence falls to the trainer/assessor. Trainer/assessors must check each learner's identity against approved photographic identification at the start of the course, such as:

- a valid passport (any nationality)
- UK issued Biometric Residence Permit
- a signed UK photo card driving licence
- valid warrant card issued by HM Forces or the Police
- other photographic ID card, e.g., employee ID card (must be current employer), student ID card, travel card etc.

Assessment language

This qualification must be assessed in English due to the need for learners to be able to complete a 999 call and communicate with their patients.

Assessment in British Sign Language (BSL) **may** be permitted for this qualification for the purpose of a reasonable adjustment.

Prior approval from CTQ is required before any assessment is delivered through BSL through completing a request for reasonable adjustment.

Any request received will be considered in terms of viability and there may be charges depending on the work required to meet the request.

Assessment delivery

Submission of assignments

Learners will undertake assessments during the training: the practical assessments throughout and the multiple choice examinations at the end.

Grading

This qualification and its assessments are graded as pass/fail only. There are no opportunities to achieve higher grades. In order to achieve a pass in the qualification, learners must achieve a pass in each assignment.

Results

Externally marked assessments are marked automatically by the CTQ system, applying pre-agreed pass marks that are consistent with qualifications offered by other awarding organisations.

Internally marked assessments are marked by assessors at the centre against criteria set by CTQ. Centres are required to submit learner results within 10 working days of assessment to CTQ for moderation.

Invigilation and administration of examinations

Centres are required to ensure that the multiple-choice examinations are effectively administered and invigilated, adhering to the requirements set out in the **CTQ Controlled Assessment and Invigilation Instructions** document. Learners must not confer during the examination and no resources (eg text books) will be permitted.

The Trainer/Assessor is permitted to carry out invigilation of up to 15 learners.

There are two cases where a learner may take their MCQ test on paper, either due to a reasonable adjustment or due a technical failure.

In either case, as the individualised exam paper is generated for each learner at the point of scheduling the assessment, Centres will be able to print out a hard copy version of the questions issued against that learners record from the CTQ system. Printed questions and completed paper-based papers must be kept in sealed envelopes and stored securely, following the guidelines in the **CTQ Controlled Assessment and Invigilation Instructions** policy.

Centre internal quality assurance

Centres are required to implement quality assurance measures to ensure reliability and consistency of assessment decisions. This includes standardisation and verification of assessment decisions.

Standardisation activities could include peer review/shadowing, through online training events using videos of assessments or face to face standardisation sessions. The purpose of standardisation is to put edge case scenarios in front of the assessors and get them to agree on the right assessment decision (pass/fail).

Verification activities could include observation (in person, over video call or of video recordings) and sampling of evidence. The purpose of verification is to check that assessors are making the correct assessment decisions with learners.

The HSE guidance⁴ that informs this qualification sets expectations for internal quality assurance, requiring that centres have:

- a quality assurance plan
- a competent individual responsible for quality assurance (independent of training delivery)
- an annual assessment of the skills of trainers/assessors
- a course evaluation procedure
- mechanisms for obtaining feedback from learners
- a complaints procedure
- records of assessments for each learner

Centres must retain all learner documents and records for a period of 3 years and make sure these are available for review by CTQ.

Assessing practical tasks

Apply the following general rules for all practical assessments:

Learners must:

- be aware they are being assessed and be able to demonstrate the necessary skills without prompting or referring to literature

Assessors must:

- give clear guidance before the assessment and feedback at the end
- use the **CTQ Emergency First Aid at Work Assessment Criteria** document
- complete the **CTQ Emergency First Aid at Work Evidence Log**
- only cover the elements on the assessment criteria documents
- allow the learner to carry out the task uninterrupted unless intervention is needed to prevent injury or danger. In this case the assessor should stop the learner immediately, invite the learner to explain the problem and refer the learner to retake the whole assessment
- refer a learner who fails an assessment, giving the learner feedback on their performance, and assess them again on their next practice. If the learner does not pass during the practice session allocated time, give them the chance to come back on another course to retake the assessment.
- record whether each learner has passed the practical observation. Where a learner has referred on a task or element, Assessors must record:
 - Which criteria the learner was referred on
 - Why they were referred
 - Whether they were able to pass on second attempt

Centre Assessment Standards Scrutiny (CASS)

CTQ operate a system of ongoing monitoring, support and feedback for approved centres, using a risk-based model to decide the frequency and type of external quality assurance activity. The overall risk is a combination of a qualification risk rating and a centre risk rating.

This qualification has been rated as **medium risk**.

The validity of the practical assessment centres around those assessing being subject experts themselves. The practical assessment criteria provide the framework for assessment.

In order to assure this, CTQ will approve all trainers and assessors that deliver this qualification:

- At the point of qualification approval all trainer/assessors delivering the qualification will be checked to ensure that they have the correct qualifications and experience to deliver and/or assess the qualification.
- Centres are required to keep CTQ informed of any new trainer/assessors and any new staff will need to be approved by CTQ before they may deliver and/or assess a qualification.
- CTQ will monitor qualification expiry dates for Centre trainer/assessors and should a trainer/assessor's qualification become out of date they will not be permitted to deliver or assess until they have re-qualified.

As centre assessors are responsible for assessment decisions, the practical assessment is subject to moderation and verification.

- For new centres and those with a high risk rating, CTQ appointed EQAs will monitor performance and compliance by conducting a minimum of three separate moderation sampling activities for the qualification when the centre wishes to claim certification.
- When the EQA is satisfied that standards have been achieved the Centre's risk rating will be reduced and the Centre will be approved to mark the assessments and claim certification without the need for EQA sampling activity to take place prior to certification. All CTQ approved Centres will receive a minimum of two interactions per year, depending on their size and risk rating.

Centres should allow for additional time for the issue of certificates where assessment decisions are being moderated.

Assessment regulations

Deadlines

Assessments are completed during the training course.

Extensions

Extensions are not permissible as all assessment is completed during the training course.

Late submission

Late submissions are not permissible as all assessment is completed during the training course.

Referral

For multiple choice examinations:

- Where a learner does not meet the pass mark on an examination, their assessment will be returned as a 'refer'. Learners will receive their score only.
- Learners are permitted to revise and resit the whole assessment.

For practical assessments:

- Where a learner fails to achieve one or more assessment task or scenario, they will be graded as a 'refer' with information on the failed elements only.
- Learners are permitted to revise and resit the assessment task or scenario.

Resubmission (2nd attempt)

If a learner is unsuccessful with the multiple-choice examination, they can have a second attempt. This must be taken within the time allowed for completion of the qualification.

If a learner fails a second attempt, with or without additional training, they will have failed the qualification and will not be able to resit the assessments.

If a learner is unsuccessful with the practical observation, they can have a second attempt. This must be taken within the time allowed for completion of the qualification.

If a learner fails a second attempt, with or without additional training, they will have failed the qualification and will not be able to resit the assessments.

Retake

Where a second re-submission is not permitted, or where permitted but the learner fails to meet the assessment criteria on the second re-submission, then the learner will be deemed to have failed to achieve the qualification.

Where a learner fails to achieve the qualification, they are permitted to take the course again. This will require payment of the appropriate enrolment fee, attendance at the training and completion of new assessments, regardless of their previous performance.

Policies

This section summarises the policies in each of the areas below. Full details of policies and procedures are available on the CTQ website.

Reasonable adjustments

CTQ endeavours to ensure that the assessment requirements and methods used are sufficiently flexible to enable the widest range of learners to access its qualifications.

However, we must also ensure that the arrangements we allow will be valid and reliable, designed to accurately reflect learner competence and meet the learning outcomes and assessment criteria of the qualifications. We must also ensure that learners are not given either a real, or a perceived, unfair advantage.

For this qualification, learners who have a disability, learning or communication difficulties may request a reasonable adjustment from their centre during the period of training by following the process set out in the Reasonable Adjustments and Special Considerations Policy.

However, to prove competence at the formal (summative) assessment stages the learner must demonstrate certain practical skills, such as CPR at ground level. In order to pass the assessment and achieve the qualification the learner must demonstrate all required practical skills without assistance from a third party.

Full details can be found in the Reasonable Adjustments and Special Considerations Policy.

Special consideration

Special consideration may be given to learners in instances that could not have been predicted, or were outside the learner's control, which may have impacted on their performance in an assessment. Learners may apply under the Reasonable Adjustments and Special Considerations Policy. Special consideration may only be granted where the event occurred during the period that an assessment was assigned.

Enquiries about results: centre-marked assessments

All CTQ approved centres must have their own auditable internal appeal arrangements which learners can access if they wish to make an enquiry about an assessment result or appeal against a decision taken by a centre. When a learner's internally assessed results vary considerably from the result they expect, the learner may make an enquiry about the assessment result to the centre that will follow its own internal procedures. An enquiry about results is a formal request, in writing, for a review of an assessment decision.

If a learner wishes to appeal against a decision taken by a centre it must first go through the centre's appeals process before bringing the matter to CTQ.

Enquiries about results: CTQ-marked assessments

We recognise that a learner may wish to query or challenge the grade awarded for their assessment, normally in cases where the results vary considerably from those expected.

A centre may make an enquiry about a test or assessment result on behalf of one or more learners. Learners should discuss their case with the centre before the request is made. It is only possible to request an enquiry for an assessment that is marked by CTQ.

A request can be made for an 'assessment review' check. A fixed fee is charged when a request is made for this service. The fee is refunded if the outcome of the test or assessment is changed as a result of the enquiry.

Full details can be found in the Enquiry and Appeals Policy.

Malpractice and maladministration

Any suspected incidence of malpractice or maladministration will be fully investigated in accordance with the Malpractice and Maladministration Policy.

In relation to learners, the nature of the assessments require application of skills and knowledge, and so the risk of plagiarism from external sources is limited. There is a risk of plagiarism by copying previously submitted work, or getting another individual to complete or assist the assessment.

To minimise plagiarism by learners all knowledge assessments must be invigilated by a member of centre staff, and practical assessments are observed by the assessor. CTQ reserve the right to observe assessments, which sometimes may be unannounced.

Appeals

An appeal can be made about:

- the results of assessments (if the centre's internal appeals procedure is exhausted or the appeal is against an external assessment decision, learners may appeal to CTQ but only on the basis that the centre or CTQ did not apply procedures consistently or that procedures were not followed properly and fairly).
- decisions regarding reasonable adjustments
- decisions regarding special consideration
- decisions relating to any action to be taken following an investigation into malpractice
- decisions relating to a complaint

Full details can be found in the Enquiry and Appeals Policy.

Mandatory units

FAW1: Delivering Emergency First Aid at Work

Level	3
Guided Learning Hours (GLH)	6
Sector Subject Area (SSA)	Health and social care

Unit summary

This unit will provide learners with an understanding of the role of the first aider and the skills required to provide emergency first aid for lower-risk workplace settings. Learners will have basic skills in providing first aid acting safely, promptly and effectively for choking; minor injuries; wounds; bleeding; casualties who are in shock, unconscious and/or in need of resuscitation.

Learning outcomes

1	Understand the role of the first aider
2	Assess a range of first aid situations in order to provide emergency first aid
3	Provide appropriate first aid for a range of emergency situations and people

Syllabus

Training plans must cover the following content:

Syllabus area	Teaching content	Legislation	Assessment	
			Multiple choice exam 1	Practical observation 1
Role of the First Aider	<ul style="list-style-type: none"> Role and responsibility <ul style="list-style-type: none"> The definitions^{1-1a} of an infant, child, and adult for first aid. Attributes^{1-1b} of a good first aider. How to seek appropriate further medical attention, including calling emergency services. How to prioritise what action to take, including basic triage. When, why and how to record and report incidents^{1-1c}. Understand what RIDDOR^{1-1d} is and when and how to report. 	GEIS3: Appendix 2. EFAW course content: understand the role of the first-aider	X	
	<ul style="list-style-type: none"> Consent <ul style="list-style-type: none"> Understand the need to gain consent before treating an adult and how it might be gained or implied. 		X	
	<ul style="list-style-type: none"> Infection Prevention and Control^{1-3a} <ul style="list-style-type: none"> The risks to both the casualty and the first aider. The importance of preventing cross-infection, through: hand washing practices, PPE (including gloves), disposal of clinical waste. 	GEIS3: Appendix 2. EFAW course content: the importance of preventing cross-infection	X	
Role of the First Aider	<ul style="list-style-type: none"> First Aid Kits <ul style="list-style-type: none"> Understand the requirements for a first aid kit in the workplace^{1-5c}: <ul style="list-style-type: none"> what should/shouldn't be in a first aid kit. how often a first aid kit needs to be checked and replenished. Know about items that would be useful in an emergency in addition to the first aid kit. 	GEIS3: Appendix 2. EFAW course content: use of available equipment	X	

Unresponsive Casualty (Primary Survey)	<ul style="list-style-type: none"> How to conduct a Scene Survey <ul style="list-style-type: none"> The importance of: assessing for danger, controlling bystanders, making the scene safe, not putting themselves at risk. How to assess the situation and prioritise actions^{2-1a} to act safely, promptly, and effectively in an emergency. 	GEIS3: Appendix 2. EFAW course content: assess the situation and circumstances in order to act safely, promptly and effectively in an emergency	X	
	<ul style="list-style-type: none"> Primary Survey^{12-2a} <ul style="list-style-type: none"> How to recognise when someone is breathing/not breathing. How to recognise Agonal Breathing^{2-2b}. How to administer first aid appropriately. <u>Demonstrate</u> how to perform the primary survey for an adult. 	GEIS3: Appendix 2. EFAW course content: assess the situation and circumstances in order to act safely, promptly and effectively in an emergency	X	X
Unresponsive Casualty (Breathing)	<ul style="list-style-type: none"> Recovery Position <ul style="list-style-type: none"> <u>Demonstrate</u> putting an adult or child into the Recovery Position^{2-3a}. 	GEIS3: Appendix 2. EFAW course content: administer first aid to a casualty who is: unconscious (including seizure)		X
Unresponsive Casualty (Breathing)	<ul style="list-style-type: none"> Monitoring <ul style="list-style-type: none"> Know how to monitor a casualty's breathing^{2-5a} and identify the action upon respiratory arrest, and abnormal breathing (including agonal breathing). <u>Demonstrate</u> monitoring casualty's response levels using AVPU. Understand when to update the Ambulance Service. 	GEIS3: Appendix 2. EFAW course content: administer first aid to a casualty who is: unconscious (including seizure)		X
	<ul style="list-style-type: none"> Secondary Survey <ul style="list-style-type: none"> How to conduct a Secondary Survey using SAMPLE^{2-6a}. How to conduct a Head to Toe Survey. 	GEIS3: Appendix 2. EFAW course content: administer first aid to a casualty who is: unconscious (including seizure)	X	
Unresponsive Casualty (Not Breathing)	<ul style="list-style-type: none"> Chain of Survival <ul style="list-style-type: none"> Understand the Chain of Survival^{2-7a}. 	GEIS3: Appendix 2. EFAW course content: administer cardiopulmonary resuscitation and use of an automated external defibrillator	X	X
	<ul style="list-style-type: none"> CPR^{2-8a} <ul style="list-style-type: none"> Understand when to stop CPR What to do if someone vomits during CPR. <u>Demonstrate</u> at least 2 minutes of CPR for an adult. 	GEIS3: Appendix 2. EFAW course content: administer cardiopulmonary resuscitation and use of an automated external defibrillator	X	X

	<ul style="list-style-type: none"> • AED Awareness <ul style="list-style-type: none"> ○ What an AED is, safety considerations & where to find one. ○ <u>Demonstrate</u> how to use an AED. ○ <u>Demonstrate</u> safe pad placement for an adult. 	GEIS3: Appendix 2. EFAW course content: administer cardiopulmonary resuscitation and use of an automated external defibrillator	X	X
Seizures	<ul style="list-style-type: none"> • Seizures <ul style="list-style-type: none"> ○ How to recognise a seizure (whether epileptic or non-epileptic). ○ What an absence seizure is. ○ What an Aura is. ○ Understand when to call 999/112. ○ <u>Demonstrate</u> how to administer first aid when a seizure occurs^{3-1a}. 	GEIS3: Appendix 2. EFAW course content: administer first aid to a casualty who is: unconscious (including seizure) GEIS3: Appendix 1. FAW course content: recognise the presence of major illness and provide appropriate first aid: epilepsy	X	X
Choking	<ul style="list-style-type: none"> • Mild Choking <ul style="list-style-type: none"> ○ What mild choking is and how to recognise it. ○ How to administer first aid for mild choking^{4-1a}. ○ How to administer first aid for a swallowed object. ○ Understand when to call 999/112. 	GEIS3: Appendix 2. EFAW course content: administer first aid to a casualty who is: choking	X	
	<ul style="list-style-type: none"> • Severe Choking <ul style="list-style-type: none"> ○ What severe choking is and how to recognise it. ○ How to administer first aid for severe choking^{4-2a}. ○ Understand when to call 999/112. ○ How to recognise when to seek medical advice after a choking incident. ○ <u>Demonstrate</u> how to perform back blows and abdominal thrusts for an adult. 	GEIS3: Appendix 2. EFAW course content: administer first aid to a casualty who is: choking		X
Bleeding	<ul style="list-style-type: none"> • Severe Bleeding^{5-2a} <ul style="list-style-type: none"> ○ The difference between a capillary, venous, and arterial bleed. ○ How to administer first aid, including the need for pressure, positioning the casualty and need to get help. ○ <u>Demonstrate</u> how to stop a severe bleed, including how to apply a Limb Bandage. 	GEIS3: Appendix 2. EFAW course content: administer first aid to a casualty who is: wounded and bleeding		X
Bleeding	<ul style="list-style-type: none"> • Shock (Hypovolemic) <ul style="list-style-type: none"> ○ What shock is and how to recognise it. ○ <u>Demonstrate</u> putting a casualty into the correct position for shock^{5-3a}. 	GEIS3: Appendix 2. EFAW course content: administer first aid to a casualty who is: suffering from shock		X

Minor Injuries	<ul style="list-style-type: none"> • Bruises, Cuts & Grazes, Small Splinters <ul style="list-style-type: none"> ○ Understand how to recognise and treat minor injuries^{6-1a}: <ul style="list-style-type: none"> ▪ Bruises. ▪ Minor cuts. ▪ Minor grazes. ▪ Small splinters. ▪ Nosebleeds^{5-1b}. ○ How to recognise when to seek further medical attention. 	GEIS3: Appendix 2. EFAW course content: provide appropriate first aid for minor injuries: small cuts, grazes and bruises, small splinters	X	
Burns and Scalds	<ul style="list-style-type: none"> • Heat Burns, Electrical Burns, Chemical Burns, Chemical Burns (Eye), Sunburn <ul style="list-style-type: none"> ○ The different types of burn^{11-1a} and how to recognise them. ○ What can be done in the workplace to prevent burns. ○ How to assess the severity of burns. ○ How to administer first aid for different varieties of burn. ○ How to recognise when to seek further medical attention for a burn. 	GEIS3: Appendix 2. EFAW course content: provide appropriate first aid for minor injuries: minor burns and scalds GEIS3: Appendix 1. FAW course content: administer first aid to a casualty with: burns and scalds	X	

Further guidance:

1-1a. Definitions of an infant, child and adult (Resuscitation Council UK guidelines (2021): page 3 section 1)

- An infant is under the age of 1 year.
- A child is between 1 year and 18 years of age.
- An adult is over 18 years of age.

1-1b. Attributes of a good first aider

- Promoting equality and diversity within first aid, eg being willing to provide first aid to all people regardless of their characteristics.

1-1c. Record and report incidents (HSE, Reporting accidents and Incidents at work (2013))

- Which phone numbers are required to contact next of kin.
- Definition of a work related accident.
- Types of injury that need to be reported.
- Over 7 day incapacitation.

- Injuries to non workers.
- Reportable dangerous occurrences.
- Recording requirements.
- How to report an accident or dangerous occurrence and reporting times.

1-1d. Types of injury that need to be reported under RIDDOR

- Fractures, other than to fingers, thumbs and toes.
- Amputations.
- Any injury likely to lead to permanent loss of sight or reduction in sight.
- Any crush injury to the head or torso causing damage to the brain or internal organs.
- Serious burns (including scalding) which: covers more than 10% of the body; causes significant damage to the eyes, respiratory system or other vital organs.
- Any scalping requiring hospital treatment.
- Any loss of consciousness caused by head injury or asphyxia.
- Any other injury arising from working in an enclosed space which: leads to hypothermia or heat-induced illness; requires resuscitation or admittance to hospital for more than 24 hours.

1-3a. Effective infection control (First Responder Care Essentials (2022): chapter 5, health and safety, section 3, Infection prevention and control, sections 3.6, 3.7)

- Hand hygiene, hand washing/gloves/antibac gel.
- Personal protective equipment.
- Gloves.
- Aprons.
- Face masks.
- Eye protection.
- Disposal of clinical waste.
- Tetanus.

1-5a. Requirements for a first aid kit (HSE, First Aid at Work, L74, third edition)

- The list of contents of a first aid box is determined by first aid assessment.
- The first aid box contents should be regularly checked by a person appointed by the employer.
- The first aid box should not contain medication (over the counter or POM), sharps or needles."

2-1a. Prioritise what action to take (First Responder Care Essentials (2022): chapter 8, scene assessment section 1.3-1.31)

- Safety of yourself and the casualty.
- Assessing the scene.
- Rapid triage, breathing and non-breathing casualty.
- Calling for assistance.

2-2a. Primary survey (First Responder Care Essentials (2022): chapter 9, patient assessment section, 1.3, primary survey)

- Address life-threatening bleeding.
- Danger, check for dangers to yourself and the casualty.
- Response level as per A.V.P.U. – Alert, Voice, Pain/Pressure, Unresponsive.
- Shout for help.
- Airway, does the patient have an open airway? If not the airway may need to be opened.
- Circulation, commence CPR, 30 chest compressions.
- Breathing, if breathing is absent 2 rescue breaths must be given.
- Continue CPR at a ratio of 2 rescue breaths to 30 chest compressions.

2-2b. React to Agonal Breathing (Resuscitation Council UK guidelines (2021): In hospital cardiac arrest, page 38, section 3b)

- Agonal breathing (agonal gasping) is common in the early stages of cardiac arrest, these can be occasional gasps, or slow and noisy breathing, these should not be confused with signs of life.

2-3a. Putting someone into the recovery position (First Responder Care Essentials (2022): chapter 10 section 2.5.4, the recovery position for adults and children 1-18 years)

- Recovery position for adults.
- Positioning and cautions.

2-5a. Monitor a casualty's breathing (First Responder Care Essentials (2022): chapter 10, airway, section 2.3 assessing the airway and breathing)

- Look at the position of the casualty.
- Listen for abnormal sounds.
- Feel for breath against your cheek or the rise and fall of their chest.
- Assess breathing rate.

- Assess breathing depth.

2-6a. Secondary Survey (First Responder Care Essentials (2022): chapter 9 section 9.4, sample history and top to toe examination)

- Signs and symptoms.
- Allergies.
- Medications.
- Previous history.
- Last meal.
- Events that led to the current illness or injury.
- Procedure for a comprehensive top to toe examination to rule out further injury (Head to Toe Survey not to be demonstrated on a learner).

2-7a. Chain of Survival (First Responder Care Essentials (2022): chapter 20, cardiac arrest, section 1.2.1 chain of survival)

- Early recognition and call for help.
- Early CPR.
- Early defibrillation.
- Post resuscitation care.

2-8a. CPR (First Aid Manual 11th edition (2021): pages 62-73)

- The responsive adult.
- Casualty does not respond.
- Casualty breathing normally.
- Breathing abnormally or absent.
- Obstructed airway.
- Rescue breathing.
- Chest compressions for adults.
- Calling for assistance.
- The recovery position for adults.
- The use of the AED.

3-1a. First aid actions to take when a seizure occurs (NHS, “What to do if someone has a seizure” (2020))

- Remove and hard objects around the casualty, especially around the head.
- Cushion the head if near a wall or some other hard object.

- Loosed tight clothing around the neck.
- Do not place objects into the casualty's mouth.
- Record the time the seizure started.
- When the seizure has finished remove any padding around the casualty.
- Call 999 if they are injured, if it is their first seizure, they are pregnant or if they are having repeated seizures.

4-1a. Mild choking – what action to take (First Aid Manual 11th edition (2021): page 96)

- In cases of mild choking the casualty will be able to cough, speak and breathe, encourage them to cough while using back slaps, if you are unsuccessful, take them to a treatment centre.

4-2a. Severe choking – what action to take (First Aid Manual 11th edition (2021): page 96)

- Encourage the casualty to cough while performing 5 back slaps.
- If you are unsuccessful, perform 5 abdominal thrusts.
- If unsuccessful return to 5 back slaps.
- Repeat in a cycle.
- Prepare to perform CPR if the casualty becomes unconscious.
- If abdominal thrusts have been performed ensure the casualty is taken to hospital for a check up.

5-2a. Severe Bleeding (Ambulance Care Essentials (2019): chapter 16, wounds and bleeding, section 3.2 to section 3.4.1)

- Severe bleeding tends to be either venous or arterial in origin.
- Estimation of blood loss.
- Life-threatening haemorrhage management.
- Non life-threatening bleeding.
- Direct pressure.
- Limb bandaging.
- Application of a sling.
- How to use a sleeve or cuff to act as a sling in an emergency.

Bleeding

This subject includes teaching and assessing the learner's understanding about how to use slings. Whilst it is noted that slings are not a mandatory part of treatment for all types of bleed, they still form part of currently recognised first aid practice.

5-3a. Correct position for shock (First Responder Care Essentials (2022): chapter 12, cardiovascular system disorders, section 3.7.6 management of shock)

- Identify and control sources of external bleeding.
- Place the casualty supine and, if there is no history of trauma, raise their legs. Note this only likely to provide transient improvement in vital signs, typically only 7 minutes.

6-1a. Minor Injuries (First aid manual 11th edition (2021): pages 113, 121, 196, 245)

- Bruises.
- Cuts and grazes.
- Splinters.

5-1b. Nosebleeds (NHS, Nosebleeds (2017))

- Sit the casualty down.
- Get them to pinch the bridge of their nose and exert pressure.
- Ask them to tip their head forward (not backwards).
- If bleeding hasn't stopped after 10 minutes take them to a treatment centre, especially if they are taking blood thinning medication.

11-1a. Different types of burn (First Aid Manual 11th edition (2021): pages174-183)

- Assessment:
 - heat burns
 - electrical burns
 - chemical burns
 - eye burns (including chemical)
 - minor burns and scalds
 - severe burns and scalds
 - sunburn
 - swallowed poisons
 - burns to the airway
- Depth.
- Dressing.

Links to other units

- FAW2: Further Knowledge and Skills in Workplace First Aid

Learning and teaching strategies

The qualification is delivered directly by centres. Centres should refer to the qualification specification for delivery instructions.

See the assessment section of the qualification specification for full details on the assessment strategy.

Resources/indicative texts

Required equipment

Adult CPR Manikins, Training AEDs, Dressings
Laptop, Projector

Required reading

Selecting a first-aid training provider (2018) *Selecting a first-aid training provider: A guide for employers*. Health and Safety Executive. Available at: <https://www.hse.gov.uk/pubns/geis3.htm> (Accessed: April 3, 2023).

First aid at work: The Health and Safety (First-Aid) Regulations 1981. Guidance on Regulations L74 (Third edition) HSE Books 2013 ISBN 978 0 7176 6560 0 www.hse.gov.uk/pubns/books/L74.htm

First aid at work: Your questions answered Leaflet INDG214 HSE Books 2014
www.hse.gov.uk/pubns/indg214.htm

Basic advice on first aid at work Leaflet INDG347 HSE Books 2017 www.hse.gov.uk/pubns/indg347.htm

HSE's first aid at work website: www.hse.gov.uk/firstaid

First Aid Manual 11th Edition: Written and Authorised by the UK's Leading First Aid Providers, published by DK

Resuscitation Council UK's Guidelines (current version)

Appendix 1 - assessment mapping

Unit	Learning Outcome			Topic area	Syllabus content	Assignment 1	Assignment 2	
	1. Understand the role of the first aider	2. Assess a range of first aid situations in order to provide emergency first aid	3. Provide appropriate first aid for a range of emergency situations and people			Assessing knowledge: multiple choice exam 1	Assessing skills: practical observation 1	
FAW1 Delivering Emergency First aid at Work	X			Role of the First Aider	FA01-01	Role and responsibility	X	
	X				FA01-02	Consent	X	
	X	X			FA01-03	Infection control	X	
	X				FA01-05	First Aid kits	X	
	X	X		Unresponsive Casualty (Primary Survey)	FA02-01	Scene survey	X	
		X			FA02-02	Primary survey	X	X
			X	Unresponsive Casualty (Breathing)	FA02-03	Recovery position		X
		X			FA02-05	Monitoring		X
		X			FA02-06	Secondary Survey	X	
	X	X	X	Unresponsive Casualty (Not Breathing)	FA02-07	Chain of survival	X	X
			X		FA02-08	CPR		X
			X		FA02-09	AED Awareness	X	X
		X	X	Seizures	FA03-01	Seizures & Epilepsy	X	X
		X	X	Choking	FA04-01	Mild Choking	X	
		X	X		FA04-02	Severe Choking		X
		X	X	Bleeding	FA05-02	Severe Bleeding		X
		X	X		FA05-03	Shock (Hypovolemic)		X
		X	X	Minor Injuries	FA06-01	Bruises, Cuts & Grazes, Small Splinters, Nosebleeds	X	
		X	X	Burns and Scalds	FA11-01	Heat Burns, Electrical Burns, Chemical Burns, Chemical Burns (Eye), Sunburn	X	

Appendix 2 – qualification to HSE course content mapping

Topic content:		FAW1: Delivering Emergency First aid at Work								
		Role of the First Aider	Unresponsive Casualty (Primary Survey)	Unresponsive Casualty (Breathing)	Unresponsive Casualty (Not Breathing)	Seizures	Choking	Bleeding	Minor Injuries	Burns
Content of an emergency first aid at work (EFAW) course	understand the role of the first-aider, including reference to: – the importance of preventing cross-infection; – the need for recording incidents and actions; – use of available equipment;	X								
	assess the situation and circumstances in order to act safely, promptly and effectively in an emergency;	X	X							
	administer first aid to a casualty who is unconscious (including seizure);			X		X				
	administer cardiopulmonary resuscitation and use of an automated external defibrillator;			X	X					
	administer first aid to a casualty who is choking;						X			
	administer first aid to a casualty who is wounded and bleeding;							X		
	administer first aid to a casualty who is suffering from shock;							X		
	provide appropriate first aid for minor injuries (including small cuts, grazes and bruises, minor burns and scalds, small splinters).								X	X

Appendix 3 - subject specific qualifications for centre staff

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 an in-date **First Aid at Work** qualification issued by:
 - an Ofqual/SQA Accreditation/Qualifications Wales/CCEA Regulation recognised Awarding Organisation/Body
 - a Voluntary Accreditation Scheme (such as a recognised trade/industry body)
 - St John Ambulance
 - British Red Cross
 - St Andrews First Aid
 - Independently Recognised Training Centres

Or

- Or a qualification at an equivalent or higher level to the First Aid at Work Qualification, which must be mapped.

Or

- Current registration as a Doctor with the General Medical Council (GMC)⁵

Or

- Current registration as a Nurse with the Nursing and Midwifery Council (NMC)³

Or

- Current registration as a Paramedic with the Health and Care Professions Council (HCPC)³

⁵ Registered healthcare professionals must act within their scope of practice and therefore have current expertise in First Aid to teach/assess the subject.

Appendix 4 – teaching, assessing and quality assurance qualifications for centre staff

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.

Assessors who do not hold a formal assessing qualification may alternatively attend First Aid Assessor CPD Training with an Awarding Organisation/Body.

Qualification	Train	Assess
Current qualifications (available for new trainers/assessors to take)		
Level 3 Award in Education and Training	✓	✓
Level 4 Certificate in Education and Training	✓	✓
Level 5 Diploma in Education and Training	✓	✓
Level 3 Award in Teaching and Assessing in First Aid Qualifications (RQF)	✓	✓
Cert Ed/PGCE/B Ed/M Ed	✓	✓
SVQ 3 Learning and Development SCQF Level 8	✓	✓
SVQ 4 Learning and Development SCQF Level 9	✓	✓
TQFE (Teaching Qualification for Further Education)	✓	✓
Planning and Delivering Learning Sessions to Groups SCQF Level 6 (SQA Unit)	✓	✓
Planning and Delivering Training sessions to Groups SCQF Level 6 (SQA Unit)	✓	✓
SCQF Level 6 Award in Planning and Delivering Learning Sessions to Groups (SQA Accredited)	✓	✓
L&D Unit 6 Manage Learning and Development in Groups SCQF Level 8 (SQA Accredited)	✓	
L&D Unit 7 Facilitate Individual Learning and Development SCQF Level 8 (SQA Accredited)	✓	
L&D Unit 8 Engage and Support Learners in the Learning and Development Process SCQF Level 8 (SQA Accredited)	✓	
Carry Out the Assessment Process SCQF Level 7 (SQA Unit)		✓
Level 3 Award in Assessing Competence in the Work Environment		✓
Level 3 Award in Assessing Vocationally Related Achievement		✓
Level 3 Award in Understanding the Principles and Practices of Assessment		✓

Level 3 Certificate in Assessing Vocational Achievement		✓
L&D Unit 9DI Assess Workplace Competence Using Direct and Indirect Methods SCQF Level 8 (SQA Accredited)		✓
L&D Unit 9D Assess Workplace Competence Using Direct Methods SCQF Level 7 (SQA Accredited)		✓
CTQ Level 3 Award in Teaching and Assessing First Aid Qualifications	✓	✓
Other acceptable qualifications:		
CTLLS/DTLLS	✓	✓
PTLLS with unit 'Principles and Practice of Assessment' (12 credits)	✓	✓
Further and Adult Education Teacher's Certificate	✓	✓
IHCD Instructional Methods	✓	✓
IHCD Instructor Certificate	✓	✓
English National Board 998	✓	✓
Nursing mentorship qualifications	✓	✓
NOCN Tutor Assessor Award	✓	✓
S/NVQ level 3 in training and development	✓	✓
S/NVQ level 4 in training and development	✓	✓
PDA Developing Teaching Practice in Scotland's Colleges SCQF Level 9 (SQA Qualification)	✓	✓
PDA Teaching Practice in Scotland's Colleges SCQF Level 9 (SQA Qualification)	✓	
PTLLS (6 credits)	✓	
Regulated Qualifications based on the Learning and Development NOS 7 Facilitate Individual Learning and Development or NOS 6 Manage Learning and Development in Groups	✓	
Training Group A22, B22, C21, C23, C24	✓	
Learning and Teaching – Assessment and Quality Standards SCQF Level 9 (SQA Unit)		✓
A1 Assess Candidates Using a Range of Methods or D33 Assess Candidates Using Differing Sources of Evidence		✓
Conduct the Assessment Process SCQF Level 7 (SQA Unit)		✓

A2 Assess Candidate Performance through Observation or D32 Assess Candidate Performance		✓
Regulated Qualifications based on the Learning and Development NOS 9 Assess Learner Achievement		✓

Qualifications suitable for Internal Quality Assurance

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

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

- 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)