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## **Qualification Specification**

### **Highfield Level 3 International Award in First Aid Response**

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## Highfield Level 3 International Award in First Aid Response

### Introduction

This specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your centre manager.

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### Qualification details

The Highfield Level 3 International Award in First Aid Response has been developed and is awarded by Highfield Qualifications and sits outside the Regulated Qualifications Framework (RQF). However, this qualification may support the completion of such accredited provision.

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### Key facts

<b>Guided learning hours (GLH):</b>	32 hours
<b>Assessment method:</b>	Practical demonstration and learner workbook

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### Qualification overview and objective

The objective of this qualification is to support a role in the workplace by giving first aiders a more comprehensive understanding of first aid along with an understanding of how important medical/environmental intelligence is when dealing with a range of casualties.

In line with industry guidance, the qualification supports first aiders for a period of 3 years, at which point learners will need to resit the course. In addition, we recommend that learners refresh their knowledge annually.

**Important Note: Highfield recommends that you contact the relevant Government Department in the country that you want to deliver this qualification, to ensure that local laws are being adhered to and that there are no additional approval requirements. It may be that you are required to register as a training provider within the country itself. Highfield approves centres based on its own criteria but does not represent any other organisations or departments.**

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### Entry requirements

In order to register onto this qualification, learners are required to meet the following entry requirements:

- 16 years of age, or above
- It is advised that learners have a minimum of Level 1 in English and Maths.

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### Delivery/assessment ratios

To effectively deliver and assess this qualification, it is recommended that centres do not exceed the ratio of 1 tutor/assessor to 12 learners.

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### Centre requirements

To effectively deliver and assess this qualification, centres must have the following resources in place:

- a minimum of 1 Resuscitation manikin between a maximum of 4 learners

- safety procedures in place for manikin faces e.g. facilities to sterilise the manikin faces at the end of each course OR one disposable face shield per learner OR manikin face wipes to be used after each learner's demonstration
- replacement airways and lungs for each resuscitation manikin to be changed at the end of each course
- a minimum of 1 training defibrillator between a maximum of 4 learners\*
- a minimum of 1 disposable training dressing per learner
- a minimum of 1 pair of disposable gloves (not latex) per learner
- a minimum of 1 first aid kit
- training rooms that have carpeted floors or mats/blankets provided, for use during practical sessions
- adequate training and assessment facilities to accommodate maximum number of learners on course
- a training room which is safe, that has adequate ventilation, lighting sufficient for learners to read easily, and temperature suitable to maintain a 'shirt sleeve' environment. It is also required that training rooms are able to cater for people with special needs (where appropriate).

*\*Where fewer AED trainers are provided, learning hours/lesson plans should be adjusted accordingly to ensure learners are not disadvantaged.*

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## Guidance on delivery

The qualification is made up of 32 guided learning hours, which can be delivered in a variety of ways to meet learner/employer requirements as suggested below:

- 4 day block (e.g. Monday-Thursday)
- 2 blocks of 2 days (e.g. Saturday -Sunday and Saturday-Sunday)
- 4 blocks of 1 day (e.g. days linked to employer capacity to release learners for training)
- 32 hours across a period of days (e.g. 2 hours per day)

**Note: it is a requirement that courses should not exceed the maximum of 10 weeks.**

The course includes on-going practical and theoretical learning and assessment and may include some off-course study.

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## Guidance on assessment

Highfield has created assessment paperwork for each element of assessment which are graded pass/fail.

### Units 1 and 3

#### 1] Practical observation

The practical assessment is completed throughout the course delivery. This ongoing assessment will involve learners demonstrating practical first aid skills across a number of areas. The practical assessment will be recorded using the practical matrix within the Assessment Pack.

#### 2] Written/Oral questioning

For the theory assessment, learners are required to answer a series of questions contained within the Assessment Pack. Oral questioning can be used where learners need to expand on

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the answers they have initially provided. In this case, the assessor should document the responses within the assessment pack.

## Unit 2

Learners should undertake research into the area of medical intelligence and environmental awareness supporting first aid in their workplace or environment. Learners should then complete the tasks contained within the Assessment Pack.

Sample assessment materials are included within appendix 3 of this specification. A full explanation of how to use the Highfield assessment paperwork is provided in the **Tutor, Assessor Support Pack**, available to download from the Members' Area of the Highfield website.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

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## Guidance on quality assurance

Highfield requires centres to have in place a robust mechanism for internal quality assurance (IQA). IQA should be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

IQA should monitor both the delivery and assessment of the qualification and can involve a number of different methods of monitoring such as observation of course delivery/assessment, sampling of course assessment material, learner interviews.

Once complete, this assessment paperwork and IQA paperwork must be stored by the centre for a minimum period of 3 years to allow for quality assurance checks.

To support centres, Highfield may conduct ongoing engagements to ensure and verify the effective and efficient delivery and assessment of the qualification.

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## Tutor requirements

Highfield requires nominated tutors for this qualification meet the following:

1. Occupational knowledge and competence in **first aid** - evidenced by holding a current valid first aid at work, first aid response, or recognised equivalent\*
2. Competence in the area of **teaching/training** in line with the current learning and development National Occupational Standards (this could include evidence of qualification attainment in tutoring or experience in the delivery of educational programmes).

### Examples of Suitable teaching/training qualifications:

- Highfield Level 3 International Award in Delivering Training;
  - Highfield Level 3 Award in Education and Training (RQF)
  - Highfield Level 4 Certificate in Education and Training (RQF);
  - Diploma or Certificate in Education;
  - Bachelors or Master's Degree in Education;
  - Any other qualification and/or experience deemed appropriate by Highfield\*
3. Knowledge and understanding of how to safely and effectively use an automated external defibrillation (AED) machine.

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**Note:** The following are exempt from the above criteria 1 and 3:

- doctors registered with the General Medical Council (GMC)\*\* OR
- nurses registered with the Nursing and Midwifery Council (NMC)\*\* OR
- paramedics registered with the Health Care Professions Council (HCPC)\*\* OR
- recognised Emergency Medical Technician (EMT) / Millar Award\*\* OR
- Other recognised medical qualifications \*

*\*if in doubt regarding any qualification as being a recognised equivalent, please speak to your centre manager for further information.*

*\*\*registered healthcare professionals must act within their scope of practice and therefore have current expertise in first aid to teach/assess the subject.*

**Note:** In addition to the above, tutors are required to keep a log of courses that they have been involved with and any continuous professional development they have undertaken.

### Assessor requirements

Highfield requires nominated assessors for this qualification meet the following:

1. Occupational knowledge and competence in **first aid** - evidenced by holding a current valid first aid at work, first aid response, or recognised equivalent\*
2. Knowledge and competency in **assessing**, evidenced by holding an acceptable assessing qualification or CPD Training

#### Examples of Suitable assessor qualifications:

- Highfield Level 3 International Award in Delivering Training;
  - Highfield Level 3 Award in Education and Training (RQF)
  - Highfield Level 4 Certificate in Education and Training (RQF);
  - Diploma or Certificate in Education;
  - Bachelors or Master's Degree in Education;
  - Any other qualification and/or experience deemed appropriate by Highfield\*
3. Knowledge and understanding of how to safely and effectively use an automated external defibrillation (AED) machine.

**Note:** The following are exempt from the above criteria 1 and 3:

- doctors registered with the General Medical Council (GMC)\*\* OR
- nurses registered with the Nursing and Midwifery Council (NMC)\*\* OR
- paramedics registered with the Health Care Professions Council (HCPC)\*\* OR
- recognised Emergency Medical Technician (EMT) / Millar Award\*\* OR
- Other recognised medical qualifications \*

*\*if in doubt regarding any qualification as being a recognised equivalent, please speak to your centre manager for further information.*

*\*\*registered healthcare professionals must act within their scope of practice and therefore have current expertise in first aid to teach/assess the subject.*

**Note:** In addition to the above, assessors are required to keep a log of courses that they have been involved with and any continuous professional development they have undertaken. **The tutor and assessor can be the same person.**

## Internal quality assurance (IQA) requirements

Highfield recommends internal quality assurers for this qualification meet the following:

1. Occupational knowledge and competence in **first aid** - evidenced by holding a current valid first aid at work, first aid response, or recognised equivalent\*
2. Knowledge and competency in **internal quality assurance**, evidenced by holding an acceptable assessing qualification or CPD Training

### Examples of Suitable assessor qualifications:

- Level 4 Award in Internal quality assurance of assessment process and practice;
  - Level 4 Certificate in Leading the Internal quality assurance of assessment process and practice;
3. Knowledge and understanding of how to safely and effectively use an automated external defibrillation (AED) machine.

**Note:** The following are exempt from the above criteria 1 and 3:

- doctors registered with the General Medical Council (GMC)\*\* OR
- nurses registered with the Nursing and Midwifery Council (NMC)\*\* OR
- paramedics registered with the Health Care Professions Council (HCPC)\*\* OR
- recognised Emergency Medical Technician (EMT) / Millar Award\*\* OR
- Other recognised medical qualifications \*

*\*if in doubt regarding any qualification as being a recognised equivalent, please speak to your centre manager for further information.*

*\*\*registered healthcare professionals must act within their scope of practice and therefore have current expertise in first aid to teach/assess the subject.*

**Note:** In addition to the above Internal 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
- visit and observe assessments
- carry out other related internal quality assurance.

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## Reasonable adjustments and special considerations

Highfield has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

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## ID requirements

All learners must be instructed, ahead of the course/assessment when the learner registers and/or with any pre-course materials, to bring photographic identification to the assessment to be checked by the invigilator.

It is the responsibility of the Centre to have systems in place to ensure that the person taking an examination/assessment is indeed the person they are claiming to be. All Centres are therefore required to ensure that each learners identification is checked before they are allowed to sit the examination/assessment and write the type of photo identification provided by each learner on the

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Learner List under “Identification Provided”. Highfield will accept the following as proof of a learners Identity:

- National identity card (e.g. Emirates ID card);
- Valid passport (any nationality);
- Signed photo card driving licence;
- Valid warrant card issued by police, local authority or equivalent; or
- Other photographic ID card, e.g. employee ID card (must be current employer), student ID card, travel card.

**For more information on learner ID requirements, please refer to Highfield Qualifications’ Core Manual.**

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### Progression opportunities

Learners completing this qualification could specialise further in the area of first aid with on-going development in the following area:

- Highfield Level 3 Award in Emergency Paediatric First Aid (RQF)
- Highfield Level 3 Award in Paediatric First Aid (RQF)
- Highfield Level 3 Award in Emergency First Aid at Work (RQF)
- Highfield Level 3 Award in First Aid at Work (RQF)

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### Useful websites

- [www.Highfieldproducts.com](http://www.Highfieldproducts.com) (Highfield Products)
  - [www.Highfieldqualifications.com](http://www.Highfieldqualifications.com) (Highfield UK)
  - [www.Highfieldinternational.com](http://www.Highfieldinternational.com) (Highfieldabc MEA)
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## Appendix 1: Qualification structure

To complete the Highfield **Level 3 International Award in First Aid Response**, learners must complete the following:

- **all units** contained within the mandatory group

### Mandatory group

Learners must achieve **all units** in this group

Unit reference	Unit title	Level	GLH
1	Providing First Aid at Work	3	22
2	Medical Intelligence and Environmental Awareness	3	8
3	Safe Use of an Automated External Defibrillator	2	2

## Appendix 2: Qualification content

**Unit 1: Providing First Aid at Work**

GLH: 22

Level: 3

### Unit introduction

This unit provides learners with skills and knowledge to administer first aid to casualties suffering from a range of illnesses and injuries.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the role and responsibilities of a first aider</b></p>	<p>1.1 Describe the <b>role and responsibilities</b> of a first aider</p> <p>1.2 Describe how to minimise the risk of infection to self and <b>others</b></p> <p>1.3 Explain why establishing <b>consent</b> is important when providing first aid</p> <p>1.4 Describe the importance of completing accident reports</p> <p>1.5 Identify the first aid equipment that should be available in your workplace</p>
<p><b>2. Be able to assess an incident and conduct casualty surveys</b></p>	<p>2.1 Conduct a scene survey</p> <p>2.2 Conduct a primary survey of a casualty</p> <p>2.3 Conduct a <b>head to toe survey</b></p> <p>2.4 Summon appropriate assistance <b>when necessary</b></p> <p>2.5 State the information to be collected when gathering a casualty history</p>
<p><b>3. Be able to provide first aid to an unresponsive casualty</b></p>	<p>3.1 Explain the importance of the <b>recovery position</b></p> <p>3.2 Demonstrate how to place an unresponsive casualty in to the recovery position</p> <p>3.3 Identify <b>when to administer Cardio Pulmonary Resuscitation</b></p> <p>3.4 Demonstrate <b>CPR</b> using a manikin</p> <p>3.5 Identify how to <b>administer first aid</b> to a casualty who is experiencing a <b>seizure</b>.</p>
<p><b>4. Be able to provide first aid to a casualty who is choking</b></p>	<p>4.1 Identify when choking is:</p> <ul style="list-style-type: none"> <li>• Mild</li> <li>• severe</li> </ul>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.2 Administer first aid to a casualty who is choking
5. Be able to provide first aid to a casualty with external bleeding	5.1 Identify the severity of external bleeding 5.2 Demonstrate how to control external bleeding
6. Know how to provide first aid to a casualty who is in shock	6.1 Describe what is meant by the term <b>shock</b> 6.2 Identify common signs and symptoms of shock 6.3 Administer first aid to a casualty who is in shock
7. Be able to provide first aid to a casualty with suspected injuries to bones, muscles and joints	7.1 <b>Recognise</b> suspected: <ul style="list-style-type: none"> <li>• Fractures and dislocations</li> <li>• Sprains and strains</li> </ul> 7.2 Demonstrate how to administer first aid for casualties with: <ul style="list-style-type: none"> <li>• Fractures and dislocations</li> <li>• Sprains and strains</li> </ul> 7.3 Demonstrate how to apply: <ul style="list-style-type: none"> <li>• a support sling</li> <li>• an elevated sling</li> </ul>
8. Be able to provide first aid to a casualty with suspected head and spinal injuries	8.1 Recognise a suspected: <ul style="list-style-type: none"> <li>• <b>Head injury</b></li> <li>• Spinal injury</li> </ul> 8.2 Administer first aid for casualties with a suspected head injury 8.3 Administer first aid for casualties with a suspected spinal injury
9. Know how to provide first aid to a casualty with suspected chest injuries	9.1 Recognise a suspected: <ul style="list-style-type: none"> <li>• Flail chest</li> <li>• Penetrating chest injury</li> </ul> 9.2 Identify how to administer first aid for a: <ul style="list-style-type: none"> <li>• Flail chest</li> <li>• Penetrating chest injury</li> </ul>
10. Know how to provide first aid to a casualty with burns and scalds	10.1 Identify the factors that affect the severity of burns and scalds 10.2 Identify how to administer first aid for burns involving: <ul style="list-style-type: none"> <li>• dry heat</li> <li>• wet heat</li> <li>• electricity</li> <li>• chemicals</li> </ul>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>11. Know how to provide first aid to a casualty with an eye injury</b>	11.1 Identify how to administer first aid for eye injuries involving: <ul style="list-style-type: none"> <li>• Dust</li> <li>• Chemicals</li> <li>• Embedded objects</li> </ul>
<b>12. Know how to provide first aid to a casualty with sudden poisoning</b>	12.1 Identify the routes that poisons can take to enter the body 12.2 Identify how to administer first aid to a casualty affected by sudden poisoning 12.3 Identify sources of information for treating those affected by sudden poisoning
<b>13. Know how to provide first aid to a casualty with anaphylaxis</b>	13.1 Identify common causes for anaphylaxis 13.2 Describe how to recognise casualties suffering with anaphylaxis 13.3 Identify how to administer first aid for a casualty suffering from anaphylaxis
<b>14. Know how to provide first aid to a casualty with minor injuries</b>	14.1 Identify how to administer first aid to a casualty with small cuts, grazes and bruises 14.2 Administer first aid to a casualty with small splinters
<b>15. Know how to provide first aid to a casualty with suspected major illness</b>	15.1 Identify signs and symptoms of the following major illnesses: <ul style="list-style-type: none"> <li>• heart attack</li> <li>• stroke</li> <li>• epileptic seizure</li> <li>• <b>asthma attack</b></li> <li>• <b>diabetic emergency</b></li> </ul> 15.2 Identify how to administer first aid to a casualty suffering from: <ul style="list-style-type: none"> <li>• heart attack</li> <li>• stroke</li> <li>• epileptic seizure</li> <li>• asthma attack</li> <li>• diabetic emergency</li> </ul>

Amplification
<p><b>Role and Responsibilities:</b> may include reference to: preventing cross infection; the need for recording incidents and actions; safe use of available equipment; assessing an incident; summoning assistance; prioritising treatment; dealing with post incident stress.</p> <p><b>Others</b> may include: Casualty receiving first aid; work colleagues; other people within the workplace</p>

environment.

**Head to toe survey:** must be conducted on a casualty with a continually monitored or protected airway (e.g. a conscious casualty or a casualty placed in the recovery position).

**Consent:** Learners should be aware of the need for consent on a continual basis when providing first aid. Implied consent can be assumed when treating an unresponsive casualty.

**When necessary:** Learners should be able to evaluate a situation to determine when to summon further assistance and what type of assistance to request.

**When to administer Cardio Pulmonary Resuscitation:** must include agonal gasps.

**CPR** must include: ‘correct placement of AED pads’ and ‘follows AED instructions’.

**Recovery Position:** a position that maintains a stable open draining airway.

**Administer first aid:** Provide appropriate help to a casualty, manage the situation and seek appropriate assistance when necessary.

**Seizure:** relates to a generalised seizure. *First aiders should be suspicious of cardiac arrest in any casualty presenting with seizure.*

**Shock:** hypovolaemic shock (resulting from blood loss)

**Recognise:** to include signs and/or symptoms of the condition and/or where appropriate mechanism of injury.

**Head injury:** includes concussion, compression and skull fracture. The learner is not expected to differentiate between these conditions.

**Asthma attack:** may include assisting a casualty to use a spacer device and to take their own inhaler.

**Diabetic emergency:** should focus on the condition of hypoglycaemia.

### Unit Guidance

#### Simulation

Simulation is permitted in this unit.

#### Further assessment requirements

The following ACs **must** be assessed by practical demonstration: 2.1, 2.2, 2.3, 3.2, 3.4, 4.2, 5.2, 7.3, 8.3

**Unit 2: Medical intelligence and environmental awareness**

GLH: 8  
Level: 3

**Unit introduction**

This unit provides learners with knowledge on how to identify medical risks within their place of work and how to undertake research in order to support these risks within their surrounding environment, whilst complying with organisational procedures.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand how the environment can impact on the provision of first aid</b></p>	<p>1.1 State specific medical threats within the working environment</p> <p>1.2 Explain how to deal with any specific medical threats in the working environment</p> <p>1.3 Explain what first aid provision is required to support the working environment</p> <p>1.4 Describe the procedure for using environment-specific first aid equipment</p> <p>1.5 Identify what personal protective equipment may be required</p>
<p><b>2. Understand key medical intelligence which supports the provision of first aid for a specific environment</b></p>	<p>2.1 Identify where the first aid kit should be located</p> <p>2.2 Explain the procedure for calling for assistance</p> <p>2.3 Identify the procedure for contacting next-of-kin</p> <p>2.4 Explain the procedure for contacting and dealing with the emergency services</p> <p>2.5 Identify the nearest hospital(s) with an accident &amp; emergency department</p> <p>2.6 Identify the nearest specialist hospital(s)</p>
<p><b>3. Understand how to support a variety of casualties</b></p>	<p>3.1 Identify a range of medically vulnerable groups working within your environment</p> <p>3.2 Explain how to support medically vulnerable groups in the workplace environment</p> <p>3.3 Describe how to communicate effectively with someone whose first language is not English</p> <p>3.4 Describe how to support a casualty who is visually or hearing impaired</p>

### Unit Guidance

The assessment of this unit is knowledge-based, however practical activities can be undertaken to support learning and development. It is envisaged that learners will complete this unit away from the course as it involves research around their place of work. This evidence should be presented back to the assessor for formal assessment.

**Important note:** This unit *does not* require any additional medical/first aid training other than that covered within units 1 and 3. The unit is designed to support the learners' wider understanding of how important environmental intelligence is when reacting to specific medical emergencies within their place of work. For example, identifying a specific injury that could be catered for by specialist hospitals e.g. burn injuries being sent direct to Burns Centres or eye injuries going direct to Eye Units.

In addition to the above, where specialist equipment is used within the workplace this should be identified and acknowledged within the assessment of this unit but should not constitute part of the delivered unit syllabus.

**Unit 3: Safe Use of an Automated External Defibrillator**

GLH: 2  
Level: 2

**Unit introduction**

This unit provides learners with the knowledge and skills to support good practice in the safe, prompt and effective use of an automated external defibrillator (AED) in effort to preserve life and promote recovery.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand the safe use of an automated external defibrillator</b>	1.1 Describe the benefits of using an automated external defibrillator 1.2 Describe the safety considerations when using an automated external defibrillator
<b>2. Be able to demonstrate basic life support techniques using an automated external defibrillator</b>	2.1 Demonstrate the <b>correct use</b> of an automated external defibrillator using an adult manikin 2.2 Demonstrate the <b>correct use</b> of an automated external defibrillator using a child manikin
<b>3. Understand how to carry out basic maintenance and checks of an automated external defibrillator</b>	3.1 Identify when a defibrillator battery requires changing 3.2 Identify when electrode pads need replacing 3.3 Explain the process you would follow to troubleshoot problems if there were suspected faults with the automated external defibrillator

**Unit Guidance**

Simulation

Simulation is permitted in this unit.

**Correct use:** Learners must demonstrate:

- Correct placement of the AED pads
- Follow AED prompts accurately
- Safe delivery of AED shock
- Combine use of AED with minimal interruptions in CPR

### Appendix 3: Sample assessment material

Highfield has produced an assessment pack containing tasks that cover the assessment criteria within all three units. This is available to download from within the members’ area of the Highfield website.

Example theory tasks are below:

List at least 5 examples of first aid equipment that should be available within your workplace or environment.	Outcome
	<b>Unit 1: 1.5</b>

Why is it important to complete an accident report?	Outcome
	<b>Unit 1: 1.4</b>

What first-aid provision is required to support the working environment? (Unit 2: 1.3, 1.5)	
First Aid Equipment	Personal Protective Equipment

Describe the safety considerations that need to be taken into account when using an AED.	Outcome
	<b>Unit 3: 1.2</b>

Example practical tasks are below:

Assessment component	Outcome	Assessor notes (where required)
<ul style="list-style-type: none"> <li>Demonstrate the correct use of an automated external defibrillator on an adult manikin</li> </ul>		
<ul style="list-style-type: none"> <li>Demonstrate the correct use of an automated external defibrillator on a child manikin</li> </ul>		