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# **Qualification Specification**

## **Highfield Level 3 Award in First Aid Response (RQF)**

Qualification Number: 603/2747/9

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## Highfield Level 3 Award in First Aid Response (RQF)

### Introduction

This qualification 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 account manager.

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### Qualification regulation and support

The Highfield Level 3 Award in First Aid Response (RQF) has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual and CCEA Regulation. The qualification is also regulated by Qualifications Wales.

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### Key facts

<b>Qualification number:</b>	603/2747/9
<b>Learning aim reference:</b>	60327479
<b>Credit value:</b>	4
<b>Assessment method:</b>	Practical demonstration and learner workbook
<b>Guided learning hours (GLH):</b>	32
<b>Total qualification time (TQT):</b>	40

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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.

The content of the qualification meets the Health and Safety Executive (HSE) requirements for training first-aiders and builds on this by allowing learners to identify risks within their place of work and research measures to support these risks within their surrounding environment.

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.

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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 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, centres must not exceed the ratio of 1 tutor or 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 total qualification time (TQT) for this qualification is 40 and of this 32 are recommended as guided learning hours. The qualification may be delivered in a classroom, but some distance learning is to be expected, particularly for unit 2. There are, however, delivery requirements set for unit 1, as follows:

### Delivery requirements for unit 1

Unit 1 of this qualification has allocated mandatory contact hours of 18 hours, excluding breaks, over at least 3 days to align with the Health & Safety Executive (HSE) stipulation. The qualification can also be delivered in 2-hour blocks however this must be completed within the maximum period of 10 weeks.

### Use of blended learning

This unit may be delivered by blended learning where the following principles are adhered to:

- 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.
- A minimum of **two-thirds** of the training time should be **face-to-face** learning
- The practical content of the learning outcomes should be delivered and assessed face-to-face.

In addition, where learners are set work to complete that forms part of the assessment during any distance learning, centres must adhere to the principles below:

- Following completion of the distance element of learning, the learner must be assessed by a suitably qualified first aid assessor.

- The first aid assessor must be satisfied that all the assessment criteria for the content delivered by distance learning have been met and auditable evidence should be generated for this purpose.
- It is the centre's responsibility to confirm the identity of the learner and the authenticity of the evidence.
- The assessment should be quality assured.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance. However, contact hours **must** be met.

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### Guidance on assessment

This qualification is graded Pass/Fail. 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 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 qualification specification. A full explanation of how to use the Highfield assessment paperwork is provided in the **Tutor, Assessor and Internal Quality Assurance Support Pack**, available to download from the Members' Area of the Highfield website.

Where learners are set work to complete that forms part of the assessment during any distance learning, centres must adhere to the principles outlined in the 'Guidance on Delivery' section.

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 require centres to have in place a robust mechanism for internal quality assurance (IQA) of training delivery and internal assessment processes. IQA must 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, including any distance learning, 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.

Highfield will support centres by conducting 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 first aid at work/medical qualification as detailed below:
  - Holding a current **First Aid at Work Certificate** (issued by an Ofqual/SQA/Qualifications Wales/CCEA Regulation recognised Awarding Organisation, a HSENI approved training provider or recognised equivalent)
  - or**
  - Current registration as:
    - a **Doctor** with the General Medical Council (GMC\*\*) **or**
    - a **Nurse** with the Nursing and Midwifery Council (NMC\*\*) **or**
    - a **Paramedic** with the Health and Care Professions Council (HCPC\*\*)
2. Knowledge and competency in **teaching/training**, evidenced by holding an acceptable teaching/training qualification as detailed in **Appendix 4**.
3. Knowledge and competence of how to safely and effectively use an automated external defibrillation (AED) machine.

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

#### Notes:

Tutor/Assessor: It is accepted, that both roles may be performed by the same person, providing the qualifications and experience requirements for both roles are met

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.

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### Assessor requirements

Highfield requires nominated assessors for this qualification meet the following:

1. Occupational knowledge and competence in **first aid** - evidenced by holding a first aid at work/medical qualification as detailed below:

- Holding a current **First Aid at Work Certificate** (issued by an Ofqual/SQA/Qualifications Wales/CCEA Regulation recognised Awarding Organisation, a HSENI approved training provider or recognised equivalent)  
**or**
- Current registration as:
  - a **Doctor** with the General Medical Council (GMC\*\*) **or**
  - a **Nurse** with the Nursing and Midwifery Council (NMC\*\*) **or**
  - a **Paramedic** with the Health and Care Professions Council (HCPC\*\*)
- 2. Knowledge and competency in **assessing**, evidenced by holding an acceptable assessing qualification or CPD Training as detailed in **Appendix 4**.
- 3. Knowledge and understanding of how to safely and effectively use an automated external defibrillation (AED) machine.

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

**Notes:**

Tutor/Assessor: It is accepted, that both roles may be performed by the same person, providing the qualifications and experience requirements for both roles are met

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.

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### Internal quality assurance (IQA) requirements

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

1. Occupational knowledge and competence in **first aid** - evidenced by holding a first aid at work/medical qualification as detailed below:
  - Holding a current **First Aid at Work Certificate** (issued by an Ofqual/SQA/Qualifications Wales/CCEA Regulation recognised Awarding Organisation, a HSENI approved training provider or recognised equivalent)  
**or**
  - Current registration as:
    - a **Doctor** with the General Medical Council (GMC\*\*) **or**
    - a **Nurse** with the Nursing and Midwifery Council (NMC\*\*) **or**
    - a **Paramedic** with the Health and Care Professions Council (HCPC\*\*)
2. Knowledge and competency in **internal quality assurance**, evidenced by holding a qualification or CPD training as detailed in **Appendix 5**.
3. Knowledge and competence of how to safely and effectively use an automated external defibrillation (AED) machine.

*\*\*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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### Countersigning strategy

While it is a minimum requirement for centres to have the appropriately qualified workforce in place, it is understood that centres may have new personnel who are working towards those requirements. During this period, centres are required to have a robust countersigning strategy in place that supports and validates unqualified assessment/quality assurance decisions, until the point where they meet the requirements as detailed above.

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### Reasonable adjustments and special considerations

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

Additionally, all trainers/providers and employers must follow the 'Reasonable adjustments and special considerations in First-Aid Qualifications' joint statement. This has been developed collaboratively with the First Aid Quality Partnership, The First Aid Awarding Organisation Forum and The Resuscitation Council UK to clarify what is an acceptable reasonable adjustment request in relation to first aid training. This can be found on the Highfield Qualifications qualification page/download area or at [Home - First Aid Awarding Organisation Forum \(firstaidqualifications.org.uk\)](#)...

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### ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

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

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### Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking a specialist or higher-level qualification in first aid.

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### Useful websites

- Health and Safety Executive [www.hse.gov.uk](http://www.hse.gov.uk)
- The Resuscitation Council (UK) [www.resus.org.uk](http://www.resus.org.uk)

## Appendix 1: Qualification structure

To complete the **Highfield Level 3 Award in First Aid Response (RQF)**, learners must complete **all units** contained within the mandatory group

### Mandatory group

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

Unit reference	Unit title	Level	Contact Hours	GLH	Credit
A/616/7731	Providing First Aid at Work	3	18	22	2

F/616/7732	Medical Intelligence and Environmental Awareness	3	n/a	8	1
J/616/7733	Safe Use of an Automated External Defibrillator	2	n/a	2	1

## Appendix 2: Qualification content

### Unit 1: Providing First Aid at Work

Unit number: A/616/7731

Credit: 2

GLH: 22

Contact Hours: 18

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. It aligns with guidance on first aid training as illustrated in the HSE regulations.

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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
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>• Head injury</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>
11. Know how to provide first aid to a casualty with an eye injury	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>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<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

**Role and Responsibilities:** 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.

**Others** may include: Casualty receiving first aid; work colleagues; other people within the workplace 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'.

**A Learner must be able to perform CPR effectively and continuously for AT LEAST 2 MINUTES to be considered competent. This must include combining rescue breaths with chest compressions at the current recommended ratio.**

**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**

Unit number: F/616/7732

Credit: 1

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**

Unit number: J/616/7733

Credit: 1

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>
1. Understand the safe use of an automated external defibrillator	1.1 Describe the benefits of using an automated external defibrillator 1.2 Describe the safety considerations when using an automated external defibrillator
2. Be able to demonstrate basic life support techniques using an automated external defibrillator	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
3. Understand how to carry out basic maintenance and checks of an automated external defibrillator	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 automated external defibrillator (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 (AED) on an adult manikin</li> </ul>		
<ul style="list-style-type: none"> <li>Demonstrate the correct use of an automated external defibrillator (AED) on a child manikin</li> </ul>		

## Appendix 4: Acceptable Training/Assessing Qualifications

The following list provides details of acceptable qualifications to undertake the separate roles of trainer and assessor:

Qualification	Train	Assess*
<b>CURRENT QUALIFICATIONS</b> <i>(available for new trainers/assessors to undertake):</i>		
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)	✓	✓
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)		✓

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		✓

\*Assessors who do not hold a formal assessing qualification may alternatively attend *First Aid Assessor CPD Training* with a recognised Awarding Organisation.

## Appendix 5: Acceptable Internal Quality Assurance Qualifications

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

Qualification	IQA *
L&D Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment SCQF Level 8 (SQA Accredited)	✓
Regulated Qualifications based on the Learning and Development NOS 11 Internally Monitor and Maintain the Quality of Assessment	✓
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	✓
Internal Quality Assurance of the Assessment Process or D34 Internally Verify the Assessment Process.	✓
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 a recognised Awarding Organisation.