



QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

Level 3 Award in Basic Life Support and Management of Anaphylaxis in Clinical Practice

Qualification Specification

March 2025

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About QUALIFI

QUALIFI is recognised and regulated by Ofqual (Office of Qualifications and Examinations Regulator). Our Ofqual reference number is RN5160. Ofqual regulates qualifications, examinations, and assessments in England.

As an Ofqual recognised Awarding Organisation, QUALIFI is required to conduct external quality assurance to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications meet the required standards.

Why Choose QUALIFI Qualifications?

QUALIFI qualifications aim to support learners to develop the necessary knowledge, skills and understanding to support their professional development within their chosen career and or to provide opportunities for progression to further study.

Our qualifications provide opportunities for learners to:

- apply analytical and evaluative thinking skills.
- develop and encourage problem solving and creativity to tackle problems and challenges.
- exercise judgement and take responsibility for decisions and actions.
- develop the ability to recognise and reflect on personal learning and improve their personal, social, and other transferable skills.

Employer Support for the Qualification Development

During the development of this qualification QUALIFI consults with a range of employers, providers, and existing centres (where applicable) to ensure rigour, validity, and demand for the qualification and to ensure that the development considers the potential learner audience for the qualification and assessment methods.

Equality and Diversity

QUALIFI's qualifications are developed to be accessible to all learners who are capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure teaching and learning are free from any barriers that may restrict access and progression.

Learners with any specific learning need should discuss this in the first instance with their approved centre who will refer to QUALIFI's Access to Fair Assessment Policy.

Qualification Title and Accreditation Number

This qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit within the qualification has its own RQF code. The QAN for this qualification is as follows:

QUALIFI Level 3 Award in Basic Life Support and Management of Anaphylaxis in Clinical Practice - 610/5316/8

Qualification Aims and Learning Outcomes

Aims of the QUALIFI Level 3 Award in Basic Life Support and Management of Anaphylaxis in Clinical Practice

The aim of the QUALIFI Level 3 Award in Basic Life Support and Management of Anaphylaxis in Clinical Practice is to provide learners with the skills, knowledge and understanding to provide basic life support and the management of anaphylaxis.

This qualification is for individuals with a specific interest or a responsibility at work, home or for a voluntary community activity, who are expected to be able to provide basic life support and manage anaphylaxis in an emergency.

Successful completion of the QUALIFI Level 3 Award in Basic Life Support and Management of Anaphylaxis in Clinical Practice provides learners with the opportunity to progress to further study or employment.

Requalification requirements

This qualification is valid for 1 year. The learner must retake this qualification prior to the expiry date to remain qualified.

Learning Outcomes of the QUALIFI Level 3 Award in Basic Life Support and Management of Anaphylaxis in Clinical Practice

The overall learning outcomes of the qualification are for learners to:

- be able to assess an emergency situation safely.
- be able to provide first aid to an unresponsive casualty who is not breathing normally.
- be able to provide first aid to an unresponsive casualty who is breathing normally.
- be able to provide first aid to a casualty with anaphylaxis.
- be able to provide first aid to a casualty who is choking.

The learning outcomes and assessment criteria for the unit are outlined in the unit specifications.

Delivering the Qualification

External Quality Assurance Arrangements

All centres are required to complete an approval process to be recognised as an approved centre. Centres must have the ability to support learners. Centres must commit to working with QUALIFI and its team of External Quality Assurers (EQAs). Approved Centres are required to have in place qualified and experienced tutors, all tutors are required to undertake regular continued professional development (CPD).

Approved centres will be monitored by QUALIFI External Quality Assurers (EQAs) to ensure compliance with QUALIFI requirements and to ensure that learners are provided with appropriate learning opportunities, guidance, and formative assessment.

QUALIFI's guidance relating to invigilation, preventing plagiarism and collusion will apply to centres.

QUALIFI, unless otherwise agreed:

- sets all assessments.
- moderates assessments prior to certification
- awards the final mark and issues certificates.

Trainer Requirements

All trainers are expected to have the skills, knowledge, and experience to be able to teach and demonstrate this subject.

Each Trainer must have:

- A current first aid at work qualification or medical registration
- A recognised teaching qualification
- A current log/record of teaching first aid

Assessor Requirements

All assessors are expected to have the skills, knowledge, and experience to be able to teach and demonstrate this subject.

Each Assessor must have:

- A current first aid at work qualification or medical registration
- An assessor's qualification
- A current log/record of teaching first aid

Internal Quality Assurance Requirements

Each centre must have access to a suitably qualified Internal Quality Assurer (IQA). The IQA cannot verify the delivery or assessment of individual learners or cohorts of learners where the IQA has been involved in the delivery or assessment of the qualification for those learners.

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

Learner Induction and Registration

Approved Centres should ensure all learners receive a full induction to their study programme and the requirements of the qualification and its assessment.

All learners should expect to be issued with the course handbook and a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they are able to meet the requirements qualification and that, if applicable, appropriate pathways or optional units are selected to meet the learner's progression requirements.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice, and guidance to support them in making the necessary qualification and unit choices. During recruitment, approved centres need to provide learners with accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within the deadlines outlined in the QUALIFI Registration, Results and Certification Policy and Procedure.

Entry Criteria

There are no other pre-requisites for this qualification. Entry is at the discretion of the centre; however, learners should be able to work at Level 2 and above and should be aged 16 years and over.

Learners must demonstrate first aid procedures as part of their assessment, as they would in a real work environment, including providing CPR to a casualty on the floor. Therefore, learners must be physically capable of performing CPR on the floor.

Learners must have sufficient command of the English language to understand and undertake the recommended assessment methods for this qualification.

Venue and Equipment required

Places for delivery must be beneficial to learning and it is the Centres responsibility to ensure that all premises used for the purpose of training and assessment are suitable and adequate, this is whether the training is in-house or a hired training room. They must comply with current legislation.

it is important that a wide range of learning resources and equipment is available to support delivery.

The minimum requirements are listed below:

Resources	Requirements
Audio-visual (AV) equipment and training aids	Sufficient equipment must be available to facilitate learning using a variety of teaching methods
Learning Resources	Learners are provided with accurate and clear reference books/handouts that cover the topics within the qualification.
Training Venue	The venue must meet acceptable health and safety standards and be beneficial to learning and of a sufficient size, with sufficient floor surfaces, seats, writing surfaces, toilet facilities, ventilation, lighting, heating, access and exits. It should be clean and with an absence of any distracting noises.
AED (Automated external defibrillator) trainers	Learners should be provided with at least one AED machine and the relevant reference books/handouts to support the use of the AED trainer. Sufficient procedures to maintain hygiene when using resuscitation manikins and other training equipment.
Adrenaline Auto-Injector (AAI) training devices	A selection of Adrenaline Auto-Injector training devices to be available to facilitate training and assessment. The minimum must include: <ul style="list-style-type: none">• EpiPen• Jext
Resuscitation manikins	A minimum ratio of one manikin to every six learners to facilitate training and assessment of rescue breaths, chest compressions and Automated External Defibrillation (AED) pad placement. Sufficient procedures in place to maintain hygiene when using resuscitation manikins and other training equipment.
Anti-choking vests	A minimum ratio of one manikin to every six learners to facilitate training and assessment.

Learner to Trainer ratio

To maintain the quality of teaching and assessment, class ratios should be no more than **twelve** learners to **one** trainer/assessor.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units, or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's *Recognition of Prior Learning Policy*.

Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes and may be made available to our regulators. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@qualifi-international.com

Learner Voice

Learners can play an important part in improving the quality through the feedback they give. In addition to the on-going discussion with the course team throughout the year, centres will have a range of mechanisms for learners to feed back about their experience of teaching and learning.

Professional Development and Training for Centres

QUALIFI supports its approved centres with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

Please contact us for further information.

Progression and Links to other QUALIFI Programmes

The QUALIFI Level 3 Award in Basic Life Support and Management of Anaphylaxis in Clinical Practice is an essential pre-requisite for learners undertaking the Qualifi Level 4 Aesthetic Qualifications, Qualifi Level 5 Certificate in Aesthetic Practice and the Qualifi Level 7 Certificate in Aesthetic Practice.

Completing the QUALIFI Level 3 Award in Basic Life Support and Management of Anaphylaxis in Clinical Practice qualification will also support learners in associated professions, where these skills are a desired requirement e.g., nursery and childcare workers, residential care workers, medical assistants, senior support workers, assistant/deputy management, service managers, learning and development professionals.

Qualification Structure and Requirements

Credits and Total Qualification Time (TQT)

The QUALIFI Level 3 Award in Basic Life Support and Management of Anaphylaxis in Clinical Practice comprises 1 credit which equates to 5 hours of TQT and 4 hours of GLH.

Total Qualification Time (TQT): is an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Examples of activities that can contribute to Total Qualification Time include guided learning, independent and unsupervised research/learning, unsupervised compilation of a portfolio of work experience, unsupervised e-learning, unsupervised e-assessment, unsupervised coursework, watching a pre-recorded podcast or webinar, unsupervised work-based learning.

Guided Learning Hours (GLH): are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials, and supervised study in, for example, open learning centres and learning workshops, live webinars, telephone tutorials or other forms of e-learning supervised by a tutor in real time. Guided learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Rules of Combination for QUALIFI Level 3 Award in Basic Life Support and Management of Anaphylaxis in Clinical Practice

The unit is mandatory.

Unit Reference	Mandatory Units	Level	TQT	Credit	GLH
Y/651/4867	Basic Life Support and Management of Anaphylaxis in Clinical Practice	3	5	1	4
Total			5	1	4

Achievement Requirements

Learners must demonstrate they have met all learning outcomes and assessment criteria for all the required units to achieve this qualification. QUALIFI will issue certificates to all successful learners via their registered centres.

Awarding Classification/Grading

This qualification grading is **Pass/Fail**.

All units will be internally assessed through written assignment, internally marked by the QUALIFI approved centre and subject to external quality assurance by QUALIFI.

Assessment Strategy and Methods

Learner assessments will be internally marked by the approved centre and will be subject to external quality assurance by QUALIFI prior to certification.

Learners are assessed for this qualification through:

Short Answer Question Paper

The SAQ paper will be taken under examination conditions, i.e., learners will sit a minimum of 1.25m from the next learner, will not confer during the examination and no electronic devices (such as mobile phones) or books, including dictionaries, will be permitted.

Theory Assessment

Language of assessment	English
Duration	30 minutes
Pass mark	100%
Grading	Pass/Fail

Practical Tasks

Learners are assessed completing several practical BLS tasks using simulation.

- The recovery position should be carried out on a person,
- CPR and AED should be carried out on a resuscitation manikin.
- Training adrenaline injectors should be used when simulating the treatment of anaphylaxis.

Language of assessment	English
Duration	As required
Pass mark	100%
Grading	Pass/Fail

Unit Specifications

Unit: BLSCP301 Basic Life Support and Management of Anaphylaxis in Clinical Practice

Unit code: Y/651/4867

RQF Level: 3

Unit Aim:

This qualification is intended for everyone who works in a clinical practice environment including administration and support staff. The learner does not need to be a clinician. Examples of clinical practice environments include addiction services, aesthetics clinics, community health centres, dental care, mental health services, nursing and care homes, pharmacies, physiotherapy, podiatry, primary care/GP services, sexual health and sports medicine. This qualification is designed to assist clinical practices in meeting the requirements of the Resuscitation Council UK [Quality Standards](#) in relation to Basic Life Support and Anaphylaxis training

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Be able to assess an emergency situation safely	1.1 Conduct a scene survey
	1.2 Conduct a primary survey on a casualty
	1.3 Summon appropriate assistance when necessary
2. Be able to provide first aid to an unresponsive casualty who is not breathing normally	2.1 Identify when to administer Cardiopulmonary Resuscitation (CPR)
	2.2 Demonstrate CPR using an adult manikin
	2.3 Identify other considerations when administering CPR and using an AED

3. Be able to provide first aid to an unresponsive casualty who is breathing normally	3.1 Identify when to place a casualty into the recovery position
	3.2 Demonstrate how to place a casualty into the recovery position
	3.3 Demonstrate continual monitoring of breathing whilst the casualty is in the recovery position
4. Be able to provide first aid to a casualty with anaphylaxis	4.1 Recognise suspected anaphylaxis
	4.2 Identify how to administer first aid for a casualty with suspected anaphylaxis
	4.3 Demonstrate the use of a 'training device' adrenaline auto-injector
5. Be able to provide first aid to a casualty who is choking	5.1 Identify when a casualty is choking
	5.2 Demonstrate how to administer first aid to a casualty who is choking

Assessment Guidance

For the assessment of knowledge and understanding criteria, learners are required to provide written responses to the questions in this workbook, providing examples drawn from the workplace or case studies where possible. It is a requirement that learners are able to analyse and demonstrate their understanding by use of theories, principles and models that are relevant to the subject matter. Simulation is allowed for practical assessments.

Unit: BLSCP301 Basic Life Support and Management of Anaphylaxis

1. The learner will: Be able to assess an emergency situation safely		
Assessment Guidance: The learner must be able to:		Types of Evidence
1.1	<p>Conduct a scene survey</p> <p>Conducting a scene survey may include:</p> <ul style="list-style-type: none"> • Checking for further danger • Evaluating what happened • Prioritising treatment • Delegating tasks <p>Consider use of Personal Protective Equipment (<i>PPE</i>)</p>	Observation
1.2	<p>Conduct a primary survey on a casualty</p> <p>The primary survey sequence may include:</p> <ul style="list-style-type: none"> • Danger • Response • Airway • Breathing • Circulation / Chest Compressions / CPR <p>(Can be demonstrated as part of and in relation to the CPR demonstration)</p>	Observation
1.3	<p>Summon appropriate assistance when necessary</p> <p>Summoning appropriate assistance may include:</p>	Observation

	<ul style="list-style-type: none"> • Shouting for help • Calling 999/112 via speakerphone or bystander • Leaving the casualty to call 999/112 • Calling 2222 or other local protocols 	
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2. The learner will: Be able to provide first aid to an unresponsive casualty who is not breathing normally		
Assessment Guidance: The learner must be able to:		Types of Evidence
2.1	<p>Identify when to administer Cardiopulmonary Resuscitation (CPR)</p> <p>Identifying when to administer CPR must include:</p> <ul style="list-style-type: none"> • When the casualty is unresponsive and: <ul style="list-style-type: none"> ○ Not breathing ○ Not breathing normally/agonal breathing 	Observation
2.2	<p>Demonstrate CPR using an adult manikin</p> <p>Demonstrating CPR must include:</p> <ul style="list-style-type: none"> • 30 chest compressions <ul style="list-style-type: none"> ○ Correct hand positioning ○ 5-6cm compression depth ○ 100-120 per minute • 2 rescue breaths <ul style="list-style-type: none"> ○ Correct rescue breath positioning ○ Blowing steadily into mouth taking about 1 second to make chest rise. ○ Taking no longer than 10 seconds to deliver 2 breaths • AED (<i>Defibrillator</i>) <ul style="list-style-type: none"> ○ Correct placement of AED pads ○ Following AED instructions <p>CPR – minimum demonstration time of 2 minutes at floor level</p> <p>Airway management may include the use of oropharyngeal airways if within scope of practice.</p> <p>During CPR demonstration, the learner should consider the risk of infection, which may include:</p>	Observation

	<ul style="list-style-type: none"> • Personal Protective Equipment (<i>PPE</i>) • Barrier devices during rescue breaths including pocket mask or bag-valve-mask if within scope of practice 	
<p>2.3</p>	<p>Identify other considerations when administering CPR and using an AED</p> <p>Other considerations may include:</p> <ul style="list-style-type: none"> • Scope of practice and personal limitations • Anticipatory care decisions / ReSPECT / DNACPR. • Modifications to adult CPR for children and infants • Ensuring that no one is touching the casualty during analysis and shock • Recognition and actions to take for regurgitation • Circumstances when it is acceptable to pause/stop CPR • Clothing removal • Excessive chest hair • Pregnancy • Rescue ready kit (razor, scissors, towel, PPE) • Oxygen therapy • Oxygen safety • Implanted pacemaker / defibrillator • Wet chest / wet surface (it is okay to deliver a shock if the casualty is on a wet or metal surface) • Medical patches (e.g. GTN patch) • Jewellery • Moving machinery/vibrations • Explosive atmosphere • Post ROSC procedures • Accurate event reporting and recording 	<p>SAQ</p>

3. The learner will: Be able to provide first aid to an unresponsive casualty who is breathing normally		
Assessment Guidance: The learner must be able to:		Types of Evidence
3.1	<p>Identify when to place a casualty into the recovery position</p> <p>Identifying when to place the casualty into the recovery position should include when the casualty has lowered levels of response and:</p> <ul style="list-style-type: none"> • Does not need CPR • Is breathing normally • Is uninjured <p>An injured casualty may be placed in the recovery position if the airway is at risk (<i>e.g. fluids in the airway or you need to leave the casualty to get help</i>)</p>	Observation
3.2	<p>Demonstrate how to place a casualty into the recovery position:</p> <p>Placing a casualty into the recovery position may include:</p> <ul style="list-style-type: none"> • Placing in a position that maintains a stable, open, draining airway at floor level (<i>or holding in position for infants</i>) • Continually monitoring airway and breathing • Turning the casualty onto the opposite side every 30 minutes • Placing heavily pregnant casualty on their left side 	Observation
3.3	<p>Demonstrate continual monitoring of breathing whilst the casualty is in the recovery position</p> <ul style="list-style-type: none"> • Continually monitoring airway and breathing includes: • Continual checking for normal breathing to ensure that cardiac arrest can be identified immediately 	Observation

4. The learner will: Be able to provide first aid to a casualty with anaphylaxis		
Assessment Guidance: The learner must be able to:		Types of Evidence
4.1	<p>Recognise suspected anaphylaxis</p> <p>Recognising anaphylaxis may include rapid onset and rapid progression of a life-threatening airway, breathing and/or circulation problem:</p> <ul style="list-style-type: none"> • Airway – Swelling of the tongue, lips or throat • Breathing – Difficult, wheezy breathing or tight chest • Circulation - <ul style="list-style-type: none"> ○ Dizziness, feeling faint or passing out ○ Pale, cold clammy skin and fast pulse ○ Nausea, vomiting, stomach cramps or diarrhoea • There may also be skin rash, swelling and/or flushing. <p>Training should cover common triggers for anaphylaxis.</p>	SAQ
4.2	<p>Identify how to administer first aid for a casualty with suspected anaphylaxis</p> <p>Administering first aid for anaphylaxis may include:</p> <ul style="list-style-type: none"> • Calling 999/112 • Correct casualty positioning • Assisting the casualty to use their adrenaline auto-injector • Resuscitation if required 	Observation
4.3	<p>Demonstrate the use of a ‘training device adrenaline auto-injector</p> <p>The use of a ‘training device adrenaline auto-injector: must be demonstrated using a training device and NOT a live auto-injector.</p> <p>Clinical practice may additionally include simulated demonstration of drawing up the appropriate dose of adrenaline 1:1000 IM injection (if within scope of practice) and safe disposal of sharps.</p>	Observation

5. The learner will: Be able to provide first aid to a casualty who is choking		
Assessment Guidance: The learner must be able to:		Types of Evidence
5.1	<p>Identify when a casualty is choking</p> <p>Identifying mild choking may include recognising the casualty is able to:</p> <ul style="list-style-type: none"> • Speak • Cough • Cry • Breathe <p>Identifying severe choking may include recognising the casualty is:</p> <ul style="list-style-type: none"> • Unable to cough effectively • Unable to speak or cry • Unable or struggling to breathe • In visible distress • Unconscious 	SAQ
5.2	<p>Demonstrate how to administer first aid to a casualty who is choking</p> <p>Administering first aid for choking should include the following:</p> <ul style="list-style-type: none"> • Encouraging to cough • Up to 5 back blows • Up to 5 abdominal thrusts • Calling 999/112 when required • CPR if unconscious 	Observation

Contact Details

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