



QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

Level 3 Award in Emergency First Aid at Work

Specification (For Centres)
Date January 2026

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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 carry out external quality assurance to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications meet the required standards. This comprises centre approval, qualification approval and ongoing monitoring through our External Quality Assurance and annual centre monitoring processes.

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 problem-solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for their 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 consulted 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, Diversity and Inclusion (EDI)

QUALIFI qualifications are developed to be accessible to all learners who are capable of attaining the required standard. QUALIFI promotes equality, diversity and inclusion across all aspects of the qualification process. Centres are required to implement the same standards of EDI and ensure teaching and learning are free from any barriers that may restrict access and progression. For further details please refer to QUALIFI's *Equality, Diversity and Inclusion Policy*.

Learners with any specific learning needs should discuss this in the first instance with their approved centre who will refer to QUALIFI's *Reasonable Adjustment and Special Consideration 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 Emergency First Aid at Work 610/1767/X

Qualification Aims and Learning Outcomes

Aims of the QUALIFI Level 3 Award in Emergency First Aid at Work

The aim of the QUALIFI Level 3 Award in Emergency First Aid at Work is to provide learners with the skills, knowledge and understanding to support individuals carrying out an emergency first aid role in the workplace.

This qualification develops the learner's knowledge, understanding and skills in delivering first aid in the workplace and will support their role in the workplace. This qualification looks to address the requirements for First Aid at Work as outlined in the Health and Safety (First Aid) Regulations 1981 and the Health and Safety (First Aid) Regulations (Northern Ireland) 1982.

Successful completion of the QUALIFI Level 3 Award in Emergency First Aid at Work provides learners with the opportunity to progress to further study or employment.

Requalification requirements

This qualification is valid for 3 years. The learner must retake this qualification prior to the expiry date to remain qualified.

Learning Outcomes of the QUALIFI Level 3 Award in Emergency First Aid at Work

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

- understand the role and responsibilities of a first aider
- be able to assess an incident
- be able to provide first aid to an unresponsive casualty
- be able to provide first aid to a casualty who is choking
- be able to provide first aid to a casualty with external bleeding
- know how to provide first aid to a casualty who is in shock
- know how to provide first aid to a casualty with minor injuries.

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

Delivering the Qualification

All centres are required to complete an approval process to be recognised as an approved centre. Centres must have the ability to support learners and:

- have in place qualified and experienced assessors. All assessors are required to undertake regular continued professional development (CPD)
- access to the physical resources needed to support the delivery of the qualification and learner achievement.

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

QUALIFI, unless otherwise agreed:

- sets all assessments;
- quality assures assessments prior to certification;
- provides the criteria to award the final mark and issues certificates.

Centre staffing

Staff delivering this qualification should:

- be occupationally competent and/or technically knowledgeable in the area[s] they are assessing,
- have recent relevant experience in the specific area they will be assessing and quality assuring.
- hold, or be working towards, the relevant Assessor/ Internal Quality Assurers (IQAs) qualification (s).

Assessors are assessing learner performance in a range of tasks to ensure the evidence they produce meets the requirements of the unit assessment criteria. To do this effectively assessors need a thorough understanding of assessment and quality assurance practices, as well as in-depth technical understanding related to the qualifications they are assessing.

To support assessors and the centre's internal quality systems, IQAs must have appropriate teaching and vocational skills, knowledge and expertise and be familiar with the occupation and technical content covered within the qualification.

Continuing professional development (CPD)

Centres are expected to support the CPD of their staff to maintain current and up-to-date knowledge of the occupational area and ensure best practice in delivery, mentoring, training, assessment and quality assurance.

For the delivery of the QUALIFI Level 3 Award in Emergency First Aid at Work the following centre requirements need to be in place:

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.

Quality assurance

Approved Centres must have effective quality assurance systems in place to ensure robust qualification delivery and assessment, which includes internal monitoring and review procedures.

Qualifi will appoint approved External Quality Assurers (EQAs) to monitor the assessment and internal quality assurance carried out by centres and ensure that assessment is valid and reliable. Please see QUALIFI's *External Quality Assurance Policy*.

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.
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.
Equipment to deal with bleeding	Learners should be provided with a range of dressings and bandages to practice with, including gauze pads, sterile dressings, compression bandages, triangular bandages, training tourniquets and items for wound packing.

Learner Recruitment, Induction and Registration

Recruitment

Approved Centres are responsible for reviewing and making decisions as to the applicant's ability to complete the learning programme successfully and meet the demands of the qualification. The initial assessment by the centre will need to consider the support that is readily available or can be made available to meet individual learner needs as appropriate.

During recruitment, approved centres need to provide learners with accurate information on the title and focus of the qualification for which they are studying.

The qualification has been designed to be accessible without artificial barriers that restrict access. For this qualification, applicants must be aged 16 years or over.

In the case of applicants whose first language is not English, centres may assess their level of language at the time of entry.

Entry Criteria

The qualification has been designed to be accessible without artificial barriers that restrict access and progression.

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.

Learner induction

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 of the 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.

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

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 ongoing 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

Completing the **QUALIFI Level 3 Award in Emergency First Aid at Work** will equip learners with the skills and knowledge to provide emergency first aid in the workplace. This qualification is particularly relevant for professionals such as senior support workers, assistant or deputy managers, service managers and teaching and learning staff.

Qualification Structure and Requirements

Credits and Total Qualification Time (TQT)

The QUALIFI Level 3 Award in Emergency First Aid at Work is made up of 1 credit which equates to 10 hours of TQT and 6 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 prerecorded 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 Emergency First Aid at Work

The unit is mandatory.

Unit Reference	Mandatory Units	Level	TQT	Credit	GLH
R/650/4839	Emergency First Aid in the Workplace	3	10	1	6
Total			10	1	6

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 e-certificates directly to all successful learners registered with an approved QUALIFI centre.

Awarding Classification/Grading

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

All units will be internally assessed by the QUALIFI approved centre and subject to external quality assurance by QUALIFI.

Assessment Strategy and Methods

QUALIFI will provide the assessment for each unit of this qualification. These tasks will address all learning outcomes and related assessment criteria, all of which must be demonstrated/passed, to achieve the qualification.

The tasks will enable learners to draw on work-related information and/or examples wherever possible. Some assessment tasks will contain a practical assignment which will require observation by an assessor, see Assessment Guidance for further information.

QUALIFI provides a user-friendly e-portfolio system for learners to upload their assessment evidence and assignments for Assessors to mark and IQAs to quality assure. Approved centres should undertake the QUALIFI centre development courses to understand how to use the e-portfolio and the benefits to learners and the centre.

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

All learning outcomes and related assessment criteria must be demonstrated/passed in order to achieve the qualification. To achieve a 'pass' for each of the units, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Qualifi will provide a combination of assessment that cover the learning outcomes and assessment criteria. These may be as follows.

1: Formative Assessment

Formative assessment is an integral part of the assessment process, involving both the Tutor/Assessor and the learner about their progress during the course of study. Formative assessment takes place prior to summative assessment and focuses on helping the learner to reflect on their learning and improve their performance and does not confirm achievement of grades/pass-mark, at this stage.

The main function of formative assessment is to provide feedback to enable the learner to make improvements to their work. This feedback should be prompt, so it has meaning and context for the learner and time must be given following the feedback for actions to be complete. Feedback on formative assessment must be constructive and provide clear guidance and actions for improvement. All records should be available for auditing purposes, as QUALIFI may choose to check records of formative assessment as part of our ongoing quality assurance. Formative assessments will not contribute to the overall mark/achievement of the units.

2: Summative Assessment

Summative assessment is used to evaluate learner competence and progression at the end of a unit or component. Summative assessment should take place when the assessor deems that the learner is at a stage where competence can be demonstrated.

Learners should be made aware that summative assessment outcomes are subject to confirmation by the Internal Quality Assurer (IQA) and External Quality Assurer (EQA) and thus is provisional and can be overridden. Assessors should annotate on the learner work where the evidence supports their decisions against the assessment criteria. Learners will need to be familiar with the assessment and grading/marking criteria so that they can understand the quality of what is required.

Formative Assessment	Summative Assessment
used during the learning process	used at the end of the learning process
provides feedback on learning-in-process	evaluates achievement against learning outcomes and assessment criteria
dialogue-based, ungraded	graded Pass / Refer

Evidence of both formative and summative assessment **MUST** be made available at the time of external quality assurance – EQA.

Unit Specifications

Unit EFAW301 Emergency First Aid in the Workplace

Unit code: R/650/4839

RQF Level: 3

Unit Aim:

The aim of this unit is to allow the learner to develop the skills, knowledge and understanding required to deal effectively with a range of emergencies in the workplace requiring first aid.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the role and responsibilities of a first aider	1.1 Identify the role of the first aider and their key responsibilities.
	1.2 Describe how to minimise the risk of infection to self and others.
	1.4 Identify the need for consent to provide first aid.
2. Be able to assess an incident	2.1 Conduct a scene survey.
	2.2 Conduct a primary survey of a casualty.
	2.3 Summon appropriate assistance when necessary.
3. Be able to provide first aid to an unresponsive casualty	3.1 Recognise when to administer Cardio-Pulmonary Resuscitation (CPR).
	3.2 Demonstrate adult CPR using a manikin.

	3.3 Identify when to place a casualty into the recovery position.
	3.4 Demonstrate how to place a casualty into the recovery position.
	3.5 Demonstrate continual monitoring of breathing whilst the casualty is in the recovery position
	3.6 Identify how to administer first aid to a casualty who is experiencing a seizure.
4. Be able to provide first aid to a casualty who is choking	4.1 Identify when casualty is choking
	4.2 Demonstrate how to 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 whether external bleeding is life-threatening.
	5.2 Demonstrate how to administer first aid to a casualty with external bleeding.
6. Know how to provide first aid to a casualty who is in shock	6.1 Recognise when a casualty is suffering from shock.
	6.2 Identify how to administer first aid to a casualty who is suffering from shock.
7. Know how to provide first aid to a casualty with minor injuries	7.1 Describe how to administer first aid to a casualty with: <ul style="list-style-type: none"> • Small cuts • Grazes • Bruises • Small splinters • Nosebleeds
	7.2 Identify how to administer first aid to a casualty with minor burns and scalds.

Assessment Guidance

For the assessment of knowledge and understanding criteria, learners are required to complete the Qualifi devised MCQ – Multiple Choice Questions. This can be completed paper-based or online through Plato-Pro.

Practical competency will be assessed through observation of the practical first aid tasks identified for the learning outcomes and assessment criteria below.

Unit: EFAW301 Emergency First Aid in the Workplace

- Learning outcomes LO1- LO7 will be assessed by:

- **Multiple-Choice Question Assessment Paper**

The MCQ 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	75% (12/16)

- **Practical Tasks**

Learners are assessed completing several practical first aid tasks.

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

LO1. The learner will: Understand the role and responsibilities of a first aider		
Assessment Guidance		Types of Evidence
1.1	The learner must identify the role of the first aider, and their key responsibilities may include: <ul style="list-style-type: none"> • Preventing cross infection • Recording incidents and actions • Safe use of available equipment • Assessing an incident 	MCQ

	<ul style="list-style-type: none"> • Summoning appropriate assistance • Prioritising treatment • Dealing with post incident stress <p>NB. These roles and responsibilities may be demonstrated holistically.</p>	
1.2	<p>The learner must identify how to minimise the risk of infection to self and others may include:</p> <ul style="list-style-type: none"> • Use of Personal Protective Equipment (<i>PPE</i>) • Hand hygiene • Disposal of contaminated waste • Using appropriate dressings • Barrier devices during rescue breaths • Covering own cuts <p>Others may include casualties, work colleagues or people within the workplace environment.</p> <p>NB. Minimising the risk of infection may be demonstrated holistically.</p>	MCQ
1.3	<p>The learner must identify the need for consent to provide first aid may include:</p> <ul style="list-style-type: none"> • Gaining consent • Implied consent <p>NB. Identifying the need for consent may be demonstrated holistically.</p>	MCQ

LO2. The learner will: Be able to assess an incident		
Assessment Guidance		Types of Evidence
2.1	<p>The learner must conduct a scene survey may include:</p> <ul style="list-style-type: none"> • Checking for further danger • Identifying the number of casualties • Evaluating what happened • Prioritising treatment • Delegating tasks 	Observation
2.2	<p>The learner must conduct a primary survey of a casualty</p> <ul style="list-style-type: none"> • D: Danger 	Observation

	<ul style="list-style-type: none"> • R: Response • C: <i>Catastrophic bleeding</i> • A: Airway • B: Breathing • C: Circulation • D: Disability • E: Exposure 	
2.3	<ul style="list-style-type: none"> • The learner must summon appropriate assistance, when necessary, may include: <ul style="list-style-type: none"> • Shouting for help • Calling 999/112 via speakerphone or bystander • Leaving the casualty to call 999/112 • Calling an NHS emergency helpline such as 111 <p>NB. Summoning appropriate assistance may be demonstrated holistically.</p>	Observation

LO3. The learner will: Be able to provide first aid to an unresponsive casualty		
Assessment Guidance		Types of Evidence
3.1	<p>The learner must identify when to administer Cardio-Pulmonary Resuscitation (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/slow laboured breathing/panting 	Observation
3.2	<p>The learner must demonstrate adult CPR using a manikin in accordance with current Resuscitation Council (UK) guidelines.</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 (<i>about 1 sec to make chest rise</i>) 	Observation

	<ul style="list-style-type: none"> ○ Taking no longer than 10 seconds to deliver 2 breaths ● AED (<i>Defibrillator</i>) ○ Correct placement of AED pads ○ Following AED instructions <p>CPR – minimum demonstration time of 2 minutes at floor level. May additionally include use of rescue breath barrier devices.</p>	
3.3	<p>The learner must identify when to place a casualty into the recovery position may 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
3.4	<p>The learner must demonstrate how to place a casualty into the recovery position in accordance with current Resuscitation Council (UK) guidelines.</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 ● Continually monitoring airway and breathing ● Turning the casualty onto the opposite side every 30 minutes ● Placing heavily pregnant casualty on their left side 	Observation
3.5	<p>The learner must demonstrate continual monitoring of breathing whilst the casualty is in the recovery position:</p> <ul style="list-style-type: none"> ● Continual checking for normal breathing to ensure that abnormal breathing can be identified immediately 	Observation
3.6	<p>The learner must identify how to administer first aid to a casualty who is experiencing a seizure may include:</p> <ul style="list-style-type: none"> ● Keeping the casualty safe (<i>removing dangers</i>) ● Noting the time and duration of the seizure ● Opening airway and checking breathing post seizure ● Determining when to call 999/112 	MCQ

LO4. The learner will: Be able to provide first aid to a casualty who is choking		
Assessment Guidance		Types of Evidence
4.1	<p>The learner must identify when choking is mild or severe and demonstrate how to recognise the features of a mild and a severe obstruction of the airway.</p> <p>Identifying mild choking may include recognising the casualty is able to:</p> <ul style="list-style-type: none"> • Speak • Cough • 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 • Unable or struggling to breathe • In visible distress • Unconscious 	Observation
4.2	<p>The learner must demonstrate how to administer first aid to a casualty who is choking following the treatment protocol for choking casualties in accordance with the Resuscitation Council (UK) guidelines.</p> <p>Administering first aid for choking must 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 <p>Demonstration must be simulated using a training device – not another learner.</p>	Observation

LO5. The learner will: Be able to provide first aid to a casualty with external bleeding		
Assessment Guidance		Types of Evidence
5.1	<p>The learner must identify whether external bleeding is life-threatening and the characteristic of capillary, venous and arterial bleeding.</p>	Observation

	<p>Life-threatening (<i>catastrophic</i>) bleeding may be identified by:</p> <ul style="list-style-type: none"> • Rapidly flowing or spurting blood from a wound • Pooling of blood on the ground (<i>or clothing</i>) • Bleeding that cannot be controlled by direct manual pressure alone 	
5.2	<p>The learner must demonstrate how to administer first aid to a casualty with external bleeding managing a casualty with a bleed, dressing common wounds to the head, arm, hand, and leg.</p> <p>Administering first aid for external bleeding may include:</p> <ul style="list-style-type: none"> • Maintaining clean technique • Positioning the casualty in a sitting or lying position • Examining the wound • Applying direct pressure onto (<i>or into</i>) the wound • Dressing the wound <p>Life-threatening (catastrophic) bleeding treatment may include:</p> <ul style="list-style-type: none"> • Wound packing (<i>including improvised</i>) • Tourniquet application • Improvised tourniquet application 	Observation

LO6. The learner will: Know how to provide first aid to a casualty who is in shock		
Assessment Guidance		Types of Evidence
6.1	<p>The learner must recognise a casualty who is suffering from shock including the common recognition features of a casualty in hypovolaemic shock.</p> <p>Shock: hypovolaemic shock (<i>resulting from blood loss</i>) recognition may include:</p> <ul style="list-style-type: none"> • Pale, clammy skin • Pale skin inside the lips (<i>for dark skin tones</i>) • Fast, shallow breathing • Rise in pulse rate • Cyanosis • Dizziness/passing out when sitting or standing upright 	MCQ
6.2	<p>The learner must identify how to administer first aid to a casualty who is suffering from shock.</p> <p>Administering first aid for hypovolaemic shock may include:</p>	MCQ

	<ul style="list-style-type: none"> • Treating the cause • Casualty positioning • Keeping the casualty warm • Calling 999/112 	
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LO7. The learner will: Know how to provide first aid to a casualty with minor injuries		
Assessment Guidance		Types of Evidence
7.1	<p>The learner must identify how to administer first aid to a casualty with small cuts, grazes, bruises, small splinters and nose bleeds following the recommended treatment for such injuries according to current accepted first aid practice and manuals.</p> <p>Administering first aid for small cuts and grazes may include:</p> <ul style="list-style-type: none"> • Irrigation • Dressing <p>Administering first aid for bruises may include:</p> <ul style="list-style-type: none"> • Cold compress for up to 20 minutes <p>Small splinter removal may include the following steps:</p> <ul style="list-style-type: none"> • Cleaning of area • Remove with tweezers. • Dress <p>Administering first aid for a nosebleed may include:</p> <ul style="list-style-type: none"> • Sitting the casualty down, head tipped forwards • Pinching the soft part of the nose • Telling the casualty to breathe through their mouth 	MCQ
7.2	<p>The learner must describe how to administer first aid to a casualty with minor burns and scalds following the recommended treatment for such injuries according to current accepted first aid practice and manuals.</p> <p>Administering first aid for minor burns and scalds may include:</p> <ul style="list-style-type: none"> • Cooling for 20 minutes with cool running tap water • Removing jewellery and loose clothing • Covering the burn • Determining when to seek advice 	MCQ

Special Considerations and Reasonable Adjustments

This qualification and its assessments have been designed to best support accessibility and inclusion for all learners. In the design and development of qualifications and assessment Qualifi complies with the requirements of the Equality Act 2010 and the appropriate Ofqual general conditions of regulation. In some instances, individuals will have diverse learning needs and need reasonable adjustments to be able fully participate in the qualification and have fair access to assessment. Reasonable adjustments, including additional time or alternative evidence formats, are intended to enable learners with individual needs to demonstrate their skills and knowledge without changing the demands of the assessment. Centres are responsible for making sure that learners can access the requirements of the qualification at the start of a programme of learning.

Special consideration can be given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. Special considerations can be in relation to the amount of time given for evidence to be provided or the format of the assessment as long as this is equally valid. However, centres must not agree to the use of alternative forms of evidence to those stipulated in a unit, or to the omission of any assessment criteria when judging attainment.

For further details please see QUALIFI's *Reasonable Adjustment and Special Consideration Policy* and *Access to Fair Assessment Policy and Procedure*.

Malpractice and Maladministration

Centre or learner malpractice undermines the integrity and validity of assessment and/or the certification of qualifications and can arise or be suspected in relation to any unit or type of assessment within the qualification.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Centres will investigate the allegation in compliance with their own published and QUALIFI approved policy and procedures.

Incidents of maladministration, unintentional errors in the delivery or assessment of QUALIFI qualifications that may affect the assessment of learners, should also be reported in the same way.

QUALIFI may conduct an investigation if we believe that internal assessment and/or internal quality assurance is not being carried out in line with our policies. QUALIFI reserves the right to withhold the issuing of results and/or certificates while an investigation is in progress.

For further details regarding malpractice and how to report suspected malpractice please see QUALIFI's *Malpractice and Maladministration Policy* and *Plagiarism, Collusion and Cheating Policy*.

Where centres have concerns about learner use of Artificial Intelligence (AI) please refer to the QUALIFI *Guidance statement to centres on the risk of AI*.

Contact Details

Customer service number: +44 (0) 333 335 6263

Email: info@qualifi-international.com

Website: www.QUALIFI.net