

Qualification Specification

Focus Awards Level 3 Award in Emergency
Paediatric First Aid (RQF)

603/4110/5



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Focus Awards Level 3 Award in Emergency Paediatric First Aid (RQF)

Qualification Details

QAN:	603/4110/5	GLH:	6
Credit:	1	TQT:	7

Qualification Overview

Focus Awards Level 3 Award in Emergency Paediatric First Aid (RQF) is aimed at those working in an early years setting who require a first aid qualification for emergency paediatric first aid.

Objectives

This qualification provides the knowledge and skills for first aiders working in early years environments. Learners will gain the knowledge, skills and understanding of emergency paediatric first aid.

Learners will become familiar with the role of the paediatric first-aider and be able to assess and react appropriately to an emergency situation, such as a child or an infant who is unresponsive, has an airway obstruction, has breathing difficulties or is suffering from shock or anaphylaxis.

Qualification Structure / Rules of Combination

In order to achieve the Focus Awards Level 2 Award in Emergency First Aid at Work (RQF) learners must complete the mandatory unit.

Unit Title	Unit Ref	Level	Credit	GLH
Emergency Paediatric First Aid	D/617/3862	3	1	6

Learner Entry Requirements

There are no specific entry requirements for this qualification although it is a Focus Awards recommendation that learners hold a valid Emergency First Aid at Work Certificate (EFAW). It is also advised that learners have a minimum of Level 1 in literacy or numeracy, or equivalent.

Age Ranges

Entry is at the discretion of the centre; however learners should be 16 to undertake this qualification.

Geographical Coverage

This qualification has been accredited for use in England and Northern Ireland.

Reasonable Adjustments and Special Considerations

Please refer to the Focus Awards 'Focus Awards Reasonable Adjustments and Special Consideration Policy.'

Assessment Methods

The Focus Awards Level 3 Award in Emergency Paediatric First Aid (RQF) is **internally assessed**.

Each learner is required to create portfolio of evidence which demonstrates achievement of all the learning outcomes and the assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include:

- Assessor observation – completed observational checklists on related action plans
- Witness testimony
- Learner product
- Worksheets
- Assignments / projects / reports
- Record of oral and written questioning
- Learner and peer reports
- Recognition of prior learning (RPL)

Evidence may be drawn from actual or simulated situations where appropriate and where permitted by the relevant Sector Skills Council or Sector Skills Body.

Progression Routes

Learners wishing to progress from this qualification can undertake the following qualifications:

- Level 2 Award in Health and Safety in the Workplace (RQF)

- Level 2 Award in Paediatric First Aid (RQF)
- Level 3 Award in First Aid at Work (RQF)
- Level 3 Award in Paediatric First Aid (RQF)

Useful Websites and Supporting Materials

You will find useful websites and supporting materials here:

- www.focusawards.org.uk
- www.hse.gov.uk/
- www.Ofqual.gov.uk
- www.skillsforhealth.org.uk

National Occupational Standards

Early Years Foundation Stage Statutory Framework – March 2017

Appendix A: Units

Unit Title:	Emergency paediatric first aid		
Unit No:	D/617/3862		
Level:	3		
GLH:	6		
Credit:	1		
Unit details: The aim of this unit is to provide the learner with the knowledge and practical competencies required to deal with a range of paediatric first aid situations			
1	Understand the role and responsibilities of the paediatric first aider	1.1	Identify the role and responsibilities of a paediatric first aider
		1.2	Identify how to minimise the risk of infection to self and others
		1.3	Differentiate between an infant and a child for the purposes of first aid treatment
2	Be able to assess an emergency situation safely	2.1	Conduct a scene survey
		2.2	Conduct a primary survey on an infant and a child
		2.3	Summon appropriate assistance when necessary
3	Be able to provide first aid for an infant and a child who are unresponsive	3.1	Identify when to administer Cardiopulmonary Resuscitation (CPR) to an infant and a child
		3.2	Demonstrate CPR using an infant and a child manikin
		3.3	Justify when to place an infant or a child into the recovery position
		3.4	Demonstrate how to place an infant and a child into the recovery position
		3.5	Demonstrate continual monitoring of breathing for an infant and a child whilst they are in the recovery position
		3.6	Identify how to administer first aid to an infant or a child who is experiencing a seizure

4	Be able to provide first aid for an infant and a child who are choking	4.1	Identify when choking is: <ul style="list-style-type: none"> ➤ Mild ➤ Severe
		4.2	Demonstrate how to administer first aid to an infant and a child who is choking
5	Be able to provide first aid to an infant and a child with external bleeding	5.1	Identify the severity of external bleeding for an infant and a child
		5.2	Demonstrate how to administer first aid to an infant or a child with external bleeding
6	Know how to provide first aid to an infant or a child who is suffering from shock	6.1	Recognise when an infant or a child is suffering from <u>shock</u>
		6.2	Explain the effect of severe blood loss on an infant and a child
		6.3	Identify how to administer first aid to an infant or a child who is suffering from shock
7	Know how to provide first aid to an infant or a child with bites, stings and minor injuries	7.1	Identify how to administer first aid for: <ul style="list-style-type: none"> ➤ <u>Bites</u> ➤ <u>Stings</u> ➤ Small cuts ➤ Grazes ➤ Bumps and bruises ➤ Small splinters ➤ Nose bleeds

Additional Information

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; contents of a paediatric first aid box

Others May include: infant or child receiving first aid; work colleagues; parents; carers; other people within the infant or child's environment

Infant and a child: The learner must apply their skills or knowledge to **both** infant (baby) **and** child first aid situations

Infant or a child: The learner may apply their skills or knowledge to **either** an infant

(baby) or a child first aid situation because the recognition/treatment would be the same

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 demonstrate correct placement of AED pads on a child manikin and identify where to place AED pads on an infant manikin. The learner must also demonstrate 'following AED instructions'

Recovery Position: A position that maintains a stable open draining airway

Administer first aid: Provide appropriate help for an infant (baby) or a child, 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)

Bites: Human and animal bites

Stings: Bee and wasp stings

Simulation: Simulation is permitted in this unit. The following ACs must be assessed by practical demonstration: 2.1, 2.2, 3.2, 3.4, 3.5, 4.2, 5.2

Unit should be delivered, assessed and quality assured in accordance with *Assessment Principles for Regulated First Aid Qualifications*, published by the First Aid Awarding Organisation Forum

Assessment Principles for Regulated First Aid Qualifications 2017

Introduction

These Assessment Principles have been produced by the First Aid Awarding Organisation Forum (FAAOF) in cooperation with the Health and Safety Executive (HSE) and Qualification Regulators.

These principles must be applied in addition to the generic criteria and regulations that Ofqual/SQA Accreditation/Qualifications Wales/CCEA Regulation requires Awarding Organisations/Bodies meet for the delivery of regulated/accredited qualifications.

Awarding Organisations/Bodies who follow these First Aid Assessment Principles should also participate in the First Aid Awarding Organisation Forum (FAAOF) in line with the FAAOF Terms of Reference.

This document relates to First Aid Qualifications including but not limited to:

- First Aid at Work (FAW)
- Emergency First Aid at Work (EFAW)
- Paediatric First Aid (PFA)
- Emergency Paediatric First Aid (EPFA)

This document deals with training, assessment, evidence and quality assurance under the following headings:

- Roles and responsibilities of those involved in the training, assessment and quality assurance processes
- assurance processes
- Assessment and sources of evidence

Roles and Responsibilities of those involved in the Training, Assessment and Quality Assurance Processes

This document details the requirements of Trainers and Assessors separately. It is accepted, however, that both roles may be performed by the same person, providing the qualifications and experience requirements for both roles are met.

Trainers

Those involved in the training of these qualifications must have knowledge and competency in first aid as well as knowledge and competency to train based on qualifications and experience.

An acceptable portfolio must show:

i. Occupational knowledge and competence in first aid - evidenced by:

- Holding a first aid at work qualification/medical registration as detailed in Appendix F

ii. Knowledge and competency in teaching/training first aid - evidenced by:

- Holding an acceptable teaching/training qualification as detailed in Appendix G

AND either:

- Providing an acceptable log of teaching first aid within the last 3 years

Or

- Providing an acceptable record of competently teaching theoretical and practical first aid sessions under the supervision of a suitably qualified Trainer/Assessor

Assessors

Those involved in the assessment of these qualifications must have knowledge and competency in first aid as well as knowledge and competency to assess based on qualifications and experience. An acceptable portfolio must show:

i. Occupational knowledge and competence in first aid - evidenced by:

- Holding a first aid at work qualification/medical registration as detailed in Appendix F

ii. Knowledge and competency in assessing first aid - evidenced by:

- Holding an acceptable assessing qualification/CPD Training as detailed in Appendix G

AND either:

- Providing an acceptable log of first aid assessments conducted within the last 3 years

Or

- Providing an acceptable record of competently assessing theoretical and practical first aid qualifications under the supervision of a suitably qualified assessor.

Internal Quality Assurance

Those involved in the internal quality assurance of these qualifications (IQAs) must have knowledge and competency in first aid as well as knowledge and competency in internal quality assurance. An acceptable portfolio must show:

i. Occupational knowledge and competence in first aid - evidenced by:

- Holding a first aid at work qualification/medical registration as detailed in Appendix F

ii. Knowledge and competency in internal quality assurance – evidenced by:

- Holding an acceptable internal quality assurance qualification/CPD training as detailed in Appendix H

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.

External Quality Assurance

Those involved in the external quality assurance of these qualifications (EQAs) must have knowledge and competency in first aid as well as knowledge and competency in external quality assurance. An acceptable portfolio must show:

i. Occupational knowledge and competence in first aid - evidenced by:

- Holding a first aid at work qualification/medical registration as detailed in Appendix F

ii. Knowledge and competency in external quality assurance – evidenced by:

- Holding an acceptable external quality assurance qualification as detailed in Appendix I

External 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 and Internal Quality Assurers.

Assessment and Sources of Evidence

Assessment Centres

Assessment Centres will be responsible for maintaining up-to-date information on trainers, assessors and Internal Quality Assurers and for ensuring the currency of the competence of all those involved in the assessment and internal quality assurance process.

Simulation

Simulation is permitted – Each unit details what may be simulated.

Assessment

The assessment should determine a learner's ability to act safely, promptly and effectively when an emergency occurs at work and to deal with a casualty. All learning outcomes in the unit(s) must be achieved. Assessment may take place at any time during the delivery of the qualification and does not need to be done as a final assessment. It is however a requirement for the learner to be aware that assessment is taking place.

Standards of first aid practice

Skills and knowledge should be taught and assessed in accordance with currently accepted first aid practice in the United Kingdom as laid down:

- by the Resuscitation Council (UK)
- and**
- In other publications; provided that they are supported by a responsible body of medical opinion.

Assessment and Sources of Evidence

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- by the Resuscitation Council (UK)

and

- in other publications; provided that they are supported by a responsible body of medical opinion.

Appendix C: Assessment Best Practice

Exemptions, equivalences, credit transfer and RPL

Learners are able to avoid duplication of learning and assessment through exemptions or equivalences as follows:

- It is possible to transfer credit (equivalence) for achievements within the RQF
- Exemption from the requirement to achieve credits for designated units can be claimed by individuals with certificated achievements outside the RQF
- Where the unit has previously been achieved by the learner through a different awarding organisation, this will be regarded as a credit transfer.

Due to the learner already having their achievement recognised, and having received a certificate to confirm this, in all of these instances their recognised achievement concerning this specific qualification **MUST** be shown as an exemption, equivalence or credit transfer and credit achievement **MUST NOT** be allocated

Recognition of Prior Learning (RPL) is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning. Therefore the learner is either awarded the unit or can progress straight to assessment without the need for delivery. This will show as a unit achievement on the certificate. For any learner who has previously achieved units that have been approved as Exemptions, Equivalences, and Credit Transfer or will be achieved through RPL it is your responsibility to inform Focus Awards at registration, through the use of the registration excel spread sheet.

The claim must first of all be made to your Centre and it is your responsibility to make the initial consideration – if you are in any doubt you should request advice/clarification from Focus Awards. Upon authorising the request, you must ensure that appropriate evidence and documentation is reviewed, maintained and made available to Focus Awards staff as required.

Guided Learning Hours (GLH)

The guided learning hours figure gives the minimum amount of time required to ‘deliver’ the programme, and includes all times when a member of staff is present to give specific guidance towards learning aims/outcomes, as well as other structured learning time such as directed assignments, supported individual study or practice and assessment. It does not include time spent on learner-initiated work; or time spent by tutors marking assignments where the learner is not present.

Assessment

Assessment practices must reflect the Equality and Diversity Policy of Focus Awards and reasonable adjustments may be required for individual learners to enable them to undertake assessments fairly. Please see our guidance and the procedures for applying reasonable adjustments.

Assessment must meet fully all learning outcomes and assessment criteria as described in the qualification specification/assessment strategy; although the method of assessment may sometimes be adjusted to cater for learners requiring alternative assessment methods. The qualification assessment strategy provides detailed assessment and evidence requirements.

Consistency of assessment decisions

The consistency of assessment decisions, across learners, sites and assessors, is of primary importance in assuring the quality of assessment within a Centre. Focus Awards ensures that the following mechanisms are in place to assist this:

- Assessors are qualified or working towards current assessor standards;
- Level 3 Award in Assessing Vocational Achievement or Level 3 Award in Assessing Competence in the Work Environment. Note: D32.33 and A1 is also acceptable;
- Assessors have relevant subject competency in the units they wish to assess;
- Assessors are observed assessing by qualified IQA's at least once per year;
- Standardisation exercises are carried out with the Centre;
- Focus Awards issue 'Assessment Guidance' documentation for each qualification;
- Centre training days run by Focus Awards include assessment best practice;
- External quality assurance is carried out at least twice per year in each Centre by trained and qualified EQA's.

Judging authenticity

- Assessors must ensure that the evidence provided by learners is valid, current, sufficient, reliable and authentic;
- Trainers/assessors should ensure that learners sign a declaration that their work is authentic i.e. their 'own unaided work';
- You must implement a Record of Achievement document to record how the learning outcomes and assessment criteria has been sufficiently covered. By 'signing off' learners evidence using this document the assessors and IQA's are confirming that the assessment evidence submitted by the learner is authentic and their own unaided work and it is sufficient to meet the stated learning outcomes and assessment criteria;
- Where there is suspicion that the work may not be authentic, the assessor should carry out checks to ascertain its authenticity. For example, oral questioning to check the learner's knowledge matches the evidence provided;
- Evidence which is deemed to be inauthentic should not be accepted.

Guidance on re-submission of learner assessment

- There is no limit to the number of times that work may be resubmitted by the learner for assessment;
- However, you may wish to operate your own systems and policies for additional support/advice which may be given to learners who have been unsuccessful on a number of occasions;
- Assessors/tutors may offer some assistance to learners to learners in completing written work, such as explaining what the questions mean or offering additional guidance when they have previously answered questions incorrectly, however, assessors/tutors must not give learners, or lead them to, the correct answers;
- Assessors/tutors should not add to learners' answers in worksheets, etc... where they do not fully meet the required standard. Rather the learner should be asked to add to their answers themselves until they demonstrate competence.

Use of language and stimulus materials

It is your responsibility as a Centre to provide your learners with suitable resources and assessment materials to support them in their learning journey. Resources and assessment materials and the language used within these should be suitable and appropriate to their needs. They are only appropriate if they:

- Enable learners to demonstrate their level of attainment;
- Require knowledge, skills and understanding which are required for the qualification;
- Are clear and unambiguous (unless ambiguity forms part of the assessment) and
- Are not likely to cause unnecessary offence to learners.

The use of these materials will be reviewed during Centre EQA monitoring visits and in considering whether language and stimulus materials for learning and assessment are appropriate, an EQA will take into account the following:

- The age of learners who may reasonably be expected to take the qualification;
- The level of the qualification;
- The objective of the qualification;
- The knowledge, skills and understanding assessed for the qualification;
- It contains language or content which could lead a group of learners who share a common attribute or circumstance to experience – because of that attribute or circumstance – an unreasonable disadvantage in the level of attainment that they are able to demonstrate in the assessment.

Please note that for the creation of manuals or text books, you must show how each of the learning outcomes has been covered and for assessment materials you must adopt an evidence referencing system to show how each of the assessment criteria has been covered.

Appendix D: Guidance on observed assessments

Assessment briefing

When carrying out a planned observed assessment, it is essential that the assessor carries out a briefing prior to the assessment. The assessment briefing should cover the following information:

- Where the assessment will take place;
- How the assessment will be conducted;
- What the student is expected to present in terms of performance evidence;
- Any documentation which forms part of the assessment;
- When questioning and feedback will take place;
- What to do if there is a disagreement with the assessment decision (appeals procedure);
- The assessor should also use this time to let students ask questions or seek clarification on anything relating to the planned assessment. Others involved in the assessment process should be part of the assessment briefing.

The assessment briefing is usually carried out in a group situation and then the assessor will briefly confirm the process with each individual before the assessment commences.

Observing the learner

Observation is the main method of assessing practical competence and involves the assessor watching the student carry out the planned tasks. When carrying out an observed assessment, the assessor should adhere to the following guidelines:

- Involve the student;
- Complete an adequate briefing;
- Use an assessment checklist;
- Ensure good observational position enabling you to see/hear appropriately;
- Avoid becoming involved in the assessment process except in instances of health of safety or when 'moving on';
- When 'moving on', stick to the phrase 'thank you, can you move onto the next exercise please'. Avoid using phrases such as 'that's great' or 'well done' – this could give an indication of performance;
- Ensure sufficient time is planned to give immediate feedback after the assessment;

- Use a method of recording the observation that is as unobtrusive as possible. Rustling papers can prove disruptive in a quiet environment where people are concentrating on what is being assessed;
- Be seen to be observing, never eat, talk to other people, text on a mobile phone or any other such action which will distract from your observation;
- Avoid using positive/negative body language – this could give an indication of performance.

Suggested stages of an observation for the Focus Awards Level 3 Award in Emergency Paediatric First Aid (RQF)

- Step 1
Initial Learner briefing
- Step 2
Direct Observation
- Step 3
Learner/Client Feedback
- Step 4
Learner Evaluation with client (15 minutes minimum)
- Step 5
Assessor Questions (open and non-leading)
- Step 6
Assessor Decision (pass/refer)
- Step 7
Assessor Feedback (constructive, concise and relevant to performance criteria, written and verbal)

Questioning to Assess Knowledge and Understanding

It is easy to infer a level of understanding by what we see during observation and so it is essential that we question learners if we are ever in doubt about underpinning knowledge;

However, a question should not be asked if the assessor does not see a particular PC.

Questions can be divided into two categories:

- Open questions start with the words, 'How?', 'What?', 'When?', 'Where?', 'Why?' and 'Who?' - These words act as prompts to give the students the opportunity to respond fully in their own words.
- Closed questions enable the students to respond with a simple 'Yes' or 'No' response. For example, "Would you ask a participant to keep the back straight when lifting weights from the floor?"

Assessors should always use open questions when assessing underpinning knowledge

It is a Focus Awards requirement that all questions asked during assessment are recorded together with learner responses. These must be written out in full and signed and dated by both the learner and assessor.

It is unacceptable to write next to a question "learner answered correctly". If there was an appeal against your assessment decision, then there should be a clearly auditable trail of evidence which shows the question that was asked and the learner response.

Non-Leading Questions

Assessors should be careful not to use questions that could lead the learners by giving him or her a clue to the right answer. They should also be aware of any preferences or opinions they might hold that could affect the way they ask questions. It is just as easy to lead the learner by the tone or inflection of the voice or by some facial expression or body movement.

Examples of leading questions would be:

- "Your participant seemed to be out of breath on the CV section of your workout, do you think you could have brought the intensity down for her?"
- "Are the deltoids worked in a bench press as well as the pectorals and triceps?"

Feedback

'Structured information that one person offers to another, about the impact of their actions or behaviour'.

- Feedback following assessment should relate specifically to what has been assessed and how the evidence presented meets, or does not fully meet the criteria being assessed.
- Feedback should not include your opinion nor should it be a criticism.
- Criticism is one person's judgement of another person, or their work. Criticism is likely to make someone feel devalued or angry; and does nothing to boost self-confidence. It does not help a person to solve the problem. It shows that you dismiss, reject or disapprove, and is unlikely to lead to the result you intended. You will get a result - but it may be a worse situation or a backlash.
- Effective feedback should be a two way process, involving the learner at all times.

Appendix F: Occupational Knowledge and Competence in First Aid

All trainers, assessors, internal quality assurers and external quality assurers must have occupational knowledge and competence in first aid.

This may be evidenced by:

- Holding a qualification issued by an Ofqual/SQA Accreditation/Qualifications Wales/CCEA Regulation recognised Awarding Organisation/Body (or equivalent) as follows:

Qualification delivered	Minimum qualification to be held by the Trainer/Assessor/IQA/EQA
First Aid at Work or Emergency First Aid at Work	First Aid at Work
Paediatric First Aid or Emergency Paediatric First Aid	Paediatric First Aid or First Aid at Work

Or

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

Or

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

Or

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

Appendix G: Acceptable Training/Assessing Qualifications

This list is not exhaustive but provides a guide to acceptable training and/or assessing qualifications. Trainers who also assess student competence must hold a qualification (or separate qualifications) to enable them to perform both functions.

Qualification	Train1	Assess2
Cert Ed/PGCE/B Ed/M Ed	✓	✓
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	✓	✓
S/NVQ level 3 in training and development	✓	✓
S/NVQ level 4 in training and development	✓	✓
TQFE (Teaching Qualification for Further Education)	✓	✓
English National Board 998	✓	✓
Nursing mentorship qualifications	✓	✓
NOCN Tutor Assessor Award	✓	✓
Level 3 Award in Education and Training (RQF)	✓	✓
Level 4 Certificate in Education and Training (RQF)	✓	✓
Level 5 Diploma in Education and Training (RQF)	✓	✓
PTLLS (6 credits)	✓	
Accredited Qualifications based on the Learning and Development NOS 7 Facilitate Individual Learning and Development	✓	
Training Group A22, B22, C21, C23, C24	✓	
SQA Accredited Planning and Delivering Learning Sessions to Groups	✓	
A1 (D32/33) – Assess candidates using a range of methods		✓
A2 (D32) – Assess candidates' performance through observation		✓
Regulated Qualifications based on the Learning and Development NOS 9 Assess Learner Achievement		✓
SQA Accredited Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods – replacing Units A1 and D32/33		✓
SQA Accredited Learning and Development Unit 9D - Assess workplace competence using direct methods – replacing Units A2 and D32		✓
SQA Carryout the Assessment Process		✓
Level 3 Award in Assessing Competence in the Work Environment		✓

(RQF)		
Level 3 Award in Assessing Vocationally Related Achievement (RQF)		✓
Level 3 Award in Understanding the Principles and Practices of Assessment (RQF)		✓
Level 3 Certificate in Assessing Vocational Achievement (RQF)		✓
First Aid at Work Trainer course ³	✓	✓
First Aid at Work Assessor course ⁴		✓

- Trainers who do not have a formal teaching/training qualification but have considerable evidence of successfully delivering first aid training within the last 3 years may be considered.
- Assessors who do not hold a formal assessing qualification may alternatively attend First Aid Assessor CPD Training with an Awarding Organisation.

Appendix H: Qualifications suitable for Internal Quality Assurance

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

SQA Accredited Learning and Development Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment
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 (RQF)
Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (RQF)
V1 or D34
SQA Internally Verify the Assessment Process

NOTE:

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

Appendix I: Qualifications suitable for External Quality Assurance

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

SQA Accredited Learning and Development Unit 12 Externally Monitor and Maintain the Quality of Workplace Assessment
Regulated qualifications based on the Learning and Development NOS 12 Externally Monitor and Maintain the Quality of Assessment
Level 4 Award in the External Quality Assurance of Assessment Processes and Practice (RQF)
Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice (RQF)
V2 or D35
SQA Externally Verify the Assessment Process

It is understood that not all EQA's will be qualified initially, and that sufficient time should be considered to achieve these qualifications. During this time Awarding Organisations/Bodies must ensure that EQA's are following the principles set out in the current Learning and Development NOS 12 Externally monitor and maintain the quality of assessment.