



Specification

FA3A1 - VTCT Level 3 Award in First Aid at Work

603/2381/4

Version 4

About VTCT

VTCT is a UK Government-approved awarding organisation which has awarded world class qualifications since 1962. Through our strategic approach to sectors we support, we aim to advance education, research and the public dissemination of knowledge, by helping to introduce new initiatives into the education system, to improve the employability and career prospects of learners.

More than 1000 approved centres now work with VTCT, and the ever-expanding list extends across the UK, Ireland, and internationally. We acquired the internationally recognised awarding organisation and examination board ITEC in 2016, adding to our footprint. We also acquired education technology specialists Digital Assess in the same year, adding value for training providers with technology that can digitally capture and assess learners online, amongst other innovations.

For more information, please visit www.vtct.org.uk or contact our dedicated Customer Support Team via email; customersupport@vtct.org.uk or call +44 (0)23 8068 4500.

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1 Qualification at a glance

Qualification title	VTCT Level 3 Award in First Aid at Work
Qualification number	603/2381/4
VTCT product code	FA3A1
First registration date	1 st October 2017
Age range	16+
Total Qualification Time (TQT)	21
Guided Learning (GL) hours	18
Assessment	<p>This qualification will be assessed by:</p> <ul style="list-style-type: none">• Portfolio of evidence• Practical assessments <p>All assessment criteria in the two units must be evidenced to achieve this qualification.</p>
Entry requirements	There are no formal entry requirements for this qualification.
Support materials	Assessment Principles for Regulated First Aid Qualifications, unit specifications and assessment trackers can be downloaded from the VTCT website (www.vtct.org.uk)

2 About this qualification

The VTCT Level 3 Award in First Aid at Work has been developed collaboratively with key stakeholders, employers and professional associations who have provided formal recognition. The 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 and is available to download from the VTCT website under the relevant qualification.

These principles are applied in addition to the generic criteria and regulations that Ofqual/SQA Accreditation/Qualifications Wales/CCEA Regulation require Awarding Organisations meet for the delivery of regulated/accredited qualifications. VTCT are part of the FAAOF and participates in the First Aid Awarding Organisation Forum (FAAOF) in line with the FAAOF Terms of Reference.

This qualification has a clear statement of purpose which outlines who the qualification is for, the technical areas covered, progression opportunities and details of the professional associations that formally recognise the qualification. The knowledge, skills and competencies gained will provide the best possible opportunity for to support employment or further the learners own first aid knowledge. The overall qualification is graded fail/pass.

Centres delivering this qualification must ensure that teachers/tutors/lecturers hold the relevant First Aid qualifications and assessor qualifications.

3 Declared purpose

3.1 Who is this qualification for?

The VTCT Level 3 Award in First Aid at Work is aimed at learners aged 16+ who wish to learn the roles, responsibilities and skills expected of an emergency First Aid worker.

There are no formal entry requirements for this qualification.

3.2 What does this qualification cover?

This qualification will teach learners how to manage casualties who:

- Are unresponsive
- Are not breathing normally
- Are choking
- Have external bleeding
- Are in shock
- Have minor injuries

Additionally learners will identify how to minimise the risk of infection.

3.3 Why is this qualification the most suitable?

Learners will understand the role of a First Aid worker and be able to provide a valuable skill that is not only required by employers but can be used in any given emergency situation. Throughout this qualification, learners will develop their knowledge and understanding of a range of practices and theories that can be used in a variety of emergency situations. They will also develop the ability to apply practically the knowledge, understanding and skills by simulation where specified.

3.4 What could this qualification lead to?

Learners who achieve this qualification are eligible to become a recognised First Aid at Work responsible person able to provide emergency first aid in a safe, prompt and effective manner.

3.5. Who supports this qualification?

The 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.

4 Qualification structure

To be awarded the VTCT Level 3 Award in First Aid at Work learners must achieve a pass in all mandatory units detailed below. This qualification is valid for three years.

The minimum TQT required to achieve this qualification is **21**.

VTCT product code	Unit title	Level	GL	Unit reference number
Mandatory units				
UFA1	Emergency First Aid in the workplace	3	6	M/616/4020
UFA2	Recognition and management of illness and injury in the workplace	3	12	J/616/4038

5 Assessment

5.1 Summary of assessment methods

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, 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.

This qualification comprises internal assessments. Learners must achieve the assessments detailed in the table below.

Assessment method	
FA3A1 First Aid at Work	
Portfolio of evidence	Learners must produce a portfolio which contains assessed evidence covering all the learning outcomes and assessment criteria within each unit.
Practical assessment	Assessors must adhere to the Assessment Principles for Regulated First Aid Qualifications. This can be downloaded from the qualifications section of the VTCT website www.vtct.org.uk . Simulation is permitted and each unit details what may be simulated.

5.2 Standards of First Aid practice

Skills and knowledge must 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

6 Centre requirements

6.1 Approval and recognition

Existing centres that wish to deliver this qualification must obtain recognition using the standard qualification recognition procedures.

New centres that want to deliver this qualification must gain both centre approval and qualification recognition. Please refer to the VTCT website for further information.

Centre staff should be familiar with current practices and standards in the sector and with the qualification structure, content, assessment and quality assurance arrangements before designing a course programme.

6.2 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

6.3 Teaching staff

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:

1. Occupational knowledge and competence in First Aid – evidenced by:
 - Holding a First Aid at Work qualification/medical registration as detailed in the Assessment Principles for Regulated First Aid Qualification
2. Knowledge and competency in teaching/training First Aid – evidenced by:
 - Holding an acceptable teaching/training qualification as detailed in the Assessment Principles for Regulated First Aid Qualifications

AND either:

 - Providing an acceptable log of First Aid assessments conducted 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

6.4 Internal assessors

Internal assessment includes internally assessed practical assessments that are provided for each unit. In order to assess learners working towards this qualification, assessors must understand the assessment process.

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:

1. Occupational knowledge and competence in First Aid – evidenced by:
 - Holding a First Aid at Work qualification/medical registration as detailed in the Assessment Principles for Regulated First Aid
 2. Knowledge and competency in assessing First Aid – evidenced by:
 - Holding an acceptable assessing qualification/CPD training as detailed in the Assessment Principles for Regulated First Aid Qualifications
- 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

Assessors must assess learners' work in accordance with the assessment methods set out in this specification.

For information on the roles, responsibilities, authorities and accountabilities of assessors refer to VTCT's Centre Handbook, which can be downloaded from the VTCT website.

6.5 Internal quality assurers (IQAs)

Centres must have a rigorous internal quality assurance system in place.

Centres must have an IQA to ensure assessment decisions are consistently applied between assessors, and that learner work is to the required standard. Each assessor's work must be checked and confirmed by the IQA. Assessment decisions must be standardised to ensure that all learners' work has been assessed to the same standard and is fair, valid and reliable.

The IQA must visit and observe assessors carrying out assessments, review assessment decisions from the evidence provided and hold standardisation meetings with the assessment team to ensure consistency in the use of documentation and interpretation of the qualification requirements.

Evidence of internal quality assurance must be recorded, retained and made available for the external quality assurer (EQA).

In order to internally quality assure learners working towards this qualification, IQAs must:

- be occupationally competent in the area they are quality assuring at the time the assessment is taking place
- understand the role of an IQA, the assessment and internal quality assurance processes
- hold a First Aid at work qualification/medical registration as detailed in the Assessment Principles for Regulated First Aid Qualifications
- hold a recognised qualification in the quality assurance of assessment, such as the 'Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice' or the 'Level 4 Award in Leading the Internal Quality Assurance of Assessment Processes and Practice' as detailed in the Assessment Principles for Regulated First Aid Qualifications

- undertake activities which contribute to their continuing professional development (CPD) as detailed in the Assessment Principles for Regulated First Aid Qualifications

For information on the roles, responsibilities, authorities and accountabilities of IQAs, and internal quality assurance more generally, refer to VTCT's Centre Handbook, which can be downloaded from the VTCT website.

6.6 Record keeping

Centres must produce and retain records that include:

- learners on programme, including learner name, date of birth, contact details, assessor's name, IQA's name, and registration date with VTCT
- assessment plans and IQA sampling plans
- learner assessment records detailing who assessed what and when, the assessment methods used, the location of the supporting evidence, and the assessment decision/grade awarded with supporting evidence
- records of internal quality assurance activity detailing who internally quality assured what and when, the sample selected and its rationale, records of IQA standardisation meetings, assessor and IQA competence records, monitoring records of assessor/IQA progress towards achievement of the relevant assessor/internal quality assurance qualifications and requirements for the retention of learner evidence

6.7 Total Qualification Time (TQT)

TQT is defined under the Ofqual General Conditions of Recognition, General Condition J1.8, as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate achievement of the level of attainment necessary for the award of a qualification.

TQT is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed – but, unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

The TQT for this qualification is detailed in Section 4 of this specification.

6.8 Guided Learning (GL)

GL is the activity of a learner in being taught or instructed by, or otherwise participating in education or training under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

It does not include time spent on unsupervised preparation or study, whether at home or otherwise.

The GL for this qualification is detailed in Section 4 of this specification.

7 External quality assurance

7.1 External quality assurance visits

This qualification is externally verified by VTCT. Centres delivering this qualification will have a minimum of one external quality assurance visits per year. Between visits EQAs are available to offer advice and guidance on any aspect of quality assurance, via telephone or email; additional quality assurance visits can be arranged.

On a centre visit an EQA:

- verifies that appropriate staff and sufficient resources are in place, and that the centre is continuing to meet the criteria specified in the centre contract
- checks that the centre's policies and procedures, specifically those that relate to internal standardisation and record keeping, continue to meet VTCT's requirements
- samples learner work in line with VTCT's sampling strategy to verify that it is to the required standard
- reviews evidence of the activities that have been undertaken to standardise assessments
- samples work and observes assessments at/from different sites if the centre operates at more than one location, from different centres and IQAs and at different stages of delivery. All samples are selected by the EQA

Centres must provide assessment plans to their EQA at the earliest possible opportunity, so that the EQA can plan to undertake visits that coincide with any practical assessments taking place at the centre, so that external verification can take place.

Random sampling is arranged between the centre and the EQA. The EQA will choose a sample of named learners to cover a variety of skills, knowledge, units and assessors. Through the sampling process the EQA will seek to assure that all assessment decisions made at the centre are consistent, fair, valid and reliable. The EQA will also seek to confirm that all assessments conducted meet national standards.

Depending on their findings, the EQA may take different courses of action; including agreeing with the centre an improvement plan and timeline for improvement, increasing the sample size which may result in a further quality assurance visit (chargeable to the centre) or sanctions may be applied in accordance with the VTCT Sanctions Policy.

VTCT operates a rigorous quality assurance system which includes external verification, targeted and unannounced spot checks, risk-based centre analysis profiles (supported by statistical monitoring/evidence) and high sampling of centres delivering this qualification.

8 Unit structure

Units are available as separate specifications and can be downloaded from the VTCT website. Units that make up this qualification are structured as follows:

VTCT product code	The code allocated by VTCT. This should be used when communicating directly with VTCT.
Title	Reflects the content of the unit.
Unit reference number	This is the unit reference number as detailed on Ofqual's Register of Regulated Qualifications.
Level	This represents the level of achievement. The National Qualifications Framework level descriptors and similar qualifications at this level inform the allocation of the unit level.
Guided Learning (GL) hours	All units have GL assigned to them. This is the time a learner spends: <ul style="list-style-type: none">• being taught or given instruction by a lecturer, tutor, supervisor or other appropriate provider of education or training.
Overview	Provides a summary of what learners will cover in a unit, and outlines the knowledge, understanding and skills to be developed.
Learning outcomes	Specify what a learner will know, understand and be able to do as a result of completing a unit.
Assessment requirements	Details the assessments that must be completed and achieved to be awarded a unit. For more information on assessment methods see Section 6 of this specification.
Unit content	Provides the basis for the teaching, learning and assessment of each learning outcome. Teachers and tutors should ensure that the full breadth of unit content is delivered.
Assessment criteria	Assessment criteria specify the minimum standard required by the learner to achieve the unit. Learners must provide sufficient and valid evidence to achieve the unit.

Version	Amendment made	Date
v3	Removal of Northern Ireland reference – HSENI will no longer be approving and monitoring first aid training providers and will mirror the HSE GB guidance.	01/11/2017
v4	Following a review of unit UFA1, the unit’s level and GLH has been correctly amended to level 3 and a GLH of 6	06/09/2018