



Qualification Specification



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**SafeCert Level 3 Award in First Person on Scene for
an Emergency First Responder (RQF)**

Qualification Number – tbc

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Document Control

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Change Mechanism

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The Regulated Qualifications Framework (RQF)

The Regulated Qualifications Framework (RQF) is the vehicle for regulating qualifications within Northern Ireland, England and Wales. The framework provides a single, simple system for cataloguing all qualifications regulated by CCEA Regulation by both level and size. (Scotland has its own qualification framework called the SCQF).

Qualifications on the Regulated Qualifications Framework (RQF) have both a level and a size allocated to them to support individuals, in making an informed choice, about the most appropriate qualification for them.

Each RQF qualification title contains the following:

- **The level of the qualification (from entry level to level 8)**
- **The size of the qualification (Award, Certificate or Diploma)**
- **Details indicating the content of the qualification**

Each qualification has a published structure, setting out what must be achieved by an individual to demonstrate their knowledge and skills, to meet the required standard as part of the delivery and certification process.

Qualification Level

The level of a qualification relates to the complexity and difficulty associated with the development of the knowledge and skills of a particular subject. Qualification levels start at entry level and then progress from level 1 through to level 8

Qualification Size

The size of a qualification is an indication of the total amount of time a qualification will take to complete, indicated by using the term Total Qualification Time (TQT). Qualification sizes are expressed using the terms award, certificate or diploma.

Total Qualification Time (TQT)

Total qualification time (TQT) provides a guide, for the average time it takes to complete a qualification, broken down into two types of activity:

Guided Learning (GL) – consists of activities completed by the candidate under the direct instruction or supervision of a lecturer, supervisor or tutor. This can be through physical presence or electronic means, provided as a measurement of time in hours.

Total Qualification Time (TQT) – consists of guided learning (GL) plus all other time taken that is not under the direct supervision of a lecturer, supervisor or tutor (provided as a measurement of time in hours) that involves preparation, study or other form of participation in education or training.

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Introduction

This qualification specification is designed to outline information relating to the delivery and achievement of the qualification. If you have any further questions, please contact our staff at SafeCert Awards Ltd (SafeCert) contact details are on page 2 of this document.

Qualification Title:

SafeCert Level 3 Award in First Person on Scene for an Emergency First Responder (RQF)

This qualification consists of one mandatory unit

- Unit 1: First Person on Scene for the Management of Injuries and Illness.

Qualification Details

The SafeCert Level 3 Award in First Person on Scene for an Emergency First Responder is accredited by CCEA Regulation. This qualification is part of the RQF and has a value of 3 credits. The guided learning hours total 24. The total qualification time (TQT) is 30 hours, which includes guided learning hours and assessment, based in the classroom. The learning and assessment, can be split over 4 days or sessions of 2 hours, but the minimum time for each session must be 2 hours, with a maximum period of 10 weeks for completion.

Qualification Objective

This award is designed to provide the knowledge and skills to stabilise a casualty for up to forty minutes until an ambulance or other pre-hospital care provider arrives. The knowledge and skills taught as part of the course are designed for the first person on scene to intervene within scope of practice to utilise lifesaving interventions to preserve life and prevent deterioration of the casualty.

This qualification meets the descriptor ‘C’ of the Facility of Pre-Hospital Care Pre-Hospital Emergency Medicine framework.

Please note: The term “FPOS” must not be used with this qualification as FPOS is a registered tradename of Pearson. This restriction includes but is not limited to training, assessment and marketing materials.

This qualification is aimed at community first responders, police, fire, military, security, close protection, stewards, event medical industry, voluntary sector and cabin crew

First Person on Scene for the Management of Injuries and Illness – Summary of Learning Outcomes

This unit has 16 Learning outcomes:

1. Understand the role and responsibilities of the first person on scene.
2. Understand the principles of incident scene management.

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3. Be able to assess and manage the treatment for a casualty who is unresponsive.
4. Be able to provide effective casualty airway management.
5. Be able to recognize and manage a casualty who is in shock.
6. Be able to manage a casualty who has a catastrophic bleed.
7. Be able to recognise and manage treatment for a casualty with suspected injuries to bones, muscles and joints.
8. Be able to recognise and manage treatment for a casualty with suspected head and spinal injuries.
9. Be able to recognise and manage treatment for a casualty with suspected chest injuries.
10. Be able to recognise the signs of red flag sepsis in pre-hospital care settings.
11. Be able to recognise and manage treatment for a casualty with burns and scalds.
12. Be able to recognise and manage treatment for an eye injury.
13. Be able to recognise and manage treatment for bites and stings.
14. Be able to recognise and manage treatment for a casualty affected by the heat or cold.
15. Know how to recognise and manage treatment for a range of medical emergencies in the pre-hospital care setting.
16. Be able to recognise and manage the treatment for a paediatric casualty who is not breathing normally.

Mode of Delivery and Assessment

Assessment by the tutor is ongoing with practical observation tests on practical skills, culminating in a multiple-choice question paper.

There are detailed requirements for the delivery and assessment, of these qualifications specified in this document. Therefore, delivery and assessment, must be undertaken in line with this guidance, regardless of the mode of delivery chosen.

External Documents Relating to the Qualification

There is a range of additional documents available, pertaining to this qualification. These are as follows:

- Tutor/Assessor & IQA Support Guidance for this award. This is the assessment guidance together with the assessments. (This is only given to approved SafeCert centres for this award).
- Assessment Principles for Regulated First Aid Qualifications: This is a required document from the First Aid Awarding Body Forum (see FAAOF on website links on the last page of this document).
- Centre Handbook. (This is only for approved SafeCert centres).
- There are other policies such as appeals procedure and reasonable adjustments which can be seen in the about us page on the SafeCert website.

Centre's must be approved by SafeCert Awards before they can provide any of the SafeCert Awards qualifications. Qualification approval can be included at initial approval. If a centre wishes to seek

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approval for further awards after the initial approval, they should complete and submit the additional awards approval form.

More Information about your qualification can be found on our website: www.safecertawards.com

Unit: First Person on Scene for the Management of Injuries and Illness

This unit is designed to provide the knowledge and skills to stabilise a casualty for up to forty minutes until an ambulance or other pre-hospital care provider arrives. The knowledge and skills taught as part of the course are designed for the first person on scene to intervene within a scope of practice to utilise lifesaving interventions to preserve life and prevent deterioration of the casualty.

Learning Outcome	Assessment Criteria
1. Understand the role and responsibilities of the first person on scene	1.1 Identify the role and responsibilities of the first person on scene 1.2 Understand the types and use of personal protective equipment 1.3 Identify the importance of scene safety 1.4 Identify how to minimise the risk of infection to self and others 1.5 Identify the need for consent to provide treatment at an incident 1.6 Understand the procedures for effective handover to emergency services
2. Understand the principles of incident scene management	2.1 Demonstrate how to assess if a casualty is breathing normally 2.2 Demonstrate how to provide effective communication at an incident 2.3 Understand how to differentiate treatment priority levels using the triage model 2.4 Demonstrate effective management of an incident scene
3. Be able to assess and manage the treatment for a casualty who is unresponsive	3.1 Identify the causes of unconsciousness 3.2 Perform a primary survey 3.3 Demonstrate CPR using a manikin 3.4 Understand the safety aspects when using an automated external defibrillator 3.5 Demonstrate the safe use of an automated external defibrillator 3.6 Understand the safety aspects when using oxygen 3.7 Demonstrate the administration of oxygen with a bag valve mask 3.8 Understand when to administer oxygen using the following: <ul style="list-style-type: none"> • Non-rebreathe mask • 28% venture mask • Nasal cannula 3.9 Demonstrate how to conduct a head-to-toe survey 3.10 Understand how to conduct an assessment of the history of a casualty using the memory aid SAMPLE 3.11 Demonstrate how to place a casualty into the recovery position
	4.1 Identify how to recognize an obstructed airway 4.2 Demonstrate placing a casualty's head in neutral alignment

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<p>4. Be able to provide effective casualty airway management</p>	<p>4.3 Demonstrate opening a casualty’s airway using the head tilt and chin lift procedure</p> <p>4.4 Understand the common causes for cervical spinal injury</p> <p>4.5 Identify how to manage a casualty who is experiencing a seizure</p> <p>4.6 Demonstrate opening a casualties airway using the jaw thrust procedure</p> <p>4.7 Demonstrate the action required for a casualty who is, or about to vomit</p> <p>4.8 Demonstrate how to size and insert an oropharyngeal airway for an adult</p> <p>4.9 Demonstrate how to manage a casualty who is choking</p> <p>4.10 Demonstrate how to effectively use and maintain an emergency aspirator</p>
<p>5. Be able to recognise and manage a casualty who is in shock</p>	<p>5.1 Understand the meaning of the term ‘shock’</p> <p>5.2 Demonstrate how to check for circulation including the presence, rate and rhythm</p> <p>5.3 Demonstrate how to assess a casualty’s capillary refill time</p> <p>5.4 Identify the different types of shock as follows:</p> <ul style="list-style-type: none"> • Hypovolemic shock • Cardiogenic shock • Septic shock • Neurogenic shock • Anaphylactic shock <p>5.5 Understand the different types of wounds as follows:</p> <ul style="list-style-type: none"> • Incision • Puncture • Laceration • Contusion • Gunshot <p>5.6 Demonstrate how to manage a casualty who is bleeding</p>
<p>6. Be able to manage a casualty who has a catastrophic bleed</p>	<p>6.1 Understand the term ‘catastrophic bleeding’</p> <p>6.2 Identify the severity of external bleeding</p> <p>6.3 Demonstrate how to use a manufactured tourniquet in line with current guidelines</p>
<p>7. Be able to recognise and manage treatment for a casualty with suspected</p>	<p>7.1 Understand how to recognize and be able to manage the treatment for suspected:</p> <ul style="list-style-type: none"> • Fractures

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<p>injuries to bones, muscles and joints</p>	<ul style="list-style-type: none"> • Dislocations • Sprains and strains 	
<p>8. Be able to recognise and manage treatment for a casualty with suspected head and spinal injuries</p>	<p>8.1 Understand how to recognise and be able to manage the treatment for suspected:</p> <ul style="list-style-type: none"> • Concussion • Cerebral compression • Skull fracture • Spinal injury <p>8.2 Demonstrate how to size and fit a cervical collar</p>	
<p>9. Be able to recognise and manage treatment for a casualty with suspected chest injuries</p>	<p>9.1 Understand how to recognise and be able to manage the treatment for suspected:</p> <ul style="list-style-type: none"> • Flail chest • Penetrating chest injury 	
<p>10. Be able to recognise the signs of red flag sepsis in pre-hospital care settings</p>	<p>10.1 Understand the meaning of the term ‘sepsis’</p> <p>10.2 Identify the recognition signs of red flag sepsis</p>	
<p>11. Be able to recognise and manage treatment for a casualty with burns and scalds</p>	<p>11.1 Understand how to recognise and be able to manage the treatment for suspected:</p> <ul style="list-style-type: none"> • Burns • Scalds 	
<p>12. Be able to recognise and manage treatment for an eye injury</p>	<p>12.1 Understand how to recognise and be able to manage the treatment for an eye injury.</p>	
<p>13. Be able to recognise and manage treatment for bites and stings</p>	<p>13.1 Understand how to recognise and be able to manage the treatment for bites and stings</p>	
<p>14. Be able to recognise and manage treatment for a casualty affected by the heat or cold</p>	<p>14.1 Understand how to recognise and be able to manage the treatment for a casualty suffering from the effects of the cold</p> <p>14.2 Understand how to recognise and be able to manage the treatment for a casualty suffering from the effects of the heat</p>	
<p>15. Know how to recognise and manage treatment for a range of medical emergencies in the pre-hospital care setting</p>	<p>15.1 Identify how to recognise a range of pre-hospital medical emergencies including:</p> <ul style="list-style-type: none"> • Heart attack and angina • Stroke • Epileptic seizure • Asthma attack • Diabetic emergency 	<p>15.2 Understand how to manage the treatment of a range of pre-hospital medical emergencies including:</p> <ul style="list-style-type: none"> • Heart attack and angina • Stroke • Epileptic seizure • Asthma attack

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	<ul style="list-style-type: none"> • Anaphylaxis • Poisoning • Drowning 	<ul style="list-style-type: none"> • Diabetic emergency • Anaphylaxis • Poisoning • Drowning
	15.3 Demonstrate the safe use of an adrenaline auto-injector by using a training device	
16. Be able to recognise and manage the treatment for a paediatric casualty who is not breathing normally	16.1 Demonstrate effective child and infant CPR using a child and infant manikin 16.2 Demonstrate effective treatment for a choking child and infant 16.3 Demonstrate how to put an unconscious child and an infant into the recovery position	

Additional Information about the award			
Qualification Number	TBC	RQF Level	3
GLH – (Guided Learning Hours)	24 Hours	RQF Credit	3
TQT – (Total Qualification Time)	30 Hours	Assessment requirements and guidance	The unit should be assessed in accordance with Assessment Principles for Regulated First Aid Qualification by FAAOF and this qualification specification.
Support for the award from SSC or another appropriate body	First Aid Awarding Organisation Forum		

Guidance Notes on Delivery

There are detailed requirements for the delivery and assessment of these qualifications specified in this document. Therefore, delivery and assessment must be undertaken, in line with this guidance, regardless of the mode of delivery chosen.

Any training materials used for assessment purposes, must either be endorsed by SafeCert beforehand or approved by the SafeCert external quality adviser before usage, in line with this document. Where SafeCert– endorsed materials are available by training providers, they will be listed on our website www.safecertawards.com.

Use of blended learning

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

- The time taken to complete the award should not be reduced. There may be a benefit to flexibility, but blended learning should not reduce the overall time required to take the course.
- The practical content of the learning outcomes should be delivered and assessed face-to-face. Distance learning must only cover theory.

Following the distance element of learning, learners’ skills and knowledge must be assessed in full during the face-to-face part of the course, in accordance with the qualification specification.

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Prerequisites

Age - Candidates must be 18 years or above.

These qualifications are available to anyone capable of reaching the required standards.

There are no formal requirements for entry to these qualifications.

Qualification Structure

This qualification consists of one mandatory unit, the details of which are included on page 5 of this document.

This qualification is typically delivered in four days in a classroom setting or other combinations, but each teaching session, must be a minimum of 2 hours, completed within 10 weeks.

The validity of each certificate will expire after three years. After that it needs to be renewed. The candidate can renew the qualification with a minimum of 16 contact hours.

Opportunity for Progression

Successful completers can progress to:

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

Pre-Qualification Procedures

The qualification is designed to be delivered free from any barriers which may restrict access or progression, thereby promoting equal opportunities.

ID Checking

All candidates must be instructed to bring photographic identification to the assessment. This will be checked by the assessor. This instruction should be given, ahead of the course/assessment, when the candidate registers or with any pre-course materials.

It is the responsibility of the centre, to have systems in place, to ensure that the person taking an examination/assessment is indeed the person they are reporting to be. All centres are therefore required, to ensure that each candidate's photographic identification, is checked before they are allowed to undertake the examination/assessment. Assessors should write the type of photo identification provided by each candidate on the candidate list under "identification provided".

Initial Assessment

All centres need to carry out an initial assessment that identifies, what competence and knowledge, a candidate has already, so that this can be taken into account. This initial assessment should be recorded, so that centres can identify any associated special requirements and record this in appropriate plans.

SECTION 2 – ASSESSMENT OVERVIEW

Delivery/Assessment Ratios

To deliver and assess this qualification, it is recommended that centres do not exceed the ratio of one qualified tutor/assessor to 12 candidates. All candidates must get the teaching practice and support requirement. It would be extremely difficult if the number of candidates increased by more than 12. If a centre wishes to increase this ratio, they must first request approval and state how they would support the candidate's needs.

Guidance on Assessment

SafeCert has worked with subject specialists, to develop a robust and streamlined assessment process, which includes the following:

1. Multiple Choice Assessment: Candidates are assessed with a multiple-choice assessment.
2. Practical Skills Assessment: Candidates are assessed on all practical skills during the course, which is outlined in the tutor/assessor/IQA guidance document.

Full details and assessment materials, are recorded in the tutor/assessor/IQA guidance support information.

Guidance on Internal Quality Assurance

SafeCert centres require a robust internal quality assurance system. The internal quality assurance must be completed by a suitably qualified person, who has not been involved with the delivery or assessment of the award.

The internal quality assurer's role, is to monitor not only the assessment of the qualification but also how it is delivered. This can be completed in a number of ways, such as observing a course delivery/assessment, sampling assessments, candidate interviews either in person or by telephone etc.

All assessment materials must be kept at the centre for a minimum of 3 years and made available for any quality assurance checks.

Guidance on External Quality Assurance

SafeCert approved centres are required to be externally quality assured. This is to support centres in the implementation and management of the award and also to ensure the validity and value of the qualification.

SafeCert Awards employs a risk-based model to decide the frequency of EQA visits and each approved Centre will receive at least one EQA visit within a 3-year cycle. In addition to the EQA visits, SafeCert Awards will also conduct the following:

- Sample desktop EQA spot checks on assessment – This is where we will ask a sample of centres each year to send in all their assessment paperwork so we can conduct an EQA desktop approval on assessment.

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- Sample EQA centre visits on observation of assessment – This is where we will conduct a sample of visits to monitor assessments during the assessment process at the centre.

SafeCert centres, must provide access to all records, for any EQA visits. Full details can be seen in the Centre Handbook.

Reassessment Procedures

Candidates who are unsuccessful in any aspect of the assessment process, will be offered one further opportunity to be reassessed, in the appropriate component of the assessment. Ideally this should be within the course dates or 28 days of the initial assessment. Candidates should be aware that there may well be an additional charge for conducting reassessments.

Plans of assessment and assignment tasks, must be approved by SafeCert before the first assessment is undertaken by the candidates. This approval process, will be carried out by the EQA, either electronically (or using other forms of correspondence), or at an initial quality assurance visit. Materials for approval, can be sent directly to SafeCert's office manager, who will ensure they are passed, to the appropriate person. A standard SafeCert observation proforma is available for use by centres.

Grading

Assessment is pass, reassessment or fail.

Centre Examination Procedures

SafeCert requires centres to monitor assessments in place:

- The assessor must keep all assessment papers in a secure locked area until the start of the assessment.
- The assessor will ensure no candidates, have any written notes or other reference material during the assessment.
- The assessor will ensure the assessment room is in a quiet area and the room has an exam notice stating "Please keep quiet during the assessment".
- The assessor will make sure there is no talking during the assessment.
- The assessor will ensure there is a suitable distance between candidates to prevent copying of answers.
- All candidates will need to sit at their desks and remain quiet until the full assessment period is complete.
- All candidates must stop writing as soon as the assessor has indicated, that the assessment time is completed.
- All question papers and answer sheets, should then be marked by the assessor. These are then sent to IQA for internal quality assurance of results and then held in a secure locked area, for at least the duration of the validity of the award. SafeCert will then request full assessment materials sent in, if you are a new centre or for periodic EQA desktop spot checks on assessment. If you have direct claims, then only the registration and results are required to be sent in, unless otherwise requested. During external quality assurance visits, the EQA will need access to all assessment and IQA documents. SafeCert Awards will also conduct EQA observation of assessment visits to a sample of centres each year.

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Facilities/Resources/Safety Considerations

Any training or assessment site must meet the requirements of health and safety and accepted safe practice, in the delivery of SafeCert Qualifications.

Training and assessment centres, must be suitable as a teaching area/environment conducive to candidates' learning. It should be well lit, well ventilated, and of adequate size as per the above requirements.

The approved centre must have the specific training equipment as follows:

- CPR adult manikins (1 per 4 candidates).
- CPR child manikins (1 per 4 candidates).
- CPR infant manikins (1 per 4 candidates).
- AED trainers (1 per 4 candidates).
- Suction devise (1 per 4 candidates).
- Airway management trainer (must be able to insert correctly OP and NP airways).
- Airway management equipment – selection of airways and sizes 7-8 for NP airways.
- Selection of trauma dressings and bandages.
- Oxygen therapy equipment – Minimum of CD cylinder and a selection of non-rebreather masks, 28% venture masks, nasal cannulas, bag valve masks and pocket masks.
- Selection of tourniquets.
- Selection of adrenaline auto-injector pens (training devices).
- Selection of cervical collars.
- Selection of burn dressings.
- Selection of slings.

We also recommend the following learning materials for reference by trainers, assessors and IQAs as well as the candidates:

- Foundation Material for Immediate Care by the Faculty of Pre-Hospital Care, Royal College of Surgeons Edinburgh (£29 for a hard book (£24 for e-book call 0131 527 1732 to order).
- First Person on Scene 2nd Edition by Pearson.
- Emergency Care in the Streets 7th Edition by Nancy Caroline.
- Trauma Care Manual 2nd Edition by Ian Greaves, Keith Porter and Jeff Garner.

Reasonable Adjustments

Awarding organisations and centres are only required by law to do what is 'reasonable' regarding giving access. What is reasonable will depend on the individual circumstances, the practicality and the effectiveness of the adjustment. Other factors, such as the need to maintain competence standards and health and safety, must also be taken into consideration.

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A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the candidate at a substantial disadvantage in the assessment situation.

Reasonable adjustments must not affect the integrity of what needs to be assessed, but may involve:

- Changing standard assessment arrangements, for example, allowing a candidate extra time to complete the assessment activity.
- Adapting assessment materials, such as providing materials in large print.
- Providing access for facilitators during the assessment, such as a sign language interpreter or a reader.
- Re-organising the assessment room, such as adding or removing visual stimuli for an autistic candidate.

Reasonable adjustments are approved and agreed upon before the assessment activity takes place. They constitute an arrangement to give the candidate access to the assessment activity. The use of a reasonable adjustment, will not be taken into consideration during the assessment of a candidate's work.

All awarding organisations and centres have a responsibility to ensure that the process of assessment is robust and fair, while allowing the candidate to show what they know and can do, without compromising the assessment criteria.

Adjustments to assessments:

- Should not invalidate the assessment requirements of the qualification.
- Should not give the candidates an unfair advantage.
- Should reflect the candidate's normal way of working.
- Should be based on the individual needs of the candidate.

SafeCert has a reasonable adjustments policy which can be found on our website <http://www.safecertawards.com/pdf/ReasonableAdjustmentsPolicy.pdf>, or you can obtain a copy by e-mailing SafeCert at info@safecertawards.com.

SECTION 3

Centre Staffing

Centres should ensure that there are a sufficient number of people either trained or qualified to assess the number of candidates they register. They must also ensure that there are a sufficient number of people either trained or qualified to internally quality assure, the number of candidates and assessors held at that centre.

Quality assurance systems need to be in place to ensure that all assessments are valid, reliable, authentic and sufficient. Training should be sufficient and up-to-date for the IQAs identified, as being responsible for quality assurance.

Centres also need to ensure that there is a system of standardisation in place, so that all assessments are consistent and fair. Anyone undertaking the role of quality assurance and assessment, should maintain their skills, knowledge and understanding, regarding assessment and quality assurance, and hold a current qualification.

The occupational expertise of those undertaking the roles of assessment and internal verification is one of the key factors underpinning valid, fair and reliable assessment. The integrity of assessments and verifications is of paramount importance. Centres must ensure, that there is sufficient time to conduct an effective assessment and internal verification.

Criteria for Trainers/Assessors

SafeCert requires that nominated trainers/assessors have teaching experience and hold a qualification in the relevant subject area.

Suitable subject area qualifications may include:

- FPOS Intermediate.
- First Person on Scene Level 3.
- Emergency First Responder Level 3.
- Ambulance Aid.
- Combat medical technician at Class 1 or 2 or equivalent.
- Doctor / nurse or paramedic.
- Other equivalent qualifications as approved by SafeCert Awards.

Suitable teaching or assessing qualifications, may include:

Teaching

- PTLLS teaching award
- Level 3 Award in Education and Training
- Planning and Delivering Learning Sessions to Groups SCQF Level 6

Assessing

- TAQA Assessor Awards (or D32/D33/A1, A2).
- SQA Assess Work-Based Competence using Direct Methods.

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- SQA Assess Work-Based Competence using Direct and Indirect Methods.
- Planning and Delivering Learning Sessions to Groups SCQF Level 6.
- Regulated FAW Assessing CPD Certificate from Awarding Body.

As well as the subject knowledge and competence, the trainer/assessor should also have one or more as required of the approved teaching/assessing awards as listed on the next page

**** . Assessors who do not hold a formal assessing qualification may alternatively attend First Person on Scene Assessor CPD Training with a recognised awarding organisation**

Criteria for Internal Quality Assurers

SafeCert requires that the nominated IQA for an approved centre must hold a qualification in the relevant subject area.

Suitable subject area qualifications may include:

- FPOS Intermediate.
- First Person on Scene Level 3 Award.
- First Responder Level 3 Award.
- Ambulance Aid.
- Combat medical technician at Class 1 or 2 or equivalent.
- Doctor / nurse or paramedic.
- Other equivalent qualifications approved by SafeCert Awards.

As well as the subject knowledge and competence, the IQA must also have one of the approved IQA qualifications as listed below.

Qualification	IQA*
V1 or D34	✓
Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice	✓
Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice	✓
Regulated Qualifications based on the Learning and Development NOS 11 Internally Monitor and Maintain the Quality of Assessment	✓
SQA Accredited Learning and Development Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment	✓
SQA Internally Verify the Assessment Process	✓

***. IQAs who do not hold a formal IQA qualification may alternatively attend internal quality assurance CPD training with a recognised awarding organisation.**

Internal Quality Assurance

Internal quality assurance is an essential key to ensuring that the assessment of evidence for units, is of a consistent and appropriate quality. Those carrying out internal quality assurance, must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

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Delivery

The qualification must be delivered using a programme of training, that is approved by SafeCert Awards, to ensure that the learning outcomes have been met. A qualification can be approved with an initial centre approval form or after with an additional awards application form. These can be downloaded from www.safecertawards.com, or you can contact SafeCert Awards for more information.

The programme may be flexible to suit candidates’ needs and local circumstances; facilitators/assessors are encouraged to repeat sessions, that candidates have not fully grasped, or introduce additional sessions, to ensure understanding and competence. It is recommended that, where possible the theoretical sessions are interspersed with practical aspects.

Useful Websites

Company	Website
HSE	www.hse.gov.uk/
HSENI	www.hseni.gov.uk
First Aid Awarding Organisation Forum – FAAOF	www.firstaidqualifications.org.uk
The Faculty of Pre-Hospital Care	www.fphc.co.uk
Resuscitation Council (UK)	www.resus.org.uk
Allergy UK	www.allergyuk.org
Anaphylaxis Campaign	www.anaphylaxis.org.uk
Stroke Association	www.stroke.org.uk
British Hearts Foundation	www.bhf.org.uk
Asthma UK	www.asthma.org.uk
Diabetes UK	www.diabetes.org.uk
Epilepsy Action	www.epilepsy.org.uk
SafeCert Awards Ltd	www.safecertawards.com