



Registered Charity 1092333

Hart First Response

First Aid Training

Quality Assurance Procedure

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1. Summary

- 1.1. As of 1 October 2013, the Health and Safety (First Aid) Regulations 1981 have been amended, removing the requirement for HSE to approve first aid training and qualifications.
- 1.2. This Quality Assurance Procedure provides guidance for Hart First Response (HFR) in the delivery of robust quality first aid training and assurance to employers and the public that HFR is a competent training provider that meets the criteria set by the Health and Safety Executive (HSE).
- 1.3. Employers and individuals will still need to make an assessment of their first-aid needs to establish what provision for first aid is required. This will depend upon the workplace, taking into account, among other things, the number of employees, size, location and work activity.

2. Scope

- 2.1. This procedure applies to first aid training delivered by HFR in relation to the courses: first aid at work (FAW) and emergency first aid at work (EFAW) as defined by the HSE.
- 2.2. This procedure outlines HFR's quality assurance that underpins:
 - 2.2.1. The qualifications of trainers and assessors;
 - 2.2.2. Monitoring and quality assurance systems;
 - 2.2.3. Teaching and standards of first-aid practice;
 - 2.2.4. Syllabus content;
 - 2.2.5. Certification.

3. Related Policies, Procedures and Acts

- 3.1. [Health and Safety \(First Aid\) Regulations 1981](#) (Guidance updated 2013)
- 3.2. [HSE Selecting a first-aid training provider: A guide for employers](#) (2013)
 - HFR Compliments Concerns Comments and Complaints Policy
 - HFR Equality and diversity Policy
 - HFR Information Governance and Data Protection Policy
 - HFR Safeguarding policy
 - HFR Infection prevention and control policy
 - HFR Safety and Suitability of Premises Policy
 - HFR Risk Management and Incident Reporting policy
 - HFR Health and Safety Policy

4. Responsibilities

- 4.1. The Executive Committee is responsible for the effectiveness of this procedure.
- 4.2. The Honorary Secretary (Hon. Sec.) is the Executive lead responsible for the implementation and monitoring of this procedure and is the designated verifier.
- 4.3. All HFR volunteers involved in first aid training have a responsibility to read, understand and implement this procedure.



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5. Definitions

5.1. First Aid training: relates to the courses: first aid at work (FAW) or emergency first aid at work (EFAW) as defined by the HSE

6. Quality Assurance Procedure

6.1. Qualifications of trainers and assessors

6.1.1. All HFR trainers and assessors have knowledge and competence in first aid, as demonstrated by:

6.1.1.1. a current, valid FAW certificate; or

6.1.1.2. being registered and licensed as a doctor with the General Medical Council;
or

6.1.1.3. current registration as a nurse with the Nursing and Midwifery Council; or

6.1.1.4. current registration as a paramedic with the Health and Care Professions Council; **AND**

6.1.1.5. a knowledge and competence in training and/or assessing, demonstrated by holding a training/ assessing qualification such as those listed in appendix 3.

6.1.2. A list of current HFR volunteers and their training qualifications is maintained in the HFR database.

6.2. Monitoring and quality assurance systems

In line with the HSE 2013 guidance, HFR has the following systems in place:

6.2.1. Designated Verifier

6.2.1.1. A designated individual who takes responsibility for quality assurance, including assessment of the skills of trainers/assessors at least annually via the HFR Assessment of Trainers and Assessors (appendix 4).

6.2.1.2. This 'designated person', who can be from inside or outside the organisation, and should be independent of training delivery and demonstrate competence for their role as described below:

6.2.1.3. The designated verifier should also have knowledge and competence in first aid, as demonstrated by:

- a current, valid FAW certificate; or

- being registered and licensed as a doctor with the General Medical Council;
or

- current registration as a nurse with the Nursing and Midwifery Council; or

- current registration as a paramedic with the Health and Care Professions Council; **AND**

- an in-depth knowledge of the subject of first aid and first-aid training.

6.2.1.4. The designated verifier should also have knowledge and competence in assessing and verifying qualifications, as demonstrated by:

6.2.1.4.1. an assessing qualification such as those listed in Appendix 3; **AND**

6.2.1.4.2. a verifying qualification such as:

- D34 – Internally verify the assessment process

- D35 – Externally verify the assessment process

- V1 – Conduct internal quality assurance of the assessment process

- V2 – Conduct external quality assurance of the assessment process

- Level 4 Award in the internal quality assurance of assessment processes and practice

- Level 4 Award in the external quality assurance of assessment processes and practice



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- Level 4 Certificate in leading the internal quality assurance of assessment processes and practice
- Level 4 Certificate in leading the external quality assurance of assessment processes and practice

6.2.1.4.3. Or working towards such a qualification with the objective of achieving it within two years, providing they have previous experience of verifying first-aid training and assessing qualifications.

6.2.2. Course Evaluation

6.2.2.1. Students are encouraged to complete the course evaluation form, available online <http://www.smartsurvey.co.uk/s/99290JMCXW>

6.2.3. Complaints procedure

6.2.3.1. Students are made aware of HFR's Compliments Concerns Comments and Complaints Policy on registration and at course evaluation:
<http://www.hartfirstresponse.org.uk/members/Compliments%20Concerns%20Comments%20and%20Complaints%20Policy%20HFR%20Jan%202011.pdf>

6.2.4. Student assessment records

6.2.4.1. HFR provides a competency sign off sheet for each student, which is retained as evidence of assessment. These are stored for a minimum of three years after completion of the course in line with our HFR Information Governance and Data Protection Policy

6.2.5. Training Equipment

6.2.5.1. HFR provides sufficient quantity of well-maintained equipment such as Resusci annie manikins that permits students to complete their training and assessment within the appropriate number of contact hours.

6.2.5.2. Equipment is maintained in line with HFR Infection prevention and control policy.

6.3. Teaching and standards of first-aid practice

6.3.1. HFR ensures that class size and student/trainer ratios are appropriate to enhance the experience and maximise the opportunity for learning. HFR is committed to delivering a minimum ratio of 1 trainer to 6 students, and 1 training manikin to 4 students. Where class sizes of greater than 6 occur, HFR also provides additional trainer support as required.

6.3.2. In line with our Equality and Diversity policy, we ask students to inform us on registration of any learning or communication difficulties, so that we can make reasonable adjustments to accommodate their learning needs, eg provision of additional learning support.

6.3.3. Where students have a disability, HFR makes reasonable adjustments during the period of training. However, at the formal (summative) assessment stages the student must demonstrate their first-aid competence without assistance of any kind in order to be awarded a certificate of competence.

6.3.4. Hart First Response teaches the first-aid management of injuries and illness, in relation to the topics covered in FAW/EFAW training courses, in accordance with:

- current guidelines published by the Resuscitation Council (UK); and
- the current edition of the first-aid manual of the Voluntary Aid Societies (St John Ambulance, British Red Cross, St Andrew's First Aid); and
- other published guidelines, so long as they are in line with the two above or supported by a responsible body of medical opinion.



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6.4. Syllabus

- 6.4.1. The minimum syllabus content and course duration for FAW and EFAW follows the HSE 2013 guidance and is outlined in appendices 1 and 2.
- 6.4.2. Where employer, or individual first-aid needs assessments indicate additional requirements, these will be included in the course where possible, or an alternative option identified.

6.5. Certification

- 6.5.1. HFR only issues competency certificates to those students it has assessed as competent through demonstrating satisfactory knowledge, skills and understanding in all aspects of the training course.
- 6.5.2. As a minimum the certificates contain the following:
 - the name of the training organisation: Hart First Response
 - the name of the student
 - the title of the qualification (eg FAW or EFAW)
 - an indication that the certificate has been issued for the purposes of complying with the requirements of the Health and Safety (First-Aid) Regulations 1981;
 - confirmation that the certificate is valid for three years;
 - the commencement date;
 - a statement that teaching was delivered in accordance with currently accepted first-aid practice; and
 - if the qualification is neither FAW nor EFAW (or the training contains additional elements), the certificate should also provide an outline of the topics covered or the additional elements. This may be on the reverse of the certificate or as an appendix.

7. Volunteer training and support

- HFR volunteers with training or assessing qualifications will receive training on this procedure
- HFR volunteers will be made aware of this procedure by members of the HFR Executive as appropriate.
- All HFR volunteers are assigned mentors (members of the HFR Exec) to whom they are encouraged to approach as a first point of contact in the event of a concern.

8. Procedure Consultation

This procedure has been circulated to the HFR Executive, Medical and Paramedical Advisors for consultation.

The procedure has been approved by the HFR Executive with future reviews and updates tabled for approval at Exec meetings.

9. Dissemination

A summary of any relevant changes (and a link) will be disseminated via email to the HFR volunteers, and a pdf copy of the procedure placed by a member of the Exec on the member's section of the website: www.hartresponse.org.uk

10. Monitoring of Compliance and Effectiveness

Monitoring of the procedure will be the responsibility of the HFR Executive. This will be through incidents reported on the HFR database, and annual audits. Actions and lessons learned from incident investigations will be monitored through the HFR Executive. Where any



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omissions or deficits have been noted results and action plans will be monitored through the HFR Executive.

Lessons learned will be disseminated to the HFR volunteers through email briefings or via weekly training sessions.

HFR will provide all required reports to the Care Quality Commission and Health and Safety Executive

11. Implementation

The HFR Executive are responsible for communicating this information to HFR volunteers and ensuring that the procedures are followed.

All HFR policies are available on the Hart First Response website
www.hartfirstresponse.org.uk.

12. Archive Statement

The Honorary Secretary is responsible for archiving all previous versions and supporting evidence of approval for this procedure.

13. References

- 13.1. [Health and Safety \(First Aid\) Regulations 1981](#) (Guidance updated 2013)
- 13.2. [HSE Selecting a first-aid training provider: A guide for employers](#) (2013)
- 13.3. First aid at work: Your questions answered Leaflet INDG214(rev1) HSE Books 2009
www.hse.gov.uk/pubns/indg214.htm
- 13.4. Basic advice on first aid at work Leaflet INDG347(rev2) HSE Books 2011
www.hse.gov.uk/pubns/indg347.htm
- 13.5. HSE's first aid at work website: www.hse.gov.uk/firstaid
- 13.6. First Aid Manual. Dorling Kindersley; 9th edition revised edition (21 Mar 2011)



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Appendix 1 First Aid at Work (FAW) course

Course duration

- For the FAW qualification the training and assessment must include at least 18 hours (not including breaks) of face-to-face contact over a minimum period of three days. For the FAW requalification the training and assessment must include at least 12 hours (not including breaks) of face-to-face contact over a minimum period of two days.
- Where training is provided in blocks, these blocks should be not less than two hours in duration and ensure the student has completed the course and the assessment within a reasonable time frame, ie for 3-day FAW – 10 weeks and for 2-day requalification FAW – 6 weeks.

Course Content

This information has been reproduced from Appendix 5 and 6 of HSE First aid at work (2013). On completion of training, whether a full FAW course or a FAW requalification course, successful students should have satisfactorily demonstrated competence in all the subject areas listed below:

- understand the role of the first-aider, including reference to:
 - the importance of preventing cross-infection;
 - the need for recording incidents and actions;
 - use of available equipment;
 - assess the situation and circumstances in order to act safely, promptly and effectively in an emergency;
 - administer first aid to a casualty who is unconscious (including seizure);
 - administer cardiopulmonary resuscitation;
 - administer first aid to a casualty who is choking;
 - administer first aid to a casualty who is wounded and bleeding;
 - administer first aid to a casualty who is suffering from shock;
 - provide appropriate first aid for minor injuries (including small cuts, grazes and bruises, minor burns and scalds, small splinters).
- administer first aid to a casualty with: injuries to bones, muscles and joints, including suspected spinal injuries;
 - chest injuries;
 - burns and scalds;
 - eye injuries;
 - sudden poisoning;
 - anaphylactic shock;
- recognise the presence of major illness and provide appropriate first aid (including heart attack, stroke, epilepsy, asthma, diabetes).



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Appendix 2 Emergency First Aid at Work (EFAW) course

Course duration

- For the EFAW, and EFAW requalification the training and assessment must include at least six hours (not including breaks) of face-to-face contact over a minimum period of one day.
- Where training is provided in blocks, these blocks should be not less than two hours in duration and ensure the student has completed the course and the assessment within a reasonable time frame, such that an EFAW course must be completed within 3 weeks.

Course Content

This information has been reproduced from Appendix 6 of HSE First aid at work (2013). On completion of training, successful students should have satisfactorily demonstrated competence in all the subject areas listed below:

- understand the role of the first-aider, including reference to:
 - the importance of preventing cross-infection;
 - the need for recording incidents and actions;
 - use of available equipment;
 - assess the situation and circumstances in order to act safely, promptly and effectively in an emergency;
 - administer first aid to a casualty who is unconscious (including seizure);
 - administer cardiopulmonary resuscitation;
 - administer first aid to a casualty who is choking;
 - administer first aid to a casualty who is wounded and bleeding;
 - administer first aid to a casualty who is suffering from shock;
 - provide appropriate first aid for minor injuries (including small cuts, grazes and bruises, minor burns and scalds, small splinters).



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Appendix 3 Acceptable training/assessing qualifications

Qualification	Train	Assess
A1 (D32/33) – Assess candidates using a range of methods	-	yes
A2 (D32) – Assess candidates' performance through observation	-	yes
Cert Ed, PGCE, B Ed, M Ed	yes	yes
CTLLS/DTLLS	yes	yes
English National Board 998	yes	yes
Further and Adult Education Teacher's Certificate	yes	yes
IHCD Instructional Methods	yes	yes
IHCD Instructor Certificate	yes	yes
Learning and Development Unit 9D – Assess workplace competence using direct and indirect methods	-	yes
Learning and Development Unit 9D1 – Assess workplace competence using direct and indirect methods	-	yes
Nursing mentorship qualifications	yes	yes
PTLLS	yes	-
PTLLS with unit 'Principles and Practice of Assessment'	yes	yes
QCF Qualifications based on the Learning and Development NOS for assessors	-	yes
S/NVQ level 3 in training and development	yes	yes
S/NVQ level 4 in training and development	yes	yes
TQFE (Teaching Qualification for Further Education)	yes	yes
Training Group A22, B22, C21, C23, C24	yes	-
Level 3 Award in Education & Training	yes	yes
Level 4 Certificate in Education & Training	yes	yes
Level 5 Diploma in Education & Training	yes	yes



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Appendix 4 Assessment of First Aid Training and Assessing (adapted from NVQ Units C23/24/D32)

Candidate: _____ **Session Title:** _____

Assessor: _____ **Signature:** _____

Size of Group: _____ **Formal/Informal** _____ **Date:** _____

Did the candidate:	Yes/No	If yes, how:
Trainer		
Present the session in a manner that takes into account the size and composition of the group		
Pace the session according to the needs of the learner		
Adjust the level according to the needs of the learners		
Base the learning on an accurate identification of group members' needs		
Use appropriate communication according to the identified level within the group		
Effectively adapt and/or intervene to improve the learning process		
Have visual aids which enhanced the session		
Use the visual aids to assist the learners		
Ensure that everyone can see		
Encourage participation of the learners by his/her manner		
Allow the learners to discuss and seek clarification of points		
Provide supplementary and summary information to reinforce key learning points		
Minimise distractions and interruptions		
Deliver facts, principles, ideas		
Give information about aims and expected outcomes		
Structure the session/exercises/ and activities		
Give information about the rules and norms of working in a group		
Give sufficient instruction to enable the group to perform the exercise/activity		
Demonstrate the skills and methods in a logical manner		
Sequence the demonstration to maximise learning and reflect real life practice		
Use realistic equipment		
Ensure the differences between the		



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Did the candidate:	Yes/No	If yes, how:
demonstration and the "real life" practice are explained clearly		
Support the learners when practising skills and make further demonstrations at an appropriate time		
Demonstrate awareness of good practice in relation to Health and Safety Legislation		
Demonstrate to groups and/or individuals		
Frequently check the learners understanding and modify instructions if appropriate		
Recognise barriers to learning and respond accordingly		
Assessors		
Develop and agree an assessment plan with candidates.		
Check that all candidates understand the assessment process involved, the support available to them and the complaints and appeals procedure.		
Plan for using different types of evidence.		
Identify how the past experience and achievements of candidates will contribute to the assessment process.		
Identify how to protect confidentiality and agree arrangements to deal with sensitive issues.		
Interprets outcomes reliably and in relation to other assessors		
Applies principles of validity, authenticity, reliability, currency, and sufficiency (VARCS)		
Maintains an effective working relationship with candidates		
Review and update assessment plans to take account of what the candidates have achieved.		
Collect evidence from the other people involved in the assessment process.		
Constructive advice/feedback is given to candidates at appropriate intervals		
Assessment decisions and next stages of the assessment process are clearly explained to candidates		
Make a record of the outcomes of assessments by using the		



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Did the candidate:	Yes/No	If yes, how:
agreed recording system.		
General		
Conforms to all quality assurance procedures		
Appropriately challenge discriminatory behaviour and/or language		
Give appropriate, well timed, positive feedback		

Feedback



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Appendix 5 Equality Impact Assessment

Impact	Age	Disability	Race	Gender	Religion or Belief	Sexual Orientation
Do different groups have different needs, experiences, issues and priorities in relation to the proposed policy?	N	N	N	N	N	N
Is there potential for or evidence that the proposed policy will not promote equality of opportunity for all and promote good relations between different groups?	N	Y	N	N	N	N
Is there potential for or evidence that the proposed policy will affect different population groups differently (including possibly discriminating against certain groups)?	N	N	N	N	N	N
Is there public concern (including media, academic, voluntary or sector specific interest) in potential discrimination against a particular population group or groups?	N	N	N	N	N	N

Do different groups (age, disability, race, sexual orientation, gender, religion or belief) have different needs, experiences, issues and priorities in relation to the proposed policy?	We have no statistical or anecdotal evidence, at this stage, to show that this policy will not promote equality of opportunity or good relations between different groups.
Is there potential for or evidence that the proposed policy will not promote equality of opportunity for all and promote good relations between different groups (age, disability, race, sexual orientation, gender, religion or belief)?	It is important that to pass a first aid qualification the student is able to complete a competency assessment. Where this is not possible, due to learning difficulties or disabilities a certificate of attendance will be issued instead.
Is there potential for or evidence that the proposed policy will affect different population groups (age, disability, race, sexual orientation, gender, religion or belief) differently (including possibly discriminating against certain groups)?	We have no statistical or anecdotal evidence, at this stage, to show that this policy will affect the groups mentioned differently
Is there public concern (including media, academic, voluntary or sector specific interest) in potential discrimination against a particular population group or groups (age, disability, race, sexual orientation, gender, religion or belief)?	We have no statistical or anecdotal evidence, at this stage, to show that this policy will affect the groups mentioned differently

Based on the information set out above the HFR Executive has decided that a full equality impact assessment is not necessary.