ITC Level 3 Award in Teaching and Assessing First Aid Qualifications

Qualification Number: 610/7739/2

G.50

Qualification Specification Guidance for Centres

ITC First

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Website Access
For all policy statements and downloadable documents

Ofqual Portal	QualScot Accreditation Share Point	ITC WebOffice Support Resources	ITC Public Website
✔	x	✔	✔

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Appendix Documents Listing

Hard copy documents go out of date. For up to date versions of documents please access the Support Resources section of the ITC Web Office (Members section).

Unit Specifications

- L/615/4031 Understanding the first aid training sector
- H/615/4035 Delivering first aid training
- M/615/4037 Assessment in the first aid training sector

Delivery Resources

- G.50 TAFAQ Centre Guidance [This document]
- TCB.50 TAFAQ Course Booklet
- SAT12.50 Student Assessment Task 1, 2
- SAT3.50 Student Assessment Task 3
- TAFMCQ Multiple Choice Marking Templates
- MSS.50 MCQ Summary Sheet
- TAR.50 Tutor Assessment Record

Internal Moderation

- IM1 Internal Moderation Process
- IM2 Centre Standardisation Records
- IM3 Internal Moderation Sampling Record
- IM4 Internal Moderation Sampling Report Record
- IM5 Internal Quality Assurance Record Form

ITC Forms

- C4 Access to Training & Assessment Request Form
- C7 Special Considerations Request Form
- F3 Malpractice & Misconduct Report Form
- 05 Replacement Certificate Request Form

ITC Policies

- P1 Customer Charter
- P3 Fees Policy
- P5 Appeals Policy
- P6 Malpractice, Maladministration & Misconduct Policy
- P7 Other Language Policy
- P8 Equality, Diversity and Assessment Policy
- P9 Record Retention Policy
- P12 Automatic E-mail Policy - Removal from list
- P14 Sanctions Policy
- P15 Withdrawal from Delivery Policy
- P16 Complaints Policy
- P17 Invoice Policy
- P19 Recognition of Prior Learning
- P22 Data Protection and Privacy Policy

1. General Information

1.1 Using this document

This document has been developed to provide guidance for Centre staff involved in the delivery of ITC Level 3 Award in Teaching and Assessing First Aid Qualifications.

It explains the administration, assessment and quality assurance requirements for this qualification.

It directs ITC Centres to appropriate and relevant ITC resources [See contents page]

It identifies and lists other ITC documents that Centres are required to have in order to deliver the ITC Level 3 Award in Teaching and Assessing First Aid Qualifications qualification.

1.2 Documented Procedures

ITC is a regulated Awarding Organisation supporting nationally regulated qualifications. All who work with ITC are supported by a documented framework of policies and procedures updated regularly on the ITC website. To seek policy guidance to inform your relationship with ITC, visit:

http://www.itcfirst.org.uk/policies.asp

If you are a Centre log into the ITC Web-Office and view or download up to date documents from 'Support Resources'

2. Qualification Details

2.1 Qualification Objectives

A review of qualifications for teachers and assessors of first aid was taken by ITC and this qualification developed.

This award was developed to meet the requirements of those wishing to become involved in a teaching and/or assessing role in the first aid training sector and has been developed in response to sector demand. It is an introduction to the teaching and assessing role in this sector.

2.2 Learner Entry Requirements for this Qualification

a) **Previous qualification requirements for Learners of this qualification**
None. Direct entry

b) **Prior knowledge, skills or understanding which the Learner is required to have before taking the qualification**

Learners should be able to work at Level 3 in Literacy and be at Level 1 Functional Skills in Mathematics and ICT

There are no other entry requirements.

c) **Units which a Learner must have completed before the qualification will be awarded including any optional routes**
There is no requirement to have completed any units previously.

d) Other requirements for Learners to satisfy prior to assessment or awarding
None

2.3 Qualification Structure

Qualification title					
ITC Level 3 Award in Teaching and Assessing First Aid Qualifications					
Qualification number	**610/7739/2**				
Mandatory / Optional	**Title**	**Level**	**Credit**	**GLH**	**TQT**
Mandatory	Understanding the first aid training sector	3	2	14	20
Mandatory	Delivering first aid training	3	2	14	20
Mandatory	Assessment in the first aid training sector	3	2	7	20

The Learner must achieve a total of 6 credits from the 3 mandatory units

Unit Review dates
August 31, 2031

The 3 mandatory units must be completed in order for the qualification to be achieved. There is a microteaching requirement for the training and assessment units.
Candidate first aid trainers must deliver at least:

- 2 x 20-minute microteaching first aid training sessions (1 theory + 1 practical), and
- 2 x 10 minute assessment of first aid (1 theory + 1 practical),

The Award has a credit value of 6 [60 hours], of which:

- 35 hours are required to be Guided Learning (GLH)
- 10 hours Directed Study
- 15 hours Independent Study

GLH is the time a learner spends being taught or otherwise participating in education under the immediate guidance of an appropriate tutor. Guided learning hours include:

a) Tutor contact time
b) Tutorials
c) Delivery of micro-teach
d) Participating in education or training under the immediate guidance of a tutor.

Resulting in a Total Qualification Time (TQT) of 60 hours.

2.4 Learning Outcomes

a) Understanding the first aid training sector

Learning Outcomes: The learner will…..	
1	Understand roles and responsibilities in the first aid training sector
2	Know codes of practice, guidelines, legislative and regulatory requirements relating to the first aid training sector

b) Delivering first aid training

Learning Outcomes: The learner will…..	
1	Be able to plan and prepare first aid training sessions
2	Be able to deliver first aid training sessions
3	Be able to evaluate delivery of first aid training sessions

Assessment Guidance:
There is a microteaching requirement for this unit. Learner first aid trainer-assessors must deliver at least 2 x 20-minute microteaching first aid training sessions that are observed and assessed by a member of the delivery team – which must include at least 1 theory and 1 practical session.

c) Assessment in the first aid training sector

Learning Outcomes: The learner will…..	
1	Know how to apply assessment practice in the first aid training sector
2	Be able to assess first aid knowledge and skills
3	Be able to give constructive feedback in the first aid assessment process
4	Be able to maintain records of first aid assessments

Assessment Guidance:
Learner first aid trainer-assessors must be observed assessing a minimum of 2 first aid assessments (can be simulated and must be a minimum of 10 minutes), which may or may not form part of the 2 micro-teach sessions assessed in *Unit 2: Delivering first aid training*.

2.5 Awarding

After the assessment, evidence of achievement will be made available for moderation by ITC.

After moderation a list of outcomes [Pass/Not yet meeting standard] will be forwarded to the Centre along with any certificates.

The assessment result is pass, or not yet meeting standard, there is no grading.

ITC will award certificates according to the timescales in ITC Customer Charter. Awarding can only occur within the qualification lifespan.

Unit certificates may be awarded upon learner request, for any unit completed, moderated and passed.

Replacement Certificates are available. Learners must apply using certificate request form 05. There is a small fee payable.
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2.6 Age of Learners

The qualification is appropriate for learners of 18 years or older.

3. Centre Approval to Deliver ITC Qualifications

3.1 Centre Approval

Centres wishing to offer the ITC Level 3 Award in First Aid Training and Assessment will need to complete:

a) Online Centre application
b) Centre agreement – C9

Centres will need to consider:

a) Sufficient resources for the delivery the qualification – physical and staffing
b) Learner access to sufficient resources for the award – learning centre, visual aids, text books and mentor
c) Quality assurance procedures – internal assessment and internal moderation

3.2 Teaching Programme

The content of the teaching programme is the responsibility of the Centre and is developed by the staff team of the Centre. ITC has guidance and advice documents to assist in the development of a teaching programme that can be supplied to Centres upon request.

The course programme is developed from the learning outcomes and assessment criteria for the qualification. A Centre scheme of work containing lesson plans for each session is to be available for scrutiny by ITC External Quality Assurance activity.

3.3 Internal Quality Assurance

Centres offering these qualifications must provide internal quality assurance that is standardised across individual assessors, assessment locations and learners.

The Centre must maintain evidence of all meetings, CPD events, standardisation activity in a Central File readily accessible at any time by an ITC representative. ITC has various assessment and moderation template documents available to assist all Centres. See appendices of this document.

There should be a quality assurance plan that monitors the skills of tutors at least annually, with evidence of standardisation maintained for external moderation.

The quality assurance plan should describe the internal quality assurance procedures and the evidence to be maintained for external quality assurance.

See section 4.1 for qualifications of staff involved with assessment and internal quality assurance.

3.4 Learner Evaluation

An end of course evaluation form is to be completed by each learner and the data collected used to inform Centre quality procedures. The results of this evaluation review are to be available for scrutiny by ITC External Quality Assurance procedures.

3.5 Protecting the Interests of Learners

Centres will protect the interests of learners and the integrity of the qualification by implementing a coherent series of documents, policies and procedures. ITC can provide various template documents upon request.

A Centre complaints and appeals policy is to be given to every candidate upon registration.

4. Centre Staffing

4.1 Tutor Credentials

Centres are expected to have an appropriate number of suitable tutors with teaching experience who hold a teaching qualification and first aid qualification.

ITC application Centres to identify:

a) A nominated individual to lead the qualification delivery team in the Centre.

Tutor-Assessors should hold:

a) A relevant vocational qualifications, e.g. FAW or PFA
b) Up-to-date working knowledge and experience of best practice in first aid and assessment and quality assurance.
c) A teaching or training qualification, see *Teaching qualifications* table
d) Relevant teaching experience in a first aid setting
e) A recognised assessing qualification, see *Assessing qualifications* table
f) Relevant assessment experience in a first aid setting

Alternatives may be acceptable. If relevant qualifications or experience do not appear on this list the Centre should contact ITC and provide details.

Internal Quality Assurance Staff should provide evidence of

a) A relevant vocational qualification e.g. FAW or PFA or above (ideally above)
b) Keeping up to date with first aid and provide evidence of CPD
c) Holding or working towards (registered onto) a recognised quality assurance qualification, see *Quality Assurance qualifications* table

Alternatives may be acceptable. If relevant qualifications or experience do not appear on this list the Centre should contact ITC and provide details.

Appropriate Teaching Qualifications
B.Ed - Bachelor of Education
Cert Ed - Certificate Education
M.Ed - Master of Education

PGCE - Postgraduate Certificate in Education
Further and Adult Education Teacher's Certificate
S/NVQ Level 4 in Learning and Development
PTLLS – Award in Preparing to Teach in the Lifelong Learning Sector
CTLLS - Certificate in Teaching in the Lifelong Learning Sector
DTLLS - Diploma in Teaching in the Lifelong Learning Sector
Level 3 Award in Education and Training (QCF/RQF)
Level 4 Certificate in Education and Training (QCF/RQF)
Level 5 Diploma in Education and Training (QCF/RQF)
Appropriate Assessing Qualifications
D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence
A1 Assess candidate performance using a range of methods
Level 3 Award in Understanding the Principles and Practices of Assessment (QCF/RQF)
Level 3 Award in Assessing Vocationally Related Achievement (QCF/RQF)
Level 3 Award in Assessing Competence in the Work Environment (QCF/RQF)
Level 3 Certificate in Assessing Vocational Achievement (QCF/RQF)
PTLLS with unit 'Principles and Practice of Assessment' (12 credits)
Level 3 Award in Education and Training (QCF/RQF) with unit 'Principles and Practice of Assessment'
Level 4 Certificate in Education and Training (QCF/RQF)
Level 5 Diploma in Education and Training (QCF/RQF)

Appropriate Internal Quality Assurance Qualifications
D34 Internally verify the assessment process
Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice*
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**
V1 Conduct internal quality assurance of the assessment process
SQA Accredited Learning and Development Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment**
SQA Internally Verify the Assessment Process**

* If *working towards* must be achieved in 12 months of registration
** If *working towards* must be achieved in 24 months or registration

5. Learner Registration

5.1 Selection of Candidates

There are no entry requirements for this qualification. Prospective learners should:

a) Be interviewed – confirming suitability of programme and diagnostic assessment of spoken communication
b) Undertake a diagnostic assessment for minimum core skills in literacy, numeracy and information technology and directed to appropriate training if necessary.
c) Be asked to declare any criminal background that might prevent them working with vulnerable adults or children

d) Hold a relevant qualification in their area of specialism at least the level above that of their learners

It is the responsibility of the Centre to provide guidance and advice to learners prior to the commencement of the programme.

5.2 Information to Learners

Pre-course information should be provided to learners containing:

a) Joining details
b) Literacy, numeracy, ICT requirements
c) ID requirements
d) Expectations of course members
e) Outline of assessment assignment timelines
f) Link to ITC policies and procedures on homepage of ITC website, including Appeals (P5) and Complaints (P16) procedures
g) Information on how to request reasonable adjustment to assessment so that learners have a fair assessment opportunity
h) Contact details for their course tutor or mentor

5.3 Registration of Learners

Centres must meet the following requirements;

a) Learners must be registered with ITC within 5 days of course start date
b) Learner registration details must be entered into ITC WebOffice database
c) Centres are to keep original learner registration documents
d) Centres must have procedures in place to confirm the identity of each learner before they undertake an assessment

Individual learning plans should be developed between the mentor and each learner with information to allow the learner to complete the FATA training course.

5.4 Learner Identity

Learners must be informed of the requirement to bring suitable identification to the training course [and assessment if not assessed on the day of the course].

5.5 Learner Progression

Learning routes include:

- Level 3 Assessor Qualifications
- Level 4 Qualification Internal Quality Assurance

6. Assessment

6.1 Assessment of Each Unit

The assessment evidence required is a successful pass at a multiple choice question examination and a portfolio that provides evidence of planning, delivery, evaluation and assessment of a minimum of two teaching-assessment sessions.

Centre may devise alternative assessment tasks after case-by-case discussion with ITC.

6.2 Assessment Tasks

All assessment criteria contained within the learning outcomes must be met when completing the assessment tasks. Following ITC assessment tasks and full completion of assessment evidence capture documents will provide evidence to make a judgment against all criteria.

The '*be able to'* learning outcomes will be assessed by tutor observation of microteach session [involving teaching delivery and learner assessment] and assessment of written lesson plan preparation and evaluation.

The '*know'* and '*understanding'* learning outcomes will be assessed by multiple-choice questions. The pass mark is 14/20.

Example multiple-choice question:

Which of the following best defines the role of a trainer? A trainer is someone who:

a) Makes assessment decisions regarding learner competence against required standards
b) Quality assures the assessment processes and practices on behalf of the training provider
c) Delivers a programme of learning, in an inclusive manner, ensuring Learners achieve the intended learning outcomes
d) Quality assures the assessment and quality assurance processes and practices on behalf of the awarding organisation

6.3 Internal Assessment

Centres must have verification/moderation systems to ensure all assessment evidence is authentic, reliable, valid and sufficient and standardisation systems to ensure all staff can make consistent and fair assessment decisions.

Assignments are to be marked by any appropriately qualified Centre Internal Assessor following the quality assurance procedures of the Centre, using documents and procedures either provided by ITC or endorsed by the ITC External Quality Assurer.

Assessment results are to be recorded upon ITC assessment documents or similar Centre generated document approved by ITC External Quality Assurer.

To assist in collecting authentic, reliable, valid and sufficient evidence ITC has developed and is continually updating evidence recording documents. The updated versions will always be available from Support Resources on the Centre Web-Office.

6.4 Internal Quality Assurance

Assignment evidence is to be internally moderated following ITC centrally produced procedures [Appendix document listing of this document] or procedures agreed with ITC External Quality Assurer.

To assist the Centre in this function the following documents are available on the Centre Web-Office.

- IQA1: Internal Moderation Process
- IQA2: Centre Standardisation Records
- IQA3: Internal Moderation Sampling Record
- IQA4: Internal Moderation Sampling Report Record
- IQA5: Internal Quality Assurance Record Form

7. Supporting Resources for 'L3 Award in Teaching and Assessing First Aid Qualifications' Delivery

7.1 Reading List

- Current ITC First Aid Manuals.
- Current Skills for Health Assessment Principles. Hosted on SfH Website.
- Current General Information Sheet No 3: Selecting a first aid training provider. A guide for employers. Published by HSE.
- Current L74. First aid at work – The Health and Safety (First-Aid) Regulations 1981. Published by HSE.

8. External Quality Assurance

8.1 Procedures

An External Quality Assurance event may include some or all of the following methods:

a) Initial Centre visit
b) Ongoing Centre visit
c) Desktop research
d) Internet research
e) Telephone or video interview
f) Unannounced visit to training event
g) Action Plan evidence review
h) Postal moderation
i) Attendance at standardisation events

The nature of the activity will depend upon risk rated track record

Centres will be notified of proposed external quality assurance events twice per year. During the Centre visit all the completed learner assessment evidence will be made available for moderation. Moderation of learner assessment evidence will be on a sampling basis.

As well as sampling, the external quality assurance event may include the following specific requests:

a) Confirmation of all policies and documented procedures.
b) A review of the evidence of Centre internal quality assurance and staff development events.
c) A review of the evidence generated from previous external moderations events including action plan evidence.
d) A review of documented draft assignment feedback by tutors.
e) A review of assessment evidence from any registered learner.
f) Guidance to administer or deliver the qualification.

8.2 Visit Details

Centres will be allocated a named External Quality Assurer who will normally contact the Centre prior to a visit. For each visit:

a) The Centre will be notified in advance to allow time to make suitable arrangements. Normally planned at the previous visit.
b) The agenda for the meeting will be forwarded to the Centre.
c) The meeting will occur on the planned date.
d) Preliminary action plans will be drafted for agreement and review at the time of the Centre visit.

e) Action Plan evidence will be generated according to the specified timescale by the Centre and approved or referred by ITC
f) Risk rating will be applied to each Centre and risk managed on a Centre by Centre basis.