



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

603/3358/3

Key Information

Level:	3
Sector:	Health and Social Care
Qualification Type:	Occupational Qualification
Total Qualification Time:	7
Credit Value:	1
Guided Learning Hours:	6
Status:	Available to Learners
Methods of Assessment:	Portfolio of Evidence
Minimum Age:	16

Contents

Key Information	2
Qualification Purpose	4
Age Ranges	4
Geographical	4
Learner Entry Requirements	4
Reasonable Adjustments and Special Considerations	5
Assessment Methods	5
Progression Routes.....	5
Supporting Material and Useful Websites.....	5
Qualification Structure	6
Staff Requirements.....	7
Handy Vocabulary of Terms used in this Specification	11
Assessor Feedback	13
IQA Feedback	14

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QRN: 603/3358/3

GLH: 6

TQT: 7

Credit: 1

Qualification Purpose

The aim of the Focus Awards Level 3 Award in Emergency First Aid at Work (RQF) is to develop learner's knowledge, understanding and skills of emergency first aid at work. The qualification will provide learners with the opportunity to administer first aid procedures in the workplace by becoming a qualified first aider.

The Focus Awards Level 3 Award in Emergency First Aid at Work (RQF) meets the Health and Safety Executive (First Aid) Regulations 1981 in respect of First Aid at Work and is aimed at those who work or intend to work for a range of organisations, as all employers are required by law to have a First Aid provision for their employees.

Age Ranges

Entry is at the discretion of the centre. However, learners should be aged at least 16 to undertake this qualification.

Geographical Coverage

This qualification is available in England and Northern Ireland.

Learner Entry Requirements

Focus Awards does not set any other entry requirements, but additional criteria may be requested or specified by the centre.

Reasonable Adjustments and Special Considerations

Please refer to the Focus Awards 'Reasonable Adjustments and Special Considerations Policy'. A copy is available for download from the Focus Awards website at the following url: <https://focusawards.org.uk/wp-content/uploads/2026/08/Reasonable-Adjustments-and-Special-Considerations-Policy-V8.pdf>

Assessment Methods

This qualification is Internally Assessed. Each learner must create a portfolio of evidence that demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include some or all of the following:

- Assessor observation
- Witness testimony
- Learner product
- Worksheets
- Assignments/projects/reports
- Record of oral and written questioning
- Learner and peer reports
- Recognition of prior learning (RPL)

Progression Routes

Learners seeking progress from this qualification can advance their skills further through the following:

- Focus Awards Level 2 Award In Health And Safety In The Workplace (RQF)
- Focus Awards Level 1 Award In Health And Safety At Work (RQF)
- Focus Awards Level 1 Award In Health And Safety At Work (RQF)

Supporting Material and Useful Websites

- <https://focusawards.org.uk>
- <https://faaof.org/>
- <https://ofqual.gov.uk>

Qualification Structure

In order to achieve the Focus Awards Level 3 Award in Emergency First Aid at Work (RQF) learners must complete 1 mandatory unit.

Mandatory Units

Unit Title	Unit Reference	Level	Credit	Guided Learning Hours
Emergency First Aid in the Workplace	R/616/4981	3	1	6

Staff Requirements

Requirements for Tutors / Instructors

Tutors delivering the qualification will be required to hold or be working towards a teaching qualification. This may include qualifications such as Levels 3, 4 or 5 in Education and Training, or a Certificate in Education. Focus Awards will consider other teaching qualifications upon submission. Tutors must also be able to demonstrate that they are occupationally competent within the sector area.

Requirements for Assessors

Assessors will be required to hold or be working towards a relevant assessing qualification. This includes qualifications such as:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement

Focus Awards will consider other relevant assessing qualifications upon submission.

Assessors who only hold the Level 3 Award in Understanding the Principles and Processes of Assessment will be required to complete an additional programme of study to achieve the relevant competency units required for one of the qualifications listed above.

Trainee assessors who do not hold an assessment qualification will require their decisions to be countersigned by a suitably qualified assessor.

Assessors must also be able to show they are occupationally competent within the sector area

Suitable Training / Assessing Qualifications

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

Assessors who do not hold a formal assessing qualification may alternatively attend First Aid Assessor CPD Training with an Awarding Organisation/Body.

Qualification	Train	Assess*
CURRENT QUALIFICATIONS (available for new Trainers/Assessors to undertake):		
Level 3 Award in Education and Training	x	x
Level 4 Certificate in Education and Training	x	x
Level 5 Diploma in Education and Training	x	x
Level 3 Award in Teaching and Assessing in First Aid Qualifications (RQF)	x	x
Cert Ed/PGCE/B Ed/M Ed	x	x
SVQ 3 Learning and Development SCQF Level 8	x	x
SVQ 4 Learning and Development SCQF Level 9	x	x
TQFE (Teaching Qualification for Further Education)	x	x
Planning and Delivering Learning Sessions to Groups SCQF Level 6 (SQA Unit)	x	x
Planning and Delivering Training sessions to Groups SCQF Level 6 (SQA Unit)	x	x
SCQF Level 6 Award in Planning and Delivering Learning Sessions to Groups (SQA Accredited)	x	x
L&D Unit 6 Manage Learning and Development in Groups SCQF Level 8 (SQA Accredited)	x	x
L&D Unit 7 Facilitate Individual Learning and Development SCQF Level 8 (SQA Accredited)	x	x
L&D Unit 8 Engage and Support Learners in the Learning and Development Process SCQF Level 8 (SQA Accredited)	x	x
Carry Out the Assessment Process SCQF Level 7 (SQA Unit)		x
Level 3 Award in Assessing Competence in the Work Environment		x
Level 3 Award in Assessing Vocationally Related Achievement		x
Level 3 Award in Understanding the Principles and Practices of Assessment		x
Level 3 Certificate in Assessing Vocational Achievement		x
L&D Unit 9DI Assess Workplace Competence Using Direct and Indirect Methods SCQF Level 8 (SQA Accredited)		x
L&D Unit 9D Assess Workplace Competence Using Direct Methods SCQF Level 7 (SQA Accredited)		x
Other suitable qualifications		
CTLTS/DTLLS	x	x
PTLLS with unit 'Principles and Practice of Assessment' (12 credits)	x	x
Further and Adult Education Teacher's Certificate	x	x
IHCD Instructional Methods	x	x
IHCD Instructor Certificate	x	x
8Approved by ACG 01 April 2022 Version 7 English National Board 998	x	x
Nursing mentorship qualifications	x	x
NOCN Tutor Assessor Award	x	x
S/NVQ level 3 in training and development	x	
S/NVQ level 4 in training and development	x	x

PDA Developing Teaching Practice in Scotland's Colleges SCQF Level 9 (SQA Qualification)	x	x
PDA Teaching Practice in Scotland's Colleges SCQF Level 9 (SQA Qualification)	x	
PTLLS (6 credits)	x	
Regulated Qualifications based on the Learning and Development NOS 7 Facilitate Individual Learning and Development or NOS 6 Manage Learning and Development in Groups	x	
Training Group A22, B22, C21, C23, C24	x	
Learning and Teaching – Assessment and Quality Standards SCQF Level 9 (SQA Unit)		x
A1 Assess Candidates Using a Range of Methods or D33 Assess Candidates Using Differing Sources of Evidence		x
Conduct the Assessment Process SCQF Level 7 (SQA Unit)		x
A2 Assess Candidate Performance through Observation or D32 Assess Candidate Performance		x
Regulated Qualifications based on the Learning and Development NOS 9 Assess Learner Achievement		x

Requirements for Internal Quality Assurers (IQA)

Internal Quality Assurers should hold or be working towards the following an IQA qualification. This may include qualifications such as the V1 (previously D34), or the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice. Focus Awards will however; consider other relevant IQA qualifications upon submission. Trainee IQAs who do not hold an IQA qualification will require their decisions to be countersigned by a suitably qualified IQA. IQAs must be able to demonstrate occupational competence.

Suitable Qualifications for Internal Quality Assurance

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

IQAs who do not hold a formal internal quality assurance qualification may alternatively attend Internal Quality Assurance CPD Training with an Awarding Organisation/Body.

Qualification
L&D Unit 12 Externally Monitor and Maintain the Quality of Workplace Assessment SCQF Level 9 (SQA Accredited)
Regulated qualifications based on the Learning and Development NOS 12 Externally Monitor and Maintain the Quality of Assessment
Level 4 Award in the External Quality Assurance of Assessment Processes and Practice
Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice
Conduct External Verification of the Assessment Process SCQF Level 9 (SQA Unit)

V2 Conduct External Quality Assurance of the Assessment Process or D35 Externally Verify the Assessment Process

Externally Verify the Assessment Process SCQF Level 9 (SQA Unit)

Occupational Knowledge, Competence and Experience

All Trainers, Assessors, Internal Quality Assurers and External Quality Assurers must have occupational knowledge and competence in First Aid.

This may be evidenced by:

- Holding a qualification issued by an Ofqual/SQA Accreditation/Qualifications Wales/CCEA Regulation recognised Awarding Organisation/Body (or equivalent¹) as follows:

Qualification Delivered:	Minimum qualification to be held by the Trainer/Assessor/IQA ¹
First Aid at Work or Emergency First Aid at Work	First Aid at Work
Paediatric First Aid or Emergency Paediatric First Aid	Paediatric First Aid or First Aid at Work

Or

- Current registration as a Doctor with the General Medical Council (GMC) ²
- Current registration as a Nurse with the Nursing and Midwifery Council (NMC)²
- Current registration as a Paramedic with the Health and Care Professions Council (HCPC)²

¹ If the Trainer/Assessor/IQA/EQA holds a non-regulated first aid qualification, the Awarding Organisation/Body should undertake due diligence to ensure current occupational knowledge and competence.

² Registered healthcare professionals must act within their scope of practice and therefore have current expertise in First Aid to teach/assess the subject.

Vocabulary of Terms

This table explains how the terms used in Focus Awards' Qualification Specification content are applied. Not all terms are necessarily used in this qualification.

Apply	Explain how existing knowledge can be used in new or different situations.
Analyse	Break the subject down into individual parts. Examine each, show how they fit together, whether they support each other and why they're important. Reference to current research or theory may add weight to your analysis.
Clarify	Clearly and concisely explain the information presented.
Classify	Organise in alignment with specified criteria.
Collate	Gather and organise information in a logical order (e.g., alphabetically, numerically, chronologically etc.).
Compare	Examine the subjects in detail to identify differences and similarities.
Critically compare	Similar to 'compare' above but consider any positive aspects and/or limitations/restrictions arising from identified differences and similarities.
Consider	Think critically about a presented situation, problem, action or decision, and explain it. Also see 'explain' below.
Demonstrate	Describe or explain knowledge or understanding by providing examples or illustrations.
Describe	Write about the subject, presenting detailed information logically.
Develop...	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Collate and consider appropriate evidence to identify the cause or origin of a situation or problem.
Differentiate	Identify the differences between 2 or more arguments, situations or subjects.
Discuss	Create a detailed account from a range of viewpoints, opinions or perspectives.
Distinguish	Explain the difference between 2 or more items, resources, pieces of information.
Draw conclusions...	Derive a reason or logic based decision or judgement.

Estimate	Use existing knowledge, experience and other relevant information to arrive at an approximate or 'best guess' opinion or judgement.
Evaluate	Examine strengths and weaknesses, consider arguments for and against, and/or similarities and differences. Assess any presented evidence from different perspectives and arrive at a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Present detailed information about the subject with reasons showing how or why it's included. Include examples to support these reasons where possible.
Extrapolate	Use existing knowledge and data to predict possible outcomes or results that might be outside the expected 'norm'.
Identify	Recognise and name the main points accurately. Additional description or explanation may be needed to aid clarity and attribute credibility.
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Provide a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Create and record (list) a logical, organised sequence of information, required resources and actions/events that enable a concept or idea to be crystallised and communicated.
Provide	Identify and deliver detailed and accurate information related to the subject.
Reflect	Consider actions, experiences or learning and how these may impact practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes to improve clarity or better demonstrate understanding.
Select	Make an informed choice for a specific purpose or required outcome/result.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Provide the main points clearly in sentences or paragraphs.
Summarise	Convey the main ideas or facts concisely.

Assessor Feedback

Student Name:	
Student Number:	
Course:	
Unit(s):	
Criteria:	
Date:	
Comments:	
Decision:	
Further Actions:	
Assessor:	
Position:	

IQA Feedback

IQA Report			
Qualification:			
Assessor:		IQA:	
Candidate Name	Unit(s) Sampled	Assessment Methods	Comments
		IQA Signature	
		Assessor Signature	