

# **Trainer/Assessor Administrative Standards for Regulating First Aid Training and Qualifications**

**First Aid at Work (FAW)(18 hours)**

**First Aid at Work (Requalification) FAW (R) (12 hours)**

**Emergency First Aid at Work (EFAW) (6 hours)**

**Paediatric First Aid (PFA) (12 hours)**

**Emergency Paediatric First Aid (EPFA) (6 hours)**

**First Aid Annual Refresher (3 hours)**

FAW + PFA (22 hours)

FAW + EPFA (18 hours)

EFAW + EPFA) (7 hours)

PFA + EFAW (12 hours)

FAWR + PFA (16 hours)

Basic Life Support + AED (3 hours)

Outdoor First Aid (16 hours)

Emergency Outdoor First Aid (8 hours)

FAW + Forestry (19 hours)

EFAW + Forestry (7 hours)

Forest School First Aid (16 hours)

Emergency Forest School First Aid (8 hours)

Basic First Aid for Sport (Wales) (3 hours)

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## Trainer/Assessor Standards

### Qualifications and experience of Trainers/Assessors

A FAIB Trainer/Assessor must have a portfolio that contains the following:

- A current and valid First Aid at Work (FAW) and a Paediatric First Aid (PFA) certificate (if also registering for that type of training). Other certificates (instead of FAW and PFA) may be acceptable e.g. FREC or FPOS so long as the range of First Aid subjects are covered within these courses.

Or if exempted, a current Nursing and Midwifery Council (NMC) registration certificate or proof of membership of the General Medical Council (GMC) or a Paramedic currently registered with the Health Professions Council (HPC) and in all cases evidence must be produced of current First Aid knowledge.

- A formal teaching or training and/or assessing qualification **(see examples of acceptable Teaching and Trainer/Assessor Qualifications in Tables 1 and 2)**.
- A detailed chronological list of evidence to show that the Trainer/Assessor has regularly conducted FAW, EFAW, PFA or EPFA training during the previous 3 years (FAIB would expect a minimum of 6 First Aid courses per year). If this is limited, evidence of other first aid training that demonstrates all the elements of the FAW or PFA syllabus are covered by the trainer's experience or;
- New Trainers/Assessors with evidence to show they have conducted at least 2 practical and 2 theoretical First Aid training/assessing sessions under the supervision of a Qualified Assessor **(see Table 2 for Assessor qualifications)**. **(Please note that FAIB has introduced its own Verification of Trainers/Assessors 1 day course to improve the standard of new Trainers/Assessors)**.
- Evidence to show that the Trainer/Assessor has been monitored by a Qualified Assessor every 12 months **(using the FAIB Trainer/Assessor (Internal) Monitoring Form or similar)**. Records have to be kept over the last 3 years.
- Copy of current Insurance Certificate covering Professional Indemnity and Public Liability **(or information to show they are covered by the Training Provider for whom they are working)**.

**There must also be evidence that these portfolios are annually reviewed by the Training Provider as part of their Quality Assurance procedures.**

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### Formal Teaching /Assessing Qualifications

FAIB accepts the qualifications that cover **Training and Assessing** shown in Table 1, this list is **not exhaustive** and other Qualifications will be considered.

### Examples of Acceptable Trainer and Assessor Qualifications (Table 1)

FAIB accepts the qualifications that cover **Training and Assessing** shown in Table 1, this list is **not exhaustive** and other Qualifications will be considered.

<b>Trainer</b>	<b>Assessor</b>
<b>Cert. Ed</b> (Certificate in Education)	<b>Cert. Ed</b> (Certificate in Education)
<b>PGCE</b> (Post Graduate Certificate in Education)	<b>PGCE</b> (Post Graduate Certificate in Education)
<b>B. Ed</b> (Bachelor of Education)	<b>B. Ed</b> (Bachelor of Education)
<b>M. Ed</b> (Master of Education)	<b>M. Ed</b> (Master of Education)
<b>CTLLS</b> (Certificate in Teaching in Lifelong Learning Sector)	<b>CTLLS</b> (Certificate in Teaching in Lifelong Learning Sector)
<b>DTLLS</b> (Diploma in Teaching in Lifelong Learning Sector)	<b>DTLLS</b> (Diploma in Teaching in Lifelong Learning Sector)
<b>PTLLS (with unit 'Principles and Practice of Assessment')</b> (Preparing to Teach in Lifelong Learning Sector)	<b>PTLLS (with unit 'Principles and Practice of Assessment')</b> (Preparing to Teach in Lifelong Learning Sector)
<b>Further and Adult Education Teachers' Certificate</b>	<b>Further and Adult Education Teachers' Certificate</b>
<b>IHCD Instructional Methods</b> (Institute of Health and Care Development)	<b>IHCD Instructional Methods</b> (Institute of Health and Care Development)
<b>IHCD Instructor Certificate</b> (Institute of Health and Care Development)	<b>IHCD Instructor Certificate</b> (Institute of Health and Care Development)
<b>NVQ Level 3 in Training and Development</b> (National Vocational Qualification)	<b>NVQ Level 3 in Training and Development</b> (National Vocational Qualification)
<b>SVQ Level 4 in Training and Development</b> (Scottish Vocational Qualification)	<b>SVQ Level 4 in Training and Development</b> (Scottish Vocational Qualification)
<b>TQFE</b> (Teaching Qualification for Further Education)	<b>TQFE</b> (Teaching Qualification for Further Education)

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<b>ENB 998</b> (English National Board)	<b>ENB 998</b> (English National Board)
<b>Nursing Mentorship Qualifications</b>	<b>Nursing Mentorship Qualifications</b>
<b>NOCN Tutor Assessor Award</b> (National Open College Network)	<b>NOCN Tutor Assessor Award</b> (National Open College Network)
<b>Level 3 Award in Education and Training</b>	<b>Level 3 Award in Education and Training</b>
<b>Level 4 Award in Education and Training</b>	<b>Level 4 Award in Education and Training</b>
<b>Level 5 Award in Education and Training</b>	<b>Level 5 Award in Education and Training</b>

### Examples of Acceptable Trainer Qualifications (Table 2)

FAIB accepts the qualifications that cover Assessing shown in Table 2, this list is not exhaustive and other qualifications will be considered.

<b>Trainer</b>
PTLLS (6 credits) (Preparing to Teach in Lifelong Learning Sector)
Training Group A22
Training Group B22
Training Group C21
Training Group C23
Training Group C24
SQA Accredited Planning and Delivering Learning Sessions to Groups (Scottish Qualifications Authority)
Accredited Qualifications based on the Learning and Development NOS 7 (Facilitate Individual Learning and Development)

### Trainer/Assessor Monitoring

Must be conducted by a person who has a current and valid First Aid at Work certificate or equivalent with up to date First Aid knowledge, an Assessment Qualification and with current First Aid Assessment experience at least once every year.

### Examples of Acceptable Assessor Qualifications (Table 3)

FAIB accepts the qualifications that cover **Assessing** shown in the Table below, this list is **not exhaustive** and other Qualifications will be considered.

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Assessor
A1 (D32/D33) (Assess candidates using a range of methods)
A2 (D32) (Assess candidates performance through observation)
Learning and Development Unit (9D) (Assess workplace competence using direct and indirect methods)
Learning and Development Unit (9D1) (Assess workplace competence using direct and indirect methods)

The following areas should be covered during the monitoring visit.

- Trainer/Assessor Standards (Planning).
- Trainer/Assessor Standards (Effective Delivery-Learning Environment).
- Trainer/Assessor Standards (Effective Delivery-Communication).
- Trainer/Assessor Standards (Effective Delivery-Delivery of Content).
- Trainer/Assessor Standards (Assessment-What is Included).
- Trainer/Assessor Standards (Evaluation).
- Trainer/Assessor Standards (The Portfolio)

### **Teaching Standards (including Lesson Plans)**

FAIB have our own Lesson Plans, Practical Assessment Papers and Multiple-Choice Question Papers and PowerPoints (which link into the FAIB Books) and are provided to all FAIB approved Training Providers.

**Training Providers must have evidence of achieving an outcome on every subject of the course for every student they teach.**

#### **(1) Preparation and Planning**

**Is the classroom conducive to effective teaching and learning?**

All students require their own working area. They should be able to hear and see the trainer at all times. There should be adequate space for theory and practical work to facilitate effective learning.

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### **(2) Effective Delivery**

#### **Is there an effective introduction to each topic?**

The trainer should introduce each topic effectively. This will enable the student to understand the objectives of each session.

#### **Is the lesson plan followed?**

It is important to follow the lesson plan. Every student group has different learning needs and abilities. The trainer should be aware of this and make allowances when applying the constraints of the lesson plan.

#### **Are there adequate and sufficient training aids for the course?**

Training aids should be appropriate and clearly contribute towards achievement of the stated objectives. All students should benefit from the training aids used.

#### **Is the overall timetable followed?**

The trainer should ensure that all training follows the specified timescales. Session times should follow the lesson plans and course syllabus. Overrunning may affect subsequent sessions and proper delivery of their content.

### **(3) Trainer and Student Interaction**

#### **Is training producing a good level of interaction?**

The trainer should encourage and ensure full participation and involvement of all students in all aspects of the training.

#### **Are the students encouraged to participate?**

Students may not have volunteered to attend the training course. Their management may have asked them to attend. This should be taken into account when observing class activity and interest. The trainer should recognise student interest early and take necessary steps to deal with the lack of motivation if required.

#### **Does the trainer ensure that every student achieves the stated outcomes?**

Assessments should be continuous to make sure the student has gained the relevant knowledge, skills and understanding relating to each element of the course. Only when they can demonstrate this, should they move to the next subject area. Assessment methods recorded in lesson plans may include theory tests, practical work or question and answer sessions, as appropriate.

## The FAIB Trainer/Assessor Register

### Standards

It is a requirement under the FAIB terms and conditions that every Trainer/Assessor **MUST** have an Internal Annual Monitoring Visit (whilst teaching a First Aid course) conducted by a Qualified Assessor (**see Qualified Assessor Requirements**) in order to ensure that acceptable standards of Training/Assessing are being achieved.

Where a Trainer/Assessor works for a number of Training Providers then only **ONE** Internal Annual Monitoring Visit and Report is required. FAIB has produced its own Monitoring Report Form (**see FAIB Trainer/Assessor (Internal) Monitoring Form**) (**APP 8**) the generic content of the Monitoring Form can be used by and is transferable within the FAIB Training Providers network.

### Removal from the Trainers/Assessors Register

Information will also be held by FAIB on Trainers/Assessors who have been removed.

### The Appeal Process

2 Members of the FAIB Advisory Panel will form the Appeals committee.

## Code of Professionalism and Conduct

Within the FAIB Register of Trainers/Assessors will be a Professional Code of Conduct in order to establish an acceptable Standard of conduct by all FAIB Registered Trainers/Assessors.

This establishes a 'Set of Rules' by which all FAIB Registered Training Providers and consequently Trainers/Assessors would operate under and adopt as First Aid Industry Standards.

FAIB Training Providers & Trainers/Assessors adopt the following standards:

- Equality Standards regarding perceived discrimination on grounds of race, sexuality, religion, ethnicity and gender
- Professionalism in not undertaking any Training/Assessing position where none or limited expertise in the field of knowledge is known (unless supervised).
- Integrity (not using another Training Provider Intellectual Property Rights for their own gain)
- Data Protection awareness



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- Transparency and disclosure regarding existing infringements of conduct likely to cause concern
- Awareness of any other conduct likely to bring FAIB into disrepute. (Including unacceptable language, sexually inappropriate comment, attitude and preventable lateness)
- Demonstrate Continuing Professional Development

## **The First Aid Industry Body (FAIB)**