AoFA Qualifications

Level 2 Award in Basic Life Support and Safe use of an Automated External Defibrillator (RQF) Qualification Specification

Qualification Introduction
This qualification is recommended as training for first aiders in the workplace environment who have access to a defibrillator.

The topics covered are regarded by Skills for Health as being important to maintaining good practice in the safe, prompt and effective administration of cardiopulmonary resuscitation and automated external defibrillation.

Key facts:

<table>
<thead>
<tr>
<th>Level:</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact classroom hours:</td>
<td>5</td>
</tr>
<tr>
<td>Guided learning hours (GLH):</td>
<td>5</td>
</tr>
<tr>
<td>Number of units:</td>
<td>1</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Qualification number:</td>
<td>601/5576/0</td>
</tr>
<tr>
<td>Regulated Qualifications Framework (RQF) approved:</td>
<td>Yes</td>
</tr>
<tr>
<td>Resources available:</td>
<td>Scheme of work and supporting PowerPoint presentation.</td>
</tr>
<tr>
<td>Assessment methods:</td>
<td>Multiple choice questions and practical demonstration.</td>
</tr>
<tr>
<td>Certificate validity:</td>
<td>3 years</td>
</tr>
</tbody>
</table>

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Version 2.1 - 10/01/2018
Table of Contents

Section 1- Introduction to the Qualification: _________________________________ 4
  1.1 Aim of the qualification: ____________________________________________________ 4
  1.2 Qualification structure: _____________________________________________________ 4
  1.3 Entry requirements: _______________________________________________________ 4
  1.4 Target audience: __________________________________________________________ 4
  1.5 Requalification requirements: ________________________________________________ 5
  1.6 Learner progression: _______________________________________________________ 5

Section 2- Qualification delivery requirements: _______________________________ 5
  2.1 The role of the trainer: _____________________________________________________ 5
  2.2 The responsibilities of a trainer: ______________________________________________ 5
  2.3 Trainer requirements: ______________________________________________________ 6
  2.4 The role of the assessor: ____________________________________________________ 6
  2.5 The responsibilities of an assessor: ____________________________________________ 7
  2.6 Acceptable trainer/assessor qualifications: ______________________________________ 7
  2.7 Equipment and venue requirements: __________________________________________ 8
  2.8 Learning materials: ________________________________________________________ 8
  2.9 Tutor to learner ratio: ______________________________________________________ 8
  2.10 Learner ID, Physical and Dress code requirements: ______________________________ 9

Section 3- Assessment: ___________________________________________________ 9
  3.1 Learning outcomes and assessment criteria: _____________________________________ 9
  3.2 Assessment approach: ______________________________________________________ 9

Section 4-Quality Assurance: _____________________________________________ 10
  4.1 The role of the Internal Quality Assurer:______________________________________ 10
  4.2 The responsibilities of the Internal Quality Assurer:____________________________ 10
  4.3 Internal Quality Assurer (IQA) requirements: _________________________________ 11
  4.4 Acceptable qualifications for Internal Quality Assurers: _________________________ 11
Section 1- Introduction to the Qualification:

This section covers:
- 1.1 The aim of the qualification
- 1.2 The qualification structure
- 1.3 Entry requirements
- 1.4 Target audience
- 1.5 Requalification requirements
- 1.6 Learner progression

1.1 Aim of the qualification:

The aim of this qualification is to provide learners with the skills and knowledge to deal with a person having a heart attack or cardiac arrest. It meets the recommendations from the HSE covering the provision and use of an Automated External Defibrillator (AED) in the workplace.

It conforms to the recommendations from the UK Resuscitation Council and it is further approved by the Association of First Aiders for the use of an AED both within and outside of the workplace. It is suitable for all first aiders and people who come into contact with individuals in risk of suffering with a cardiac arrest.

1.2 Qualification structure:

This qualification consists of 1 unit:
- Basic Life Support and Using an Automated External Defibrillator

1.3 Entry requirements:

There are no specific requirements to undertake the qualification, however the learner must be aged 14 plus in order to commence the training.

1.4 Target audience:

This qualification is aimed at first aiders who need additional competency in using life-saving technology such as defibrillators, as well as learning the required skill set needed to perform CPR on an unresponsive casualty who is not breathing until the emergency services arrive at the scene.
1.5 Requalification requirements:
This qualification is valid for 1 year. There is no requalification course which reduces the course duration. Once the qualification has expired, or is due to expire, the learner is required to undertake the course again in order to maintain the qualification.

1.6 Learner progression:
The learner can progress to a range of qualifications including:
- Level 3 Award in First Aid at Work
- Level 2 Award in Emergency First Aid at Work
- Level 2 Award in Cardiopulmonary Resuscitation and Automated External Defibrillation

Section 2- Qualification delivery requirements:
This section covers:
- 2.1 The role of the trainer
- 2.2 The responsibilities of the trainer
- 2.3 Trainer requirements
- 2.4 The role of the assessor
- 2.5 The responsibilities of the assessor
- 2.6 Acceptable trainer/assessor qualifications
- 2.7 Equipment and venue requirements
- 2.8 Learning materials
- 2.9 Tutor to learner ratio
- 2.10 Learner ID, Physical and Dress code requirements

2.1 The role of the trainer:
The trainer is required to deliver engaging, informative and interesting lessons that allow a learner to learn and be able to demonstrate their underpinning knowledge and skills through an assessment against a national standard.

2.2 The responsibilities of a trainer:
Trainers must comply with the National Occupational Standard 7 for Learning and Development. Responsibilities include:
- Engaging with learners
- Plan, prepare and source learning materials
- Carry out an induction to the qualification

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2.3 Trainer requirements:

Those involved in the training of these qualifications must have knowledge and competency in first aid as well as knowledge and competency to train based on qualifications and experience.

An acceptable portfolio must show:
- Occupational knowledge and competence in first aid - evidenced by:
  - Holding a relevant qualification
- Knowledge and competency in teaching/training - evidenced by:
  - Holding an acceptable teaching/training qualification
- AND either:
  - Providing an acceptable log of teaching within the last 3 years or
  - Providing an acceptable record of competently teaching relevant theoretical sessions under the supervision of a suitably qualified Trainer/Assessor.

2.4 The role of the assessor:

The roles of trainer and assessor are intertwined. An assessor is a person who is occupationally competent and has the knowledge, experience and skills required to assess against a standard. The assessor’s role is to assess that a learner has the underpinning knowledge and/or competence to meet a set standard. Assessment is a critical part of any lesson.
2.5 The responsibilities of an assessor:
Assessors must comply with the National Occupational Standard 9 for Learning and Development.

- Understand and apply the standards set by the awarding organisation
- Plan assessments to meet the needs of the learner
- Communicate assessment requirements to learners
- Carry out assessments
- Make assessment decisions
- Compare evidence with set standards/criteria
- Document the assessment process and decisions
- Provide feedback to learners
- Take part in standardisation processes
- Take part in CPD
- Follow organisational policies and procedures.

2.6 Acceptable trainer/assessor qualifications:

**Subject knowledge or experience**

- Holding a current First Aid at Work Certificate (issued by an Ofqual/SQA/Welsh Government recognised Awarding Organisation/Body, an HSE approved training provider or recognised equivalent) or
- Current registration as a Doctor with the General Medical Council (GMC). Or
- Current registration as a Nurse with the Nursing and Midwifery Council (NMC). Or
- Current registration as a Paramedic with the Health and Care Professions Council (HCPC). Or
- Current First Person on Scene (Intermediate) qualification

**Teaching/Assessor qualifications**

- Post Graduate Certificate in Education (PGCE)
- Certificate in Education (CERT ED)
- Diploma in Education (DIP ED)
- Preparing to teach in the lifelong learning sector (PTLLS)
- Certificate in teaching in the lifelong learning sector (CTLLS)
- Diploma in teaching in the lifelong learning sector (DTLLS)
- Master of Arts in Education (MA ED)
- Master of Arts in Professional Development, Education and Training (MA PDET)
- Professional trainer certificate
- IHCD Instructional methods course
- Level 3 or 4 NVQ Learning and Development
- CIPD Certificate in Learning Practice
- Proof of 30 hours of training in any subject (must be verifiable)

If your teaching or training qualification is not listed, please contact us.

### 2.7 Equipment and venue requirements:

<table>
<thead>
<tr>
<th>Equipment and training aids</th>
<th>Sufficient Audio Visual equipment and training aids should be available to facilitate learning using varying teaching methods.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning materials</td>
<td>Learners should be provided with clear and accurate reference books/handouts covering the topics included in the qualification.</td>
</tr>
<tr>
<td>Training Venue</td>
<td>The training venue must meet acceptable health and safety standards and be conducive to learning, with sufficient: Size, floor surfaces, seating, writing surfaces, toilet facilities, ventilation, lighting, heating, access, exits, cleanliness, absence of distracting noise.</td>
</tr>
</tbody>
</table>

### 2.8 Learning materials:

We recommend using leaflets and support materials from the Food Standards Agency. Links provided in the website section at the end of this document.

### 2.9 Tutor to learner ratio:

It is important that every learner has the opportunity to learn. In order to do this effectively, the class size must be manageable and be conducive for learning. The tutor to learner ratio is 1:12. If the learner group goes above 12, another tutor is required.
2.10 Learner ID requirements:

Centres must instruct each Learner to bring identification and this must be validated by the trainer and recorded on the Learner Assessment Logbook. Also, centres must advise Learners to bring their Unique Learner Number to the course if they have one. Further guidance on this can be found in the Awarding Organisation’s Centre Compliance Manual. It is the responsibility of the Trainer to ensure a Learner undertaking the qualification is indeed the person they are claiming to be.

Section 3- Assessment:

This section covers:

- 3.1 Learning outcomes and assessment criteria
- 3.2 Assessment approach

3.1 Learning outcomes and assessment criteria:

The learning outcomes and assessment criteria for this qualification are listed in Appendix one. Trainers, assessors and internal quality assurers must ensure they are familiar with its contents and ensure that learners meet the assessment criteria for each learning outcome.

3.2 Assessment approach:

This qualification is assessed by the following means:

1. Multiple choice questions
2. Practical demonstration

Multiple choice questions are used to assess the learners’ underpinning knowledge. Question papers are available from the compliance department. Please read the instructions carefully. If a learner successfully completes all of the assessments listed above, the learner will be awarded a...
certificate. If the learner does not pass any stage listed above, the learner will be referred.

Assessment forms for the practical demonstration are also available from the compliance department.

Further guidance on assessment requirements can be found in the Awarding Organisation’s Centre Compliance Manual.

AoFAQ has a reasonable adjustment and special considerations policy for learners who require support with the assessment process due to a disability for example. Tutors, assessors and internal quality assurers must be familiar with this policy to ensure every learner receives the support they require with the assessment.

Section 4-Quality Assurance:

This section covers:
- 4.1 The role of the Internal Quality Assurer
- 4.2 The responsibilities of the Internal Quality Assurer
- 4.3 Internal Quality Assurance requirements
- 4.4 Acceptable qualifications for Internal Quality Assurers

4.1 The role of the Internal Quality Assurer:

The IQA is a critical role for regulated qualifications. The IQA role is to monitor the standards and quality of courses and take steps to ensure the organisation complies with AoFAQ's requirements. An IQA is mandatory.

4.2 The responsibilities of the Internal Quality Assurer:

- Maintain the integrity of the course
- Lead improvements
- Ensure assessors apply the qualification standards
- Plan and carry out sampling of assessed work
- Monitor subject delivery
4.3 Internal Quality Assurer (IQA) requirements:

Those involved in the internal quality assurance of these qualifications (IQA’s) must have knowledge and competency in the subject field as well as knowledge and competency in internal quality assurance.

An acceptable portfolio must show:

- Occupational knowledge and competence in the subject - evidenced by:
  - Holding a relevant subject qualification or suitable experience
- Knowledge and competency in internal quality assurance - evidenced by:
  - Holding a qualification/completing CPD training or working towards a suitable qualification.
- Internal Quality Assurers must:
  - Have knowledge of the requirements of the qualification they are quality assuring at the time any assessment is taking place.
  - Have knowledge and understanding of the role of assessors.
  - Visit and observe assessments.
  - Carry out other related internal quality assurance.

4.4 Acceptable qualifications for Internal Quality Assurers:

- SQA Accredited Learning and Development Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment
- RQF Qualifications based on the Learning and Development NOS 11 Internally Monitor and Maintain the Quality of Assessment
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (RQF)
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes

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and Practice (RQF)
- V1 or D34

Note: This list is not exhaustive.

Note: It is understood that not all IQA’s will be qualified initially, and that sufficient time should be considered to achieve these qualifications. During this time centres should ensure that IQA’s are following the principles set out in the current Learning and Development NOS 11 Internally monitor and maintain the quality of assessment.
## Appendix 1 Learning outcomes and assessment criteria (unit 1)

<table>
<thead>
<tr>
<th>Unit reference number:</th>
<th>L506/8532</th>
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</thead>
<tbody>
<tr>
<td>Qualification framework:</td>
<td>RQF</td>
</tr>
<tr>
<td>Title:</td>
<td>Basic Life Support and Using an Automated External Defibrillator</td>
</tr>
<tr>
<td>Guided learning hours:</td>
<td>5</td>
</tr>
<tr>
<td>Credit value:</td>
<td>1</td>
</tr>
</tbody>
</table>

### Learning outcome

<table>
<thead>
<tr>
<th>The learner will:</th>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Be able to manage an unresponsive casualty who is breathing normally</strong></td>
<td>1.1 Assess the scene for danger 1.2 Assess a casualty’s level of consciousness 1.3 Demonstrate how to open a casualty’s airway and check for breathing 1.4 Demonstrate how to place an unresponsive casualty in the recovery position</td>
</tr>
<tr>
<td><strong>2. Be able to manage an unresponsive casualty who is not breathing normally</strong></td>
<td>2.1 Recognise the need to commence Cardiopulmonary Resuscitation 2.2 Perform Cardiopulmonary Resuscitation on a manikin</td>
</tr>
<tr>
<td><strong>3. Know how to safely use an automated external defibrillator</strong></td>
<td>3.1 Identify safety considerations when using an automated external defibrillator 3.2 List difference in the procedure when using an automated external defibrillator on a child</td>
</tr>
<tr>
<td><strong>4. Be able to safely use an automated external defibrillator</strong></td>
<td>4.1 Demonstrate the correct placement of AED electrode pads on a manikin 4.2 Follow AED voice prompts accurately 4.3 Demonstrate how to combine the use of an automated external defibrillator with minimal interruptions in Cardiopulmonary Resuscitation using a manikin 4.4 Demonstrate the safe delivery of AED shock 4.5 State the procedures if the casualty shows signs of life and starts to breathe normally 4.6 Identify the information required when handing the casualty over to emergency services</td>
</tr>
</tbody>
</table>

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