

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

- Emergency First Aid at Work (EFAW) (6 hours)**
- Emergency Paediatric First Aid (EPFA) (6 hours)**
- First Aid Annual Refresher (3 hours)**
- First Aid at Work (FAW) (18 hours)**
- First Aid at Work Requalification (FAWR) (12 hours)**
- Paediatric First Aid (PFA) (12 hours)**
- Basic First Aid for Sport (Wales) (3 hours)**
- Basic Life Support + AED (3 hours)**
- EFAW +EPFA (6 hours)**
- EFAW + Forestry (8 hours)**
- FAW + PFA (22 hours)**
- FAWR + PFA (16 hours)**
- FAW +EPFA (18 hours)**
- FAW + Forestry (20 hours)**
- Forest School First Aid (16 hours)**
- Outdoor First Aid (16 hours)**
- Parents and Child Carers First Aid (2 hours)**
- PFA + EFAW (12 hours)**

## **Trainer/Assessor**

### **Qualifications and experience of Trainers/Assessors**

A FAIB Trainer/Assessor will 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).
- 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 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 Trainer/Assessor Qualifications in Tables 1 and 2**)
- A detailed chronological list of evidence to show that the Trainer/Assessor has regularly conducted First Aid Training/Assessing during the previous year (the Trainer/Assessor has to keep records over the last 3 years).
- New Trainers with evidence to show you have conducted two practical and two theoretical First Aid training/assessing sessions under the supervision of a qualified assessor (**see Table 2 for Assessor qualifications**).
- A Monitoring Report (**using the FAIB Trainer/Assessor (Internal) Monitoring Form or similar**) showing Internal Monitoring (whilst teaching a First Aid course) by a Qualified Assessor (**see Table 3**) within the previous year (the Trainer/Assessor has to keep records 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 work**).

**Please Note:** A Trainer/Assessor whose qualification does not cover assessing (as in Table 2) can achieve the assessing requirement by attending a formal assessment course or a CPD event.

**Please Note:** For the FAW exemption to apply, the Trainer/Assessor should demonstrate current experience (within the previous 3 years) of first aid skills by producing sufficient evidence in their portfolio.

**Please Note:** For Paediatric First Aid and Emergency Paediatric First Aid the Trainer/Assessor should also hold a current Paediatric First Aid certificate.

## Formal Teaching /Assessing Qualification

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)

<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>CTLTS</b> (Certificate in Teaching in Lifelong Learning Sector)	<b>CTLTS</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 3 in Training and Development</b> (Scottish Vocational Qualification)	<b>SVQ Level 3 in Training and Development</b> (Scottish 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>Trainer</b>	<b>Assessor</b>
<b>TQFE</b> (Teaching Qualification for Further Education)	<b>TQFE</b> (Teaching Qualification for Further Education)
<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)**

<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)

### **Monitoring the Skills of Trainers/Assessors**

A Trainer/Assessor must be monitored/assessed face to face at least once every year. The assessment must be conducted by a competent Assessor who holds:

A personal portfolio that contains:

- a current and valid FAW certificate or if exempted , a current Nursing and Midwifery Council (NMC) registration certificate or proof of membership of the General Medical Council (GMC) and evidence of current First Aid skills.
- a formal assessing qualification; and either
- a detailed, chronological list of evidence to show the assessor has regularly provided FAW assessments during the previous 3 years. If this is limited, evidence of other first aid assessments that demonstrates competence; or
- evidence to show the assessor has conducted at least 2 practical and 2 theoretical first aid assessments under the supervision of a qualified assessor, in the last 3 years
- evidence to show that the assessor has been monitored by a qualified assessor every 12 months

Please Note: For the FAW exemption to apply, the Trainer/Assessor should demonstrate current experience (within the previous 3 years) of first aid skills by producing sufficient evidence in their portfolio.

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

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

<b>Assessor</b>
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)

## **Teaching Standards**

### **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.

#### **Are lesson plans of sufficient quality and detail?**

If a lesson plan has no strict format, FAIB recommends it includes:

- time allocated for each session;
- learning objectives (a statement to show what the student is expected to achieve by the end of the session);
- trainer and student activities during the session;
- teaching methods and equipment to be used;
- a method of assessing the student's understanding.

#### **Are the Aims, Objectives and Outcomes of the Lesson Plans clearly stated?**

Lesson Plans should provide all the necessary stages that the student needs to go through in order to achieve the objectives of the lesson.

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## **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.

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### **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.

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## **The Trainer/Assessor Register**

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 National Monitoring Report Form (see **FAIB Trainer/Assessor (Internal) Monitoring Form**) the generic content of the Monitoring Form can be used by and is transferable within the FAIB Training Providers network.

It is also a requirement that every FAIB Trainer/Assessor must conduct a minimum of 6 First Aid courses every year in order to remain competent.

## **FAIB Register of Trainers/Assessors (Renewed Annually)**

FAIB will hold a Central Register of **ALL** Trainers/Assessors offering FAIB First Aid courses across the United Kingdom.

Our Quality Management system at FAIB achieved **3<sup>rd</sup> Party Certification via a United Kingdom Accreditation Service (UKAS) Accredited Certification Body** in November 2015 which covered Training Providers and Trainers/Assessors.

**The Register will have 2 parts however the standards required will be exactly the same.**

**Please Note: The name of the Trainer/Assessor will ONLY be shown on the FAIB database within the geographical area they reside (OPEN REGISTER) or where the Training Provider is located (CLOSED REGISTER).**

## **The Open Register**

The **OPEN** part of the register indicates that the Trainer/Assessor is available for additional work as a First Aid Trainer/Assessor. Their qualification and competency details and contact information (an e mail address) **ARE** accessible by any Training Provider in the United Kingdom that wishes to access them.

## **The Closed Register**

The **CLOSED** part of the register indicates the Trainer/Assessor is NOT available for additional work as a Trainer/Assessor consequently their contact details **ARE NOT** accessible.

## **Trainers/Assessors Removed from FAIB 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 and one of the Medical Advisers (if required) will form the Appeals committee.

## **The Information of Trainer/Assessor Held on Register**

A FAIB Trainer/Assessor will 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).



- 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 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 Trainer/Assessor Qualifications in Tables 1, 2 and 3**)
- A detailed chronological list of evidence to show that the Trainer/Assessor has regularly conducted First Aid Training/Assessing during the previous year (the Trainer/Assessor has to keep records over the last 3 years).
- New Trainers with evidence to show you have conducted two practical and two theoretical First Aid training/assessing sessions under the supervision of a qualified assessor (**see Qualified Assessor Requirements**).
- A Monitoring Report (**using the FAIB Trainer/Assessor (Internal) Monitoring Form or similar**) showing Internal Monitoring (whilst teaching a First Aid course) by a Qualified Assessor (**see Qualified Assessor Requirements**) within the previous year (the Trainer/Assessor has to keep records 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 work**).

Please note that **ALL** this information **MUST** be sent to FAIB for the initial registration.

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