

Emergency First-Aid at Work

Training standard for delivery of Emergency First-Aid at Work courses for the purposes of the Health and Safety (First-Aid) Regulations (Northern Ireland) 1982



1. This document has been produced by the Health and Safety Executive for Northern Ireland (HSENI). It sets out the training standard that must be applied by Awarding Bodies in offering an accredited Emergency First-aid at Work (EFAW) qualification for the purposes of the Health and Safety (First-Aid) Regulations (Northern Ireland) 1982. The standard is based on HSENI guidance for first-aid training organisations and that document should be consulted for additional information.¹ It is also advisable to read the Approved Code of Practice (ACoP) and guidance which accompany the Regulations.² Further information on first-aid at work is available on HSENI's website at: www.hseni.gov.uk

Approving and monitoring training organisations/centres for EFAW

2. Awarding Bodies must assess/monitor training organisations/centres to ensure the training standard detailed in this document is being met. In approving a training centre to deliver EFAW courses, the Awarding Body must ensure it will meet all the requirements of the standard. In addition, the Awarding Body must conduct visits to training centres during the following key stages in order to observe training and confirm compliance with the standard:

- Immediate post-approval stage (where practicable within the first three months after gaining approval)
- Ongoing monitoring (two and a half years after gaining approval and subsequently at least once every five years)

3. Visits during the immediate and ongoing monitoring must be conducted by individuals with:

- a current and valid first-aid at work (FAW) certificate;
- a formal assessing/verifying qualification;
- previous experience of first-aid training/assessing.

4. Only EFAW certificates awarded for training delivered by approved training centres will be recognised for the purposes of the Health and Safety (First-Aid) Regulations (NI) 1982.

If Awarding Bodies have training centres outside the United Kingdom, they must make a clear reference to this on EFAW certificates they issue with respect to that training.



Administrative systems

5. There should be an efficient administrative system for recording, storing and retrieving training information. This information should be retained for a minimum of five years. Records should include the following:

- course dates including the names of trainers used;
- names and details of students;
- requalification dates of students.

EFAW Certificates

6. The certificates issued to successful students on satisfactory completion of EFAW training should contain the following:

- full name of the Awarding Body;
- full name of the approved training centre;
- the title 'Emergency First-aid at Work';
- reference to the Health and Safety (First-Aid) Regulations (Northern Ireland) 1982;
- confirmation that the certificate is valid for three years from the date of issue;
- a signature of an appropriately authorised person.

Trainers

Number of trainers

7. Training centres should have at least two trainers. All portfolios (see paragraph 8) should be current, regularly reviewed and contain up to date, chronological evidence to confirm competence.

Qualifications and experience of trainers

8. Each trainer should have a personal portfolio that contains:

- a current and valid FAW certificate (unless exempt – see paragraph 11);
- a formal training/teaching qualification (see Table 1); and either



- a detailed, chronological list of evidence to show the trainer has regularly provided FAW/EFAW training during the previous three years. If this is limited, evidence of other first-aid training that demonstrates all the elements of the EFAW syllabus are covered by the trainer's experience; or
- evidence to show the trainer has conducted at least two practical and two theoretical first-aid training sessions under the supervision of a qualified assessor, in the last three years.

Formal training/ teaching qualifications

9. The qualifications shown in Table 1 are acceptable. However, the list is not definitive and is only a guide.

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Table 1: Examples of training/teaching qualifications

• Further and Adult Education Teachers
• Certificate Cert Ed/PGCE/B Ed/M Ed
• PTLLS/CTLLS/DTLLS
• NVQ level 3 in Training & Development
• NVQ level 4 in Training & Development
• IHCD Instructional Methods
• IHCD Instructor Certificate
• First-aid at Work Trainer/Assessor Qualification
• English National Board 998
• Training Group A22, B22, C21, C23, C24

No formal qualification

10. If the trainer has no formal qualification, then significant experience in undertaking this role may be considered. The portfolio should include details of knowledge and experience gained and the time period over which they were applied, and any contributing training undertaken and the learning outcomes achieved. There should be evidence that the individual has conducted at least two practical and two theoretical first-aid training sessions under the supervision of a qualified assessor.

Exemptions from the requirement to hold an FAW certificate

11. All trainers should have a valid FAW certificate. The following are exempt from this requirement:

- registered doctors holding a licence to practise from the General Medical Council (GMC);



- nurses registered with the Nursing and Midwifery Council (NMC);
- paramedics registered with the Health Professions Council (HPC).

For these exemptions to apply, the trainer should demonstrate current experience (within the previous three years) of first-aid skills by producing sufficient evidence in their portfolio.

Quality assurance

Monitoring the skills of trainers

12. There should be a quality assurance plan, which includes provision for monitoring the skills of trainers at least once a year. A copy of the monitoring assessment should be put in the relevant trainer's portfolio.

13. There should be a course evaluation procedure, based on student feedback, covering at least:

- the ability of trainers;
- structure and content of the course;
- the equipment used;
- the training premises used.

Complaints procedure

14. Training centres should have a complaints procedure which is given to each student before training begins.

Standards of first-aid practice

15. EFAW (and FAW) skills and knowledge should be taught and assessed in accordance with currently accepted first-aid practice in the United Kingdom. At present, HSENI accepts the first-aid management of injuries and illness, in as far as they relate to the topics covered in an EFAW (and FAW) training course, as laid down:

- by the Resuscitation Council (UK); and
- in the current edition of the first-aid manual of the Voluntary Aid Societies (St John Ambulance, British Red Cross, St Andrew's Ambulance Association); or
- in other publications provided they are in line with those above or supported by a responsible body of medical opinion.



EFAW courses

Syllabus

16. The course content is shown in Appendix 1. The training should include all these elements. If practicable it can be tailored to meet the individual employer requirements.

Lesson plans

17. There needs to be a lesson plan for each syllabus topic, containing aims, objectives and outcomes. A combination of theory and practical tests will help the trainer assess each student's understanding of a given topic.

Duration

18. EFAW courses should contain at least six contact hours. 'Contact hours' refer to teaching and practical time and do not include lunch and breaks etc. The course is run over a minimum of one day. However, it can be run over a longer period, not exceeding four weeks, where each session lasts at least two hours.

EFAW certificates

19. EFAW certificates are valid for three years. Up to three months before the expiry date, the first-aider can undertake another EFAW course. The new certificate will then be dated from that expiry date. If retraining has not been undertaken during this time, it should be completed within 28 days beyond the expiry date. A new certificate issued during this extension period should be dated from the expiry date of the previous one.

Training equipment

20. It is important there is a sufficient range of equipment to support all elements of the training. Where appropriate, there should be procedures in place for maintaining hygiene when using equipment. There should be one manikin to every four students for the purpose of training cardio pulmonary resuscitation (CPR) and a sufficient quantity of dressings/bandages for the number of students being trained.

Training venue

21. The premises should be conducive to learning. Training centres do not need to use their own training premises. Using hired premises or client facilities is acceptable. Training centres should ensure that all premises used are fit for purpose.



Teaching standards

Preparation and planning

Are there adequate and sufficient training aids for the course?

22. 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 classroom conducive to effective teaching and learning?

23. 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?

24. If a lesson plan has no strict format, it is recommended that 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.

Effective delivery

Is there an effective introduction to each topic?

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

Is the lesson plan followed?

26. 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.

Is the overall timetable followed?

27. 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.

Trainer and student interaction

Is training producing a good level of interaction?

28. The trainer should encourage and ensure full participation and involvement of all students in all aspects of the training. It is recommended that a single trainer teaches no more than 12 students so each individual receives an appropriate level of support.

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

29. 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.



Appendix 1

Content of an emergency first-aid at work course

On completion of training, successful candidates should be able to:

- understand the role of the first-aider including reference to:
 - the importance of preventing cross infection;
 - the need for recording incidents and actions;
 - use of available equipment;
- assess the situation and circumstances in order to act safely, promptly and effectively in an emergency;
- administer first-aid to a casualty who is unconscious (including seizure);
- administer cardiopulmonary resuscitation;
- administer first-aid to a casualty who is choking;
- administer first-aid to a casualty who is wounded and bleeding;
- administer first-aid to a casualty who is suffering from shock;
- provide appropriate first-aid for minor injuries (including small cuts, grazes and bruises, minor burns and scalds, small splinters).



References

1. The Training of First-Aid at Work. A guide to gaining and maintaining HSENI approval. www.hseni.gov.uk
2. First-Aid at Work. The Health and Safety (First-Aid) Regulations (NI) 1982. Approved Code of Practice and Guidance. www.hseni.gov.uk

Further reading

Basic advice on first-aid at work Leaflet INDG347 (rev1) HSE Books 2011 (single copy free or priced packs of 20 - ISBN 978 0 7176 6435 1)
www.hse.gov.uk/pubns/indg347.pdf

First-aid at work: Your questions answered Leaflet. www.hseni.gov.uk

Further information

Information on first-aid at work is available on the first-aid web pages of HSENI's website at: www.hseni.gov.uk

For information about health and safety ring HSENI helpline (0800 0320 121) or write to HSENI at Services Division; 83 Ladas Drive; Belfast; BT6 9FR

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The Health and Safety (First-Aid) Regulations (Northern Ireland) 1982

