Award in First Aid at Work

Assessment Strategy and Guidance

Group Award Code: GT7X 46

Scottish Credit Qualification Framework (SCQF level 6)

Date of original publication: August 2022

Version: 02 (January 2026)

This content is valid.

Important: From 1 February 2026, Qualifications Scotland becomes fully operational, replacing SQA and becoming the new national awarding body. This document will remain current and you can continue to use it. It will be updated in the style of Qualifications Scotland when it's next due for review.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check the Scottish Qualification Authority (SQA) APS Navigator to confirm they are using the up-to-date qualification structure.

Note: Where a unit has been revised and is replaced by an updated version of the original unit:

- No new centres may be approved to offer the old version of unit.
- Centres should only enter learners for the old version of the unit where learners are expected to complete it before its finish date.

Version number	Description	Date
02	Links updated throughout. Update to requirements for first aid trainers and assessors. Training Equipment — section updated. Removal of COVID-19 references. Requirements for Assessment — addition of information relating to minimum age. Addition of section on Assessment Delivery, including information on eligibility checks. Removal of information relating to centre-devised instruments of assessment. Additional clarification on sampling added to Internal Verification section. Update to FAW equivalents list — Appendix 1. Addition of statement on Level 4 and 5 first aid equivalent qualifications — Appendix 1. Formatting of document updated to be in line with current house-style and accessibility requirements. Appendices 5 and 6 updated in-line with RCUK Guidelines 2025 and FAAOF syllabus review.	January 2026

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Award structure

Unit title	Unit code	SCQF level	SCQF credit points	SQA credit value
Emergency First Aid in the Workplace	J6N0 46	6	1	0.25
Recognition and Management of Illness and Injury in the Workplace	J6N1 46	6	2	0.5

General information

This guidance will help first aid training providers to gain and maintain Scottish Qualifications Authority (SQA) approval to deliver, assess and internally verify the Award in First Aid at Work (FAW) at Scottish Credit and Qualification Framework (SCQF) level 6.

The content and standards of regulated First Aid training will be conversant with the following:

- Resuscitation Council (UK) latest guidance.
- *The European Resuscitation Guidelines 2025.*
- *First Aid at Work: The Health and Safety (First Aid) Regulations 1981 — Guidance on Regulations.*
- Current edition of the ‘First Aid Made Easy’ manual by Nigel Barraclough.
- Current edition of the authorised ‘First Aid Manual’ of the Voluntary Aid Societies (St John Ambulance, St Andrew’s First Aid and British Red Cross).
- The Assessment Principles and Delivery Standards of the First Aid Awarding Organisation Forum.
- Other published guidelines, provided they are in line with or are supported by a responsible body of medical opinion.

Definition of First Aid

First aid is the initial help given to a sick or injured person prior to the arrival of qualified medical assistance.

The Health and Safety (First Aid) Regulations 1981 require all employers to provide adequate first aid cover in the workplace in order that employees receive immediate attention if they are taken ill or become injured at work.

Quality Assurance of Regulated First Aid qualifications

In order to ensure the integrity and currency of regulated First Aid qualifications, the First Aid Awarding Organisation Forum (FAAOF) has produced Assessment Principles, Delivery Standards, and Assessment Standardisation for Regulated First Aid Training. These shared minimum standards have been agreed by members of the FAAOF in cooperation with the Resuscitation Council (UK), Health and Safety Executive (HSE) and qualification regulators. They must be applied in addition to the generic criteria and regulations that Ofqual / SQA Accreditation / Qualification Wales / Council for the Curriculum, Examinations and Assessment (CCEA) require Awarding Organisations to meet for the delivery of regulated / accredited qualifications.

The use of units J6N0 46 Emergency First Aid at Work and J6N1 46 Recognition and Management if Illness and Injury in the Workplace is restricted to Awarding Organisations who meet the Terms of Reference of the FAAOF.

The Scottish Qualifications Authority (SQA) and other Awarding Organisations constitute the membership of the FAAOF. Forum members, such as SQA Awarding Body and its approved centres, must comply with the most current Assessment Principles and Delivery Standards for regulated first aid. Competence of trainers, assessors and internal verifiers will be managed through robust internal and external quality assurance systems.

The First Aid Assessment Principles, produced and managed by the FAAOF relate to the following awards:

- Emergency First Aid at Work (EFAW GT7W 46).
- First Aid at Work (FAW GT7X 46).
- Emergency Paediatric First Aid (EPFA GT7V 46).
- Paediatric First Aid (PFA GT7Y 46).

The SQA has developed this Assessment Strategy and Guidance document in accordance with these standardised documents. All SQA centres must comply with this Assessment Strategy and Guidance.

Roles and responsibilities for this award

It is the responsibility of centres delivering this award to ensure all staff meet the occupational knowledge and competence requirements prior to fulfilling their role.

The effective delivery of the *Award in First Aid at Work* requires **at least** one trainer and assessor plus one internal verifier. This may be impacted by the number of courses delivered.

Those undertaking the role of trainer, assessor, internal verifier (IV) or external verifier (EV), must have occupational knowledge and competency in first aid and appropriate experience conversant with their role.

The occupational and knowledge requirements for the trainer and assessor are specified separately however, it is accepted that the same person may perform both roles, providing the qualification and experience requirements for both roles are met.

The trainer / assessor must maintain a portfolio of first aid evidence containing appropriate qualifications to their role:

- A current and valid First Aid at Work certificate (or acceptable equivalent).
- Evidence of recent first aid training and assessment delivery.
- Annual observation of first aid training delivery.

- Evidence of continuous professional development (CPD).

Occupational knowledge and competence in first aid can be evidenced by a current and valid First Aid at Work certificate issued by a recognised Awarding Organisation **or** equivalent, as accepted by the FAAOF and listed in Appendix 1.

The FAAOF FAQ page lists all currently accepted FAW equivalents for assessors and verifiers. Other certificates will not be accepted.

If a qualified, and suitably experienced trainer / assessor has taught at least a full regulated First Aid at Work course within the last 3 months (covering the entire syllabus delivered face to face), and has been with SQA for at least one year, they may go straight to assessment. As a minimum requirement they must also provide evidence of:

- a satisfactory first aid internal quality assurance observation within the last 12 months of sitting the assessment.
- a portfolio of evidence as stated in the Assessment Principles and outlined further in this section.

Assessment must be carried out by another suitably qualified assessor and internally verified.

Knowledge and competence in first aid training, assessing, internal and external verification can be evidenced by:

- A suitable Training / Assessing qualification as listed in Appendix 2**.**
- A suitable Internal Verification qualification as listed in Appendix 3**.**
- A suitable External Verification qualification as listed in Appendix 4**.**

Trainers

Those involved in the delivery of the Award in First Aid at Work must have subject knowledge and competency in first aid as well as suitable training qualifications and experience. An acceptable portfolio must show:

1. **Occupational knowledge and competence in first aid evidenced by:**

- holding a First Aid at Work qualification or current medical registration as detailed in Appendix 1**.**

2. **Knowledge and competency in teaching or training evidenced by:**

- holding an acceptable teaching or training qualification as detailed in Appendix 2**.**

and either:

- providing an acceptable training log which demonstrates teaching a minimum of 36 hours first aid training within the last three years. **At least one regulated first aid course must have been taught within the last 6 months. This can be Emergency First Aid at Work (EFAW), First Aid at Work (FAW), Emergency Paediatric First Aid (EPFA) or Paediatric First Aid (PFA).**

or

- providing an acceptable record of **competently** teaching a minimum of 36 hours theoretical and practical first aid qualifications under the supervision of a suitably qualified first aid trainer / assessor.

and:

Hold a minimum of one annual observation, conducted under the supervision of a qualified first aid internal verifier within the previous 12 months. This record should provide evidence that practical and theoretical topics were delivered and assessed competently for the following minimum duration:

- new trainers / assessors — 6 hours.
- experienced trainers / assessors — 4 hours.

A template observation form can be requested from the SQA first aid team via sqacare@sqa.org.uk.

Assessors

Those involved in the assessment of the Award in First Aid at Work must have knowledge and competency in first aid as well as knowledge and competency to assess based on qualifications and experience. An acceptable portfolio must show:

1. **Occupational knowledge and competence in first aid evidenced by:**

- holding a First Aid at Work qualification or current medical registration as detailed in Appendix 1**.**

2. **Knowledge and competency in assessing first aid evidenced by:**

- holding an acceptable assessing qualification or CPD accreditation as detailed in Appendix 2**.**

and either:

- providing an acceptable log of first aid assessments conducted within the last three years (minimum 36 hours). **At least one regulated EFAW, FAW, EPFA or PFA course must have been assessed within the last 6 months.**

or

- providing an acceptable record of **competently** assessing 6 theoretical and practical first aid qualifications under the supervision of a suitably qualified first aid assessor.

and:

Hold a minimum of one annual observation, conducted by a qualified first aid internal verifier within the previous 12 months. This record should provide evidence that practical and theoretical topics were assessed competently for the following minimum duration:

- new trainers / assessors — 6 hours.
- experienced trainers / assessors — 4 hours.

A template observation form can be requested from the SQA first aid team via sqacare@sqa.org.uk.

Assessors may be working towards an assessor qualification as detailed in Appendix 2. If this is the case, the qualification needs to be achieved within 18 months of starting. They should have the necessary occupational competence and experience and be supervised by an appropriately qualified first aid assessor. Any such arrangements should be agreed with SQA and will be monitored through the external quality assurance process.

Where trainers or assessors undertake first aid qualifications within their own centre, this should be recorded as a potential conflict of interest and marked by another assessor. Assessment evidence for the assessor in question should be sampled by the internal verifier in addition to the usual sampling strategy. This evidence may be requested during external verification.

Internal verifiers

Those involved in the internal quality assurance of the Award in First Aid at Work must have knowledge and competency in first aid as well as knowledge and competency in internal quality assurance. An acceptable portfolio must show:

1. **Occupational knowledge and competence in first aid evidenced by:**
    - holding a First Aid at Work qualification **or** current medical registration as detailed in Appendix 1**.**
2. **Knowledge and competency in internal quality assurance evidenced by:**
    - holding an acceptable internal quality assurance qualification or Awarding Body Continuing Professional Development (CPD) certification as detailed in Appendix 3**.**

Internal verifiers 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 first aid assessors.
- visit and observe assessments.
- carry out other related internal quality assurance.

Internal verifiers may be working towards an internal verifier qualification as detailed in Appendix 3**.** If this is the case, the qualification needs to be achieved within 18 months of starting. They should have the necessary occupational competence and experience and be supervised by an appropriately qualified first aid internal verifier, who can countersign any documentation. Any such arrangements should be agreed with SQA and will be monitored through the external quality assurance process.

The internal verifier must carry out pre-delivery checks on the instruments of assessment and marking instructions to be used. The internal verifier must ensure these adhere to the FAAOF Assessment Principles, the SQA Assessment Strategy and the unit specification requirements. Learner evidence must be monitored to ensure assessment judgements are accurate and appropriate. All internal verification outcomes should be set out in an internal verification strategy and discussed regularly at standardisation meetings. The internal verifier should also monitor and verify the trainer / assessor's ability in teaching and assessing first aid.

Internal verifiers cannot verify their own work. This includes assessments they have delivered, if in a dual role.

Where internal verifiers undertake first aid revalidation within their own centre, these assessments should be verified by another internal verifier in addition to the usual sampling strategy. Evidence of how any conflicts of interest are managed may be requested during external verification.

It is the responsibility of the centre to maintain up-to-date information about trainers, assessors and internal verifiers, and to ensure the currency of all those involved in regulated first aid training delivery.

Where older assessing or verification qualifications (such as C23, C24, D32, D33, D34, V1) are held, it is the trainer's responsibility to ensure that they continue to meet the current national standards. This can be evidenced through their CPD record. The SQA CPD Toolkit can help to identify gaps in current practice.

A template CPD log can be requested from the SQA first aid team via sqacare@sqa.org.uk.

External verifiers

Those involved in the external quality assurance of the *Award in First Aid at Work* must have knowledge and competency in first aid as well as knowledge and competency in external quality assurance. An acceptable portfolio must show:

1. Occupational knowledge and competence in first aid evidenced by:

- holding a first aid at work qualification **or** current medical registration as detailed in Appendix 1**.**

2. **Knowledge and competency in external quality assurance evidenced by:**

    - holding an acceptable external quality assurance qualification as detailed in Appendix 4**.**

External verifiers 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 trainers, assessors and internal verifiers.

External verifiers may be working towards an external verification qualification as detailed in Appendix 4**.** If this is the case, the qualification needs to be achieved within 18 months of starting. SQA will organise, provide and manage this training.

The external verifier will carry out approval and verification visits to observe the quality standards of training delivery and assessment of learners. These planned quality assurance activities are intended to support centres and ensure consistency of delivery, assessment and internal verification of the Award in Emergency First Aid at Work across all centres. The external verifier will provide a report for each centre and forward this to SQA.

Delivery, Assessment and Quality Assurance

Governance

Centres must have a copy of the most up-to-date Assessment Strategy and Guidance document for the Award in First Aid at Work and be working to the required standards.

Regulated first aid awards are now also subject to Enhanced Quality Assurance procedures. This includes unannounced visits and indirect claim status for newly approved centres. Further information can be found under the Enhanced Quality Assurance tab at the bottom of the First Aid at Work subject page.

Centres must ensure that everyone involved with this award has current first aid knowledge which meets the current UK and European Resuscitation Council guidance and adheres to the current unit syllabus (see Appendix 5**).**

It is the responsibility of the centre to ensure trainers, assessors and internal verifiers keep up to date with the standards required of their role. Trainers, assessors and internal verifiers should evidence this through the recording of appropriate CPD activities, identifying which role it relates to (for example assessor or internal verifier), and explaining in sufficient detail the impact of their learning on that specific role. Attendance at standardisation meetings and professional reading are good examples of appropriate CPD activity. **There is a minimum requirement for at least one activity relating to role and one relating to occupational competency.**

CPD logs will be monitored during external verification activity. A template CPD log can be requested from the SQA first aid team via sqacare@sqa.org.uk.

To uphold competent standards of first aid practice, SQA strongly recommends that all centres register for email updates from the Resuscitation Council (UK) and make use of other publications which are supported by a responsible body of medical opinion. The European Resuscitation Council (ERC) Guidelines 2025 contain specific updates on first aid practice and can be found via this link:

(https://www.erc.edu/science-research/guidelines/guidelines-2025/guidelines-2025-english)

Centres should refer to this document to take account of any key changes.

Training venues

The training venue must meet acceptable health and safety standards and be conducive to learning, with sufficient room for practical and theoretical learning. Factors for consideration include: room size, floor surfaces, seating, writing surfaces, toilet facilities, ventilation, lighting, heating, access, exits, cleanliness, absence of distracting noise.

Training equipment

Centres should ensure they have appropriate equipment to effectively deliver the Award in First Aid at Work. There should be enough equipment to comply with the FAAOF Delivery Standards for Regulated First Aid Qualifications and to cover all learning outcomes and assessment criteria identified in the unit specifications (see Appendix 5 and Appendix 6**)**. The training equipment should be sufficient to support the maximum ratio of 12 learners to one trainer.

Training equipment and resources should include the following:

Equipment	Ratios
Resuscitation Manikins	Resuscitation manikins should be provided at a minimum ratio of one adult manikin per four learners. Additional requirements for best hygiene practice should also be followed.
AED Trainers	Automated External Defibrillator (AED) training devices should be provided at a minimum ratio of one AED trainer per four learners.
Choking Rescue Vests	Choking trainer rescue vests should be provided at a minimum ratio of one vest per four learners. These can be used on a manikin or a person (with appropriate caution). A choking manikin can also be used to teach and assess this topic. Care should be taken if using CPR manikins due to risk of injury from the moving head.
Visual Aids	Sufficient audio visual (AV) equipment should be available to facilitate learning using technology. This may include use of slides, videos and Quality Cardiopulmonary Resuscitation (QCPR) Skill Guides. Flipcharts are another useful aid to promote group discussion and reinforce learning.
Other Training Aids	Sufficient clean bandages, dressings and other appropriate first aid items must be available to facilitate training delivery and assessment. Other resources for trainer and / or learner demonstration could include trainer auto-injectors, trainer-halers and spacer devices. Quizzes, scenario cards and other practical activities can aid revision of learning.
Learning Materials	Learners should be provided with clear and accurate reference materials which cover the entire unit syllabus. This should be a published course manual in either printed or digital format which is available to them for the duration of their qualification in case of emergency. All reference materials must be endorsed by a reputable body of medical opinion, be clinically correct and support the outcomes of the qualification.
Severe and Life-threatening Bleeding Training	This training requires sufficient manufactured tourniquets, artificial limbs (or drainpipes), materials for improvising a tourniquet (such as scissors and triangular bandage) per group as well as wound blocks and appropriate dressings for wound packing. Emergency (pressure) bandages are also useful.

Hygiene

Adequate procedures must be in place to ensure good standards of hygiene are maintained when using CPR manikins and other training equipment. It is best practice for learners to each be given their own manikin. Where manikins must be shared, each learner should be provided with their own manikin face for maximum protection. This is recommended by manufacturers as best practice for good hygiene.

PPE should be provided for learners to use during the course. This includes face shields, disposable masks. disposable gloves as well as hand sanitiser.

Further information on this is available in the Guidance on classroom training for regulated First Aid qualifications**.**

Centres should keep a record of all equipment maintenance. Equipment cleaning records and health and safety practices will be monitored during external verification activity.

A template pre-delivery checklist and cleaning log can be requested from the SQA first aid team via sqacare@sqa.org.uk.

Duration and delivery of training

The **minimum** contact hours (time set aside for direct training and assessing, excluding breaks) for this award is 18 hours. Each session must be a minimum of 2 hours.

Centres may choose to deliver this curriculum over a longer period, provided the above minimum and maximum timescales are adhered to:

Qualification	Minimum Contact Hours	Minimum Days	Maximum Weeks	Minimum Session	Learner/ Trainer Ratio	Certificate Validity	Annual Refresher Recommended
First Aid at Work	18	3	10	2 hours	12:1	3 years	Yes

Certification for the Award in First Aid at Work is valid for 3 years, after which revalidation is required.

The Health and Safety Executive (HSE) strongly recommends that holders of this certificate attend an annual refresher course to keep their first aid skills up to date and be informed of any recent changes to first aid practice.

Suggested content for an annual refresher course can be found in First Aid at Work: The Health and Safety (First Aid) Regulations 1981 — Guidance on Regulations 2013**.**

Units J6N0 46 Emergency First Aid in the Workplace (Appendix 5) and J6N1 46 Recognition and Management of Illness and Injury in the Workplace (Appendix 6) identify the learning outcomes and assessment criteria to be achieved.

Unit 1 — J6N0 46 Emergency First Aid in the Workplace (Appendix 5) must be delivered and assessed on Day 1.

Unit 2 — J6N1 46 Recognition and Management of Illness and Injury in the Workplace (Appendix 6) should be delivered and assessed over Day 2 and 3 and must be completed within 10 weeks of the learner's achievement of Unit 1 (J6N0 46).

Where a learner has previously completed the Award in Emergency First Aid at Work and decides to progress on to complete Unit 2, J6N1 46 Recognition and Management of Illness and Injury in the Workplace, this must be completed within 10 weeks of achieving the initial unit. Evidence of successful completion of both units should be kept.

Centres can increase flexibility by overlapping this qualification with Day 1 of the Award in First Aid at Work, provided the maximum learner to trainer ratios (12:1) are adhered to.

Blended learning in First Aid at Work — Quality Assurance Standards

SQA recommends that all first aid training be delivered using face-to-face methods. However, centres are permitted to use a blended learning model if they wish but must adhere to the assessment standards for both units (see Appendix 5 and Appendix 6) and take account of the following:

1. The time taken to complete the first aid course cannot be reduced.
2. Employers should allocate time for the employee to undertake the training.
3. Following completion of the distanced learning component, the learner must be assessed by a suitably qualified first aid assessor (who has qualifications and experience as listed in Appendix 1 and Appendix 2). The first aid assessor must satisfy themselves that all the assessment criteria for the learning outcomes delivered via distance learning have been met. Auditable evidence should be generated. It is the centre's responsibility to confirm the identity of the learner and the authenticity of this evidence.
4. The assessment should be quality assured following FAAOF and SQA guidance.
5. A minimum of two-thirds of the training time for the unit should be delivered face-to-face. For FAW qualifications this means a minimum of 12 hours must be delivered in the classroom. For FAW revalidation courses, there is a requirement for 50% (a minimum of 6 hours) to be delivered face-to-face in the classroom.
6. All practical elements of the training **must** be delivered and assessed face-to-face in the classroom. These are identified in the unit specifications in Appendix 5 and Appendix 6**.**

Lesson planning

Centres should plan and deliver training in accordance with detailed lesson plans which match the unit syllabus, indicative content and assessment criteria outlined in Appendix 5 and Appendix 6. Training should be delivered to the principles set out in NOS 7 *Facilitate Individual Learning and Development*. Lesson plans and other teaching materials will be monitored during external quality assurance activity.

Lesson plans must include the following:

- a course schedule.
- clear aims, objectives and assessment outcomes.
- key teaching points.
- learner and trainer/assessor activities.
- required resources.

Severe and life-threatening bleeding training (wound packing and application of a tourniquet) may be included where a trainer / assessor has the required knowledge, skills and resources to deliver and assess this topic. The optional Practical Assessment 5 in Unit 1 should be used to confirm competency in these skills and additional learning time should be factored in (at least 30 minutes).

Requirements for assessment

- Learners must be at least 14 years of age to gain this qualification.
- The units J6N0 46 Emergency First Aid in the Workplace and J6N1 46 Recognition and Management of Illness and Injury in the Workplace should be delivered, assessed and quality assured in accordance with the FAAOF guidance and this Assessment Strategy.
- Assessors are encouraged to make effective use of informal assessment strategies to assist professional judgements of when a learner may be ready for final assessment. Questions and answers, group activities, self-assessment tools can all be used for this purpose.

- Assessment should determine a learner's ability to act safely, promptly and effectively when an emergency occurs and when administering first aid to a casualty. Formal assessment is required to make decisions of competence against the unit's assessment criteria.
- Formal assessment may take place at any time during the delivery of the qualification where the trainer / assessor is the same person. Learners must be aware that assessment is taking place and all assessment criterion for the unit must be assessed.
- Evidence of achievement of the unit assessment criteria, remediation and any re-assessment must be formally recorded for internal and external quality assurance purposes.
- Feedback from internal verification should be monitored during standardisation activities and will be checked during external verification.
- Centres must use SQA instruments of assessment and associated marking instructions for this award. These must be internally verified prior to them being used. Evidence of this and other pre-delivery checks must be recorded and made available for external verification.
- Centres must adhere to SQA's guidance on the security of assessment materials. For further guidance on the security of assessments, please refer to SQA's 'Security of Assessments Procedure Enhanced Guidance'
- Centres must demonstrate standardisation of assessment decisions across all assessors and internal verifiers. Cross-marking or marking moderation exercises are recommended as good practice to facilitate a standardised, consistent approach to assessment.
- Some assessment criteria must be assessed through practical demonstration as specified in the unit syllabus **(**see Appendix 5**).**

Instruments of assessment

The SQA has developed assessment papers which meet the assessment criteria (including written questions, practical scenarios and associated marking instructions) for the *Award in First Aid at Work.* These can be found on SQA's secure web pages — https://www.sqa.org.uk/sqa/31429.html which can be accessed via the centre's SQA Coordinator.

There are two written assessments available for this unit. Paper 1 should be used in the first instance, with Paper 2 reserved for re-assessment purposes. Only the assessment criteria which has not been achieved with Paper 1 needs to be re-assessed and both papers should be kept as evidence. Full details on how to use these assessments can be found in the SQA Guidance on Regulated First Aid Assessments document.

All written questions must be physically marked in accordance with the corresponding marking instructions. Each correct answer must be ticked to provide clear feedback to the learner where part of their answer may be incorrect or irrelevant. This also makes it easier for internal and external verifiers to confirm assessment judgements.

Assessors **must** be confident that the learner's response clearly demonstrates they could act safely, promptly and effectively in a paediatric emergency. Whether the written assessment is completed in sections throughout the course or delivered as a final assessment at the end of a unit, the minimum standard for each assessment criterion must be met to achieve a pass.

A learner must achieve all assessment criteria to pass the unit. The minimum accepted response for each question is set out within the marking instructions for each award. Assessors should make good use of remediation strategies (such as additional verbal questioning) to ensure sufficient overall knowledge and understanding conversant with the role of a first aider. Details of any assessor questions and learner response should be clearly recorded on the learner's assessment paper.

Where a learner has not provided an acceptable response to written questions or demonstrated practical competence for some assessment criteria, the assessor should remediate the learner to allow them the opportunity to further demonstrate appropriate knowledge and understanding. Remediation can be carried out verbally (with the assessor scribing the learner's response) or in writing. Assessor questions and feedback, along with learner responses should be recorded on the learner's assessment paper. Where a learner amends their answer, they should initial to confirm these changes.

Where a learner has not achieved the assessment criteria for written questions and / or demonstrated practical competence despite remediation, they should be provided with an opportunity for re-assessment if appropriate.

Where the assessment criterion uses the verb 'demonstrate' the learner must demonstrate the skill through practical scenario. The outcome of all practical assessment must be recorded on the Record of Practical Assessment.

Where re-assessment of practical competency is needed, this should also be recorded on the Record of Practical Assessment. Full details on the requirements for practical assessment can be found in the **SQA Guidance on Assessment of Regulated First Aid Qualifications** document.

Assessment delivery

Learners must be able to demonstrate a skill / competency unaided.

First aid can be physically demanding, and learners must be physically able to demonstrate all practical assessment criteria. This includes performing cardiopulmonary resuscitation (CPR) to the required standard on a manikin, on the floor, for a minimum of 2 continuous minutes. CPR training can be particularly taxing, both physically and emotionally. Centres should inform learners of this prior to the course (for example through joining instructions). SQA will monitor how centres ensure learners are 'fit for assessment' during external verification activity.

Where practical demonstration of a skill requires a complex sequence of actions, each step in the sequence must be assessed. The assessment must be planned in such a way as to ensure reliability and marking guidance must be followed.

AED training is a mandatory part of the CPR sequence. The unit specification for J6N0 46 Emergency First Aid in the Workplace (see Appendix 5) highlights the skills to be covered.

Learners do not have to play the role of a 'casualty' but due to the nature of first aid, some elements of practical learning will involve close contact with another learner. It is good practice for centres to make learners aware of this prior to the course.

Managing conditions of assessment

- **Eligibility checks** — these must be carried out on all learners completing FAW revalidation courses. Current FAW certificates must not have expired by more than one month. A record of these checks must be recorded on the course paperwork. Learners must be informed of the requirement to present a valid certificate on arrival at the course (or earlier).
- **Photo ID** — where learners are not known to the assessor, checks must be carried out to verify they are who they say they are. These checks must be recorded on the course paperwork and a copy of the ID kept for 6 months. Learners must be informed within their joining instructions that they are required to bring a form of photo identification. This does not apply to schools as students are either known to the assessor or verified by school staff.
- Assessment delivery must be carried out by a qualified first aid assessor. This includes supervision of written assessments.
- Written or practical assessment may take place at any time during the delivery of the qualification, provided the integrity of the assessment process is maintained.
- The latest instruments of assessment must be used, and all assessment criteria must be assessed.
- Clear guidance must be given to learners before any assessment takes place.
- SQA assessments should not be time limited.

- Any identified reasonable adjustments or special consideration should be prepared and implemented. This should be recorded on the learner assessment paper and discussed with an internal verifier if needed.
- The assessment environment must not be ‘overlooked’ and should be fit for purpose - with appropriate levels of heat, light, ventilation and noise control.
- There must be sufficient furniture for the number of learners. Clipboards can be provided instead of tables.
- Learners must be adequately separated to minimise risk of collusion or interference.
- The assessor must be able to see all learners at all times during the assessment and must have a means of summoning assistance / emergency help without leaving the room.
- Any unauthorised materials including course reference books, slides, display materials, mobile phones and other electronic devices must be put away during written assessments.
- Bilingual dictionaries / translation tools are permitted for learners with English as an Additional Language (EAL), but use must be supervised. This should be recorded as a reasonable adjustment.
- Learners should only access their assessment papers during times of assessment.
- Learners should not leave the room until their assessment questions have been answered and papers handed in.
- In the event of an emergency, assessment materials must be left in the assessment room and the learners supervised until the assessment can continue. If the assessment conditions have been compromised, learners should be re-assessed using a different assessment paper.
- Appropriate and sufficient practical equipment must be provided for simulated practical assessments.
- Practical assessments can be carried out through planned scenarios or in an informal group environment, but learners should be aware they are being assessed and carry out practical skills unprompted.

- Constructive feedback should be provided to learners and any remediation recorded on the written assessment paper or record of practical assessment.
- Learners should sign the front of their assessment paper as confirmation of authenticity.

Reasonable adjustments for Regulated First Aid Awards

Where a barrier to learning may prevent someone with an additional support need or disability from undertaking assessment, adaptations or special considerations may be applied provided the integrity, validity and reliability of the assessment can be maintained.

It may not be possible to make an adjustment where it would negatively impact an employer's responsibilities under the Health and Safety (First Aid) Regulations 1981 (for example if a learner is unable to safely and competently perform CPR for 2 continuous minutes on a manikin on the floor without assistance from a third party). The FAAOF guidance on Reasonable Adjustments and Special Considerations in First Aid Qualifications should be referred to when planning training delivery, and considering whether a reasonable adjustment or special consideration is appropriate.

Centres should have a system in place to request / gather this information prior to the learner attending the course (as much as is reasonably possible). Where possible, reasonable adjustments and special considerations should be discussed and agreed with an internal verifier, as well as the learner. Details of any adjustments made should be recorded, (although this may be retrospectively) and monitored during the internal verification process.

SQA will check how centres confirm learners' fitness for regulated first aid assessment during external verification. This will include looking at a centre's processes for managing reasonable adjustments. All evidence of assessment, remediation, re-assessment and reasonable adjustments must be formally recorded and made available on request.

A template Reasonable Adjustments Log can be requested from the SQA first aid team via sqacare@sqa.org.uk.

End of Course evaluation

Centres should have an evaluation procedure in place that requires learners to give feedback on the following:

- the ability and competence of trainers / assessors (course delivery).
- the content of the First Aid at Work course (course syllabus).
- the first aid equipment used (training equipment).
- the appropriateness of the training environment (venue / classroom).

A template evaluation form can be requested from the SQA first aid team via sqacare@sqa.org.uk.

Internal verification

Internal verification processes are intended to help centres ensure assessments are valid, reliable, practicable and fair. It also helps assessors and verifiers monitor that work is of a consistent standard.

Pre-delivery checks should be completed on all learning and assessment materials to confirm that these are fit for purpose, and there is a common understanding of the standards required for delivery of the award.

Regular review of assessment and internal verification procedures should take place during standardisation meetings.

Documenting internal verification activity helps monitor quality assurance and plan for improvement. It also shows SQA that an effective internal verification system is in place, helping to safeguard the quality of our qualifications.

A good internal verification strategy should incorporate the following three stages:

- Plan (pre assessment delivery).
- Do (during assessment delivery — support and sampling).
- Review (post assessment delivery — reflection and review).

The SQA Internal Verification Toolkit provides general information on this. A specific template for recording first aid internal verification can be requested from the SQA first aid team via sqacare@sqa.org.uk.

A risk-based approach to sampling should be taken. This may increase or decrease as necessary, for example because of:

- a new assessor
- a new unit being delivered
- feedback from internal verification activity
- feedback from external verification

For regulated first aid awards, a proportionate sample of learners / courses should be verified:

- Where centres deliver more than 10 courses per year it is expected that a reasonable sampling rationale will be implemented which is based on the number of learners or courses across the year. Sampling should take place regularly and may increase / decrease according to risk.
- Where centres deliver fewer than 10 courses per year, all courses must be sampled. Centres can choose an appropriate number of learners to sample from each course. This may increase / decrease according to risk.
- All assessment criteria should be reviewed for each sampled learner, this includes written assessments **and** the record of practical assessment. Sampled learners should be identified on the IV record – this could be a name or reference number.

A record of internal verification report must be completed to provide feedback to the assessor and highlight any development needs or standardisation requirements.

Internal verification evidence for regulated first aid qualifications must be kept for a minimum of 12 months. This includes learner records, assessment papers, feedback and IV reports.

Other quality assurance documents including trainer observation records, CPD logs, training logs, cleaning records, pre-delivery checklists, venue checklists, risk assessments and standardisation minutes, should also be kept.

The first aid internal verifier should work to the requirements of their role as previously stated. They may wish to make use of the general guidance document — Internal Verification: A Guide for Centres (updated June 2019) to support their role.

In line with the Assessment Principles and Delivery Standards for Regulated First Aid, each trainer / assessor should have a minimum of one observation per year. Some staff may require more frequent monitoring, for example where an assessor is still in training. The centre's internal verification policy should identify risk factors that would trigger additional observations.

The annual observation of the trainer / assessor must be completed by a qualified first aid internal verifier and should evaluate:

- effectiveness of planning and coverage of the course syllabus.
- the course induction process.
- suitability and safety of selected learning materials and training equipment.
- effectiveness of communication skills.
- ability to meet the needs of the learner(s).
- feedback given to the learner(s).
- management of the assessment process.
- appropriateness of assessment methods and decisions.
- accurate recording of course documents.

Internal verifiers should record the outcomes of trainer observations and provide a copy for the trainer / assessor. The most recent observation will be requested during external verification. An observation template can be requested from the SQA first aid team via sqacare@sqa.org.uk.

Post-course requirements

Retention of records

Centres should retain the following information:

- learner details.
- dates for courses delivered.
- trainer / assessor information for each course.
- assessment outcomes for each learner.
- any reasonable adjustments information.
- learner assessment evidence (written and practical).
- internal verification evidence.

Centres are required to retain this evidence for at least 12 months, for the purposes of external verification. In cases of suspected malpractice, evidence must be kept for 6 years.

Certification

The centre must register the learner with SQA by entering them for the following award on the SQA Connect system:

Group Award Code:	GT7X 46
Group Award Title:	First Aid at Work
Unit Code:	J6N0 46
Unit Title:	Emergency First Aid in the Workplace
Unit Code:	J6N1 46
Unit Title:	Recognition and Management of Illness and Injury in the Workplace

Address and date of birth information is required to enter learners for an award. Learners should be made aware that SQA also collects their contact information for the purposes of gathering feedback.

On successful completion of the course, the centre should notify SQA of the learner's achievement of the Award in First Aid at Work via SQA Connect. It is important to do this quickly after course completion because the learner cannot undertake this role in their workplace until they have evidence of their competence to do so.

SQA will generate the learner's First Aid at Work certificate. There is no requirement for a centre to provide the learner with a temporary certificate.

If a learner fails to pass the required assessment, centres have a responsibility to ensure they are not provided with anything which could be mistaken for a regulated first aid certificate. This result should also be recorded with SQA in case of appeal.

Re-qualification

Certification for the Award in First Aid at Work is valid for 3 years.

Once a certificate has lapsed, learners who have previously attained the Award in First Aid at Work should re-qualify by undertaking the full qualification again.

Providing the learner's First Aid at Work certificate **has not lapsed by more than 1 month**; the contact hours may be reduced to 12 hours over two days. Learners must still be assessed against all learning outcomes and assessment criteria in the unit. To qualify for the shorter re-qualification course, learners must provide a copy of their current certificate for validation. During external verification, SQA will monitor how centres check eligibility for First Aid at Work revalidation.

If the learner's First Aid at Work certificate lapses they will not be considered competent to undertake the role of First Aider in the workplace. This is for the purposes of the *First Aid at Work: The Health and Safety (First Aid) Regulations 1981*.

The Health and Safety Executive (HSE) strongly recommends that first aiders undertake annual refresher training during the certification period. Although not mandatory, this will assist qualified first aiders to maintain their basic skills and keep up to date with any changes to first aid procedures. This does not extend the currency of any First Aid at Work certificate.

Minimum Contact Hours	Minimum Number of Days	Maximum Weeks	Minimum Session	Learner / Trainer Ratio	Certificate Validity	Annual Refresher Recommended
12	2	7	2	12:1	3	Yes

Appendix 1: Occupational knowledge and competence in First Aid

All trainers, assessors, internal verifiers and external verifiers must have occupational knowledge and competence in first aid. This may be evidenced by:

- holding a qualification issued by an Ofqual / SQA Accreditation / Qualification Wales / CCEA Regulation recognised awarding body (or equivalent) as follows:

Qualification delivered	**Minimum qualification to be held by the Trainer / Assessor / IV / EV**
First Aid at Work **or** Emergency First Aid at Work	First Aid at Work

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).

Registered healthcare professionals must act within their scope of practice and therefore are considered to have occupational expertise in first aid to train and / or assess. If this is the case, they are exempt from the requirement to have a current and valid First Aid at Work certificate. It is expected that this would be evidenced through CPD activity.

The First Aid Awarding Organisation Forum has accepted the following as equivalent to a regulated First Aid at Work certificate:

- Royal Life Saving Society UK (RLSS) UK Qualifications Level 2 Award in Pool Lifeguarding, Intervention, Supervision, and Rescue
- RLSS UK Qualifications Level 3 Award in Pool Lifeguarding Qualification
- St John Ambulance First Aid at Work Certificate
- St Andrew's Ambulance First Aid at Work Certificate
- British Red Cross First Aid at Work Certificate
- Qualsafe Level 3 Award in First Response Emergency Care (RQF)
- Qualsafe Level 4 Certificate in First Response Emergency Care (RQF)
- Qualsafe Level 5 Diploma in First Response Emergency and Urgent Care (RQF)
- FAQ Level 3 Award for First Responders on Scene: Emergency First Responder
- FAQ Level 3 Award for First Responders on Scene: Ambulance Service Community Responder
- FAQ Level 3 Award for First Responders on Scene: Ambulance Service Co-Responder
- FAQ Level 3 Certificate for Ambulance Service First Responders
- FAQ Level 3 Award in Immediate Emergency Care: Fire and Rescue
- FAQ Level 3 Certificate for First Responders on Scene
- QNUK Level 3 Award for First Responders (RQF)
- QNUK Level 3 Award for the First Person on Scene (International) (RQF)
- QNUK Level 3 Award in Rescue Trauma and Casualty Care (RTACC) (RQF)
- QNUK Level 3 Award in First Aid Trauma and Casualty Care (FTACC) (RQF)
- Pearson BTEC Level 3 Certificate for First Person on Scene
- Pearson BTEC Level 4 Certificate for First Person on Scene
- Pearson BTEC Level 4 Extended Certificate for First Person on Scene

- Highfield Level 3 Award in First Aid Response (RQF)
- Highfield Level 3 Award in Emergency Care for First Responders (RQF)
- TQUK Level 3 Award for Initial Person on the Scene of an Incident (RQF)
- STA Level 2 Award in Pool Lifeguarding
- STA Level 3 Award for Pool Lifeguards
- SFJ Awards Level 3 Award in First Person on Scene Support

Additional notes:

1. Some Level 4 and 5 qualifications do not require revalidation. It is expected that holders of these awards will have first aid responsibility under the scope of their normal clinical practice and will be able to evidence this through CPD activity.
2. This list is reviewed regularly, and other qualifications may be added or removed. The most up to date information can be found in the FAQ section of the FAAOF website: Frequently asked questions (https://faaof.org/faq/).

Appendix 2: Qualifications suitable for training / assessing

The FAAOF has deemed the following qualifications as being suitable for trainers and assessors.

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 which covers both roles (or two separate qualifications), to enable them to perform both functions.

Acceptable Trainer / Assessor Qualifications

Qualification title	Trainer	Assessor
Level 3 Award in Education and Training.	Yes	Yes
Level 4 Certificate in Education and Training.	Yes	Yes
Level 5 Diploma in Education and Training.	Yes	Yes
Level 3 Award in Training and Assessing in First Aid Qualifications (RQF).	Yes	Yes
Cert Ed / PGCE / B Ed / M Ed.	Yes	Yes
SVQ 3 Learning and Development SCQF level 8.	Yes	Yes
SVQ 4 Learning and Development SCQF level 9.	Yes	Yes
TQFE (Teaching Qualification for Further Education).	Yes	Yes
Planning and Delivering Training Sessions to Groups SCQF level 6 (SQA Accredited).	Yes	Yes
Planning and Delivering Learning Sessions to Groups SCQF level 6 (SQA Accredited).	Yes	Yes
L&D Unit 6 Manage Learning and Development in Groups SCQF level 8 (SQA Accredited).	Yes	No
L&D Unit 7 Facilitate Individual Learning and Development SCQF level 8 (SQA Accredited).	Yes	No
L&D Unit 8 Engage and Support Learners in the Learning and Development Process SCQF Level 8.	Yes	No
Carry Out the Assessment Process SCQF level 7 (SQA Unit).	No	Yes
Level 3 Award in Assessing Competence in the Work Environment.	No	Yes

Qualification title	Trainer	Assessor
Level 3 Award in Assessing Vocationally Related Achievement.	No	Yes
Level 3 Award in Understanding the Principles and Practices of Assessment.	No	Yes
Level 3 Certificate in Assessing Vocational Achievement.	No	Yes
L&D Unit 9Di Assess Workplace Competence Using Direct and Indirect Methods SCQF level 8.	No	Yes
L&D Unit 9D Assess Workplace Competence Using Direct Methods SCQF level 7.	No	Yes

Other acceptable Trainer / Assessor Qualifications

Qualification title	Trainer	Assessor
CTLLS / DTLLS.	Yes	Yes
PTLLS with unit 'Principles and Practice of Assessment' (12 credits).	Yes	Yes
Further and Adult Education Teacher's Certificate.	Yes	Yes
IHCD Instructional Methods.	Yes	Yes
IHCD Instructor Certificate.	Yes	Yes
English National Board 998.	Yes	Yes
Nursing mentorship qualifications.	Yes	Yes
NOCN Tutor Assessor Award.	Yes	Yes
SVQ / NVQ Level 3 in Training and Development.	Yes	Yes
SVQ / NVQ Level 4 in Training and Development.	Yes	Yes
PDA Developing Teaching Practice in Scotland's Colleges SCQF level 9.	Yes	Yes
PDA Training Practice in Scotland's Colleges SCQF level 9.	Yes	No
PTLLS (6 credits).	Yes	No
Regulated Qualifications based on the Learning and Development NOS 7 Facilitate Individual Learning and Development or NOS 6 Manage Learning and Development in Groups.	Yes	No
Training Group A22, B22, C21, C23, C24.	Yes	No
Learning and Training — Assessment and Quality Standards SCQF level 9.	No	Yes

Qualification title	Trainer	Assessor
A1 Assess Candidates Using a Range of Methods **or** D33 Assess Candidates Using Differing Sources of Evidence.	No	Yes
Conduct the Assessment Process SCQF level 8.	No	Yes
A2 Assess Candidate Performance through Observation **or** D32 Assess Candidate Performance.	No	Yes
Regulated Qualifications based on the Learning and Development NOS 9 Assess Candidate Achievement.	No	Yes

Note: Assessors who do not hold a formal assessing qualification may alternatively attend First Aid Assessor CPD training with an approved Awarding Organisation (provided they have a formal teaching qualification).

Appendix 3: Qualifications suitable for internal verification

The FAAOF has deemed the following qualifications as being suitable for internal verifiers.

This list is **not exhaustive** but provides a guide to acceptable internal verification qualifications:

Acceptable Internal Verification Qualifications
L&D Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment SCQF level 8.
Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice.
Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.
Conduct the Internal Verification Process SCQF level 8.
Regulated Qualifications based on the Learning and Development National Occupational Standards (NOS) level 11 Internally Monitor and Maintain the Quality of Assessment.
V1 Conduct Internal Quality Assurance of the Assessment Process **or** D34 Internally Verify the Assessment Process.
Internally Verify the Assessment Process SCQF level 8.

Note: Internal Verifiers / Internal Quality Assurers (IQAs) who do not hold a formal IQA qualification may alternatively attend Internal Quality Assurance CPD Training with an approved Awarding Organisation.

Appendix 4: Qualifications suitable for external verification

The FAAOF has deemed the following qualifications as being suitable for external verifiers.

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

Acceptable External Verification Qualifications
L&D Unit 12 Externally Monitor and Maintain the Quality of Workplace Assessment SCQF level 9.
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.
V2 Conduct External Quality Assurance of the Assessment Process **or** D35 Externally Verify the Assessment Process.
Externally Verify the Assessment Process SCQF level 9.

Note: Where an external verifier is still in the process of achieving their qualification, the Awarding Organisation must ensure that they are following the principles set out in the current Learning and Development NOS 12 ‘Externally Monitor and Maintain the Quality of Assessment’.

Appendix 5: Unit 1 — J6N0 46 Emergency First Aid in the Workplace

Unit title:	Emergency First Aid in the Workplace
Unit code:	J6N0 46
SCQF level:	6
SCQF credit:	1

History of changes

Publication date: January 2026

Version: 02

Version number	Date	Description	Authorised by
02	January 2026	Indicative content updated in in-line with RCUK Guidelines 2025.	First Aid Awarding Organisation Forum / SQA Accreditation.
01	August 2022	Creation of new units following FAAOF review RCUK update 2021.	First Aid Awarding Organisation Forum / SQA Accreditation.

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Unit title: Emergency First Aid in the Workplace — Unit J6N0 46

Learning outcomes — the learner will:	Assessment Criterion — the learner can:	Indicative content — context for learning
1. Understand the role and responsibilities of a first aider.	1.1 Identify the role and responsibilities of a first aider.	Identification of the roles and responsibilities of a first aider may include: • Preventing cross infection • Recording incidents and actions • Safe use of available equipment • Assessing an incident • Summoning appropriate assistance • Prioritising treatment • Dealing with post incident stress
1. Understand the role and responsibilities of a first aider.	1.2 Identify how to minimise the risk of infection to self and **others.**	Minimising the risk of infection may include: • Personal Protective Equipment *(PPE)* • Hand hygiene • Disposal of contaminated waste • Using appropriate dressings • Barrier devices during rescue breaths • Covering own cuts
1. Understand the role and responsibilities of a first aider.	1.3 Identify the need for consent to provide first aid.	Identifying the need to gain consent may include: • Gaining consent • Implied consent ***Where a casualty is unable to give consent in a life-threatening emergency, the law says that first aiders can assume consent based on the rationale that most rational people would want help.***

Learning outcomes — the learner will:	Assessment Criterion — the learner can:	Indicative content — context for learning
2. Be able to assess an emergency situation safely.	2.1 Conduct a scene survey.	Conducting a scene survey may include: • Checking for further danger • Identifying the number of casualties • Evaluating what happened • Prioritising treatment • Delegating tasks
2. Be able to assess an emergency situation safely.	2.2 Conduct a primary survey of a casualty.	The primary survey sequence may include: • **D:** Danger • **R:** Response • **C:** *Catastrophic bleeding* • **A:** Airway • **B:** Breathing • **C:** Circulation • **D:** Disability • **E:** Exposure
2. Be able to assess an emergency situation safely.	2.3 **Summon appropriate assistance** when necessary.	Summoning appropriate assistance may include: • Shouting for help • Calling 999 / 112 via speakerphone or bystander • Leaving the casualty to call 999 / 112 • Calling an NHS emergency helpline such as 111

Learning outcomes — the learner will:	Assessment Criterion — the learner can:	Indicative content — context for learning

3. Be able to provide first aid to an unresponsive casualty.	3.1 Identify when to administer Cardiopulmonary Resuscitation (CPR).	Identifying when to administer CPR **must** include:
		• When the casualty is unresponsive and:
		  ○ not breathing
		  ○ not breathing normally
		  ○ has agonal / slow laboured breathing or panting

3. Be able to provide first aid to an unresponsive casualty.	3.2 **Demonstrate** adult CPR using a manikin.	Demonstrating CPR **must** include:
		• 30 chest compressions with -
		  ○ correct hand positioning
		  ○ 5 to 6 cm compression depth
		  ○ 100 to 120 rate per minute
		• 2 rescue breaths with -
		  ○ correct rescue breath positioning
		  ○ blowing steadily into mouth *(about 1 second to make chest rise)*
		  ○ taking no longer than 10 seconds to deliver 2 breaths
		• AED *(Defibrillator*) use with -
		  ○ correct placement of AED pads
		  ○ following AED instructions
		CPR demonstration time must be a minimum of 2 continuous minutes at floor level and may additionally include use of rescue breath barrier devices.

Learning outcomes — the learner will:	Assessment Criterion — the learner can:	Indicative content — context for learning

3. Be able to provide first aid to an unresponsive casualty.	3.3 Identify when to place a casualty into the recovery position.	• Identifying when to place the casualty into the recovery position may include when the casualty has lowered levels of response and:
		  ○ does not need CPR
		  ○ is breathing normally
		  ○ is uninjured
		• An injured casualty may be placed in the recovery position if the airway is at risk *(for example fluids in the airway or you need to leave the casualty to get help)*.

3. Be able to provide first aid to an unresponsive casualty.	3.4 **Demonstrate** how to place a casualty into the recovery position.	Placing a casualty into the recovery position may include: • placing in a position that maintains a stable, open, draining airway at floor level. • continually monitoring airway and breathing. • turning the casualty onto the opposite side every 30 minutes. • Placing a heavily pregnant casualty on their left side.
3. Be able to provide first aid to an unresponsive casualty.	3.5 **Demonstrate** continual monitoring of breathing whilst the casualty is in the recovery position.	Continually monitoring airway and breathing includes continual checking for normal breathing to ensure that cardiac arrest can be identified immediately.

Learning outcomes — the learner will:	Assessment Criterion — the learner can:	Indicative content — context for learning
3. Be able to provide first aid to an unresponsive casualty.	3.6 Identify how to **administer** first aid to a casualty who is experiencing a seizure.	Administering first aid to a casualty having a generalised seizure may include: • Keeping the casualty safe *(removing dangers)* • Noting the time and duration of the seizure • Opening airway and checking breathing post-seizure • Determining when to call 999 / 112 ***First aiders should be suspicious of cardiac arrest in any casualty presenting with seizure.***

Learning outcomes — the learner will:	Assessment Criterion — the learner can:	Indicative content — context for learning
4. Be able to provide first aid to a casualty who is choking.	4.1 Identify when a casualty is choking.	Identifying mild choking may include recognising the casualty is still able to: • Speak • Cough • Breath Identifying severe choking may include recognising the casualty is: • Unable to cough effectively • Unable to speak • Unable or struggling to breathe • In visible distress • Unconscious
4. Be able to provide first aid to a casualty who is choking.	4.2 **Demonstrate** how to administer first aid to a casualty who is choking.	Administering first aid for choking **must** include the following: • Encouraging to cough • Giving up to 5 back blows if needed • Giving up to 5 abdominal thrusts if needed • Calling 999 / 112 when required • CPR if unconscious ***Demonstration of choking management must be simulated using a training device or manikin.***

Learning outcomes — the learner will:	Assessment Criterion — the learner can:	Indicative content — context for learning
5. Be able to provide first aid to a casualty with external bleeding.	5.1 Identify whether external bleeding is life-threatening.	Life-threatening *(catastrophic*) bleeding may be identified by: • Rapidly flowing or spurting blood from a wound • Pooling of blood on the ground *(or clothing)* • Bleeding that cannot be controlled by direct manual pressure alone
5. Be able to provide first aid to a casualty with external bleeding.	5.2 **Demonstrate** how to administer first aid to a casualty with external bleeding.	Administering first aid for external bleeding may include: • Maintaining a clean technique • Positioning the casualty in a sitting or lying position • Examining the wound • Applying direct pressure onto (*or into*) the wound • Dressing the wound Life-threatening *(catastrophic)* bleeding treatment may include: • Wound packing *(including improvised)* • Tourniquet application • Improvised tourniquet application

Learning outcomes — the learner will:	Assessment Criterion — the learner can:	Indicative content — context for learning
6. Know how to provide first aid to a casualty who is suffering from shock.	6.1 **Recognise** when a casualty is suffering from shock.	Hypovolaemic shock *(resulting from blood loss)* recognition may include: • Pale, clammy skin • Pale skin inside the lips *(for dark skin tones)* • Fast, shallow breathing • Rise in pulse rate • Cyanosis • Dizziness / passing out when sitting or standing upright
6. Know how to provide first aid to a casualty who is suffering from shock.	6.2 Identify how to **administer** first aid to a casualty who is suffering from shock.	Administering first aid for hypovolaemic shock may include: • Treating the cause • Casualty positioning • Keeping the casualty warm • Calling 999 / 112

Learning outcomes — the learner will:	Assessment Criterion — the learner can:	Indicative content — context for learning
7. Know how to provide first aid to a casualty with minor injuries.	7.1 Identify how to **administer** first aid to a casualty with: • Small cuts / grazes • Bruises • Small splinters • Nosebleeds	Administering first aid for small cuts and grazes may include: • Irrigation • Dressing Administering first aid for bruises may include: • Cold compress for up to 20 minutes. Small splinter removal may include the following steps: • Cleaning of the area • Removal with tweezers • Applying a dressing Administering first aid for a nosebleed may include: • Sitting the casualty down with head tipped forward • Pinching the soft part of the nose • Telling the casualty to breathe through their mouth
7. Know how to provide first aid to a casualty with minor injuries.	7.2 Identify how to **administer** first aid with minor burns and scalds.	Administering first aid for minor burns and scalds may include: • Cooling for 20 minutes with cool running tap water • Removing jewellery and loose clothing • Covering the burn • Determining when to seek advice

Additional notes:

Others may include the infant or child receiving first aid, work colleagues, parents / carers, other people within the infant or child's environment.

Summon appropriate assistance — learners should be able to evaluate a situation to determine when to summon further assistance and what type of assistance to request.

Demonstrate — learners must be assessed through a practical scenario.

Administer first aid — Provide appropriate help to a child or infant (baby), manage the situation and seek appropriate assistance when necessary.

Recognise should include signs and / or symptoms of the condition and / or where appropriate mechanism of injury.

Additional information about the unit	Explanation
Indicative content	The purpose of the indicative content in this unit is to provide an indication of the context behind each assessment criteria, however, where the term "**must**" is used within indicative content, these elements must be included within the assessment.
Unit purpose and aims	The purpose of this unit is for the learner to attain knowledge and practical competences required to deal with a range of workplace first aid situations.
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	First Aid at Work Health and Safety (First Aid) Regulations 1981 Guidance on Regulations (L74). Resuscitation Council (UK) Guidelines.
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	The unit should be delivered, assessed and quality assured in accordance with *Assessment Principles for Regulated First Aid Qualifications.*
Support for the unit from an SSC or other appropriate body	Health and Safety Executive
Location of the unit within the subject / sector classification system	Health and Social Care
Availability for use	Restricted to Awarding Organisations (AOs) who meet the Terms of Reference of the First Aid Awarding Organisation Forum.
Unit available from	1st January 2026
SCQF level	6
SCQF Credit	1
Guided Learning Hours (GLH)	6
Total Qualification Time (TQT)	7
Simulation	Simulation is permitted in this unit. The following ACs must be assessed by practical demonstration: 3.2, 3.4, 3.5, 4.2, 5.2.

Appendix 6: Unit 2 — J6N1 46 Recognition and Management of Illness and Injury in the Workplace

Unit title:	Recognition and Management of Illness and Injury in the Workplace
Unit code:	J6N1 46
SCQF level:	6
SCQF credit:	2

History of changes

Publication date: January 2026

Version: 02

Version number	Date	Description	Authorised by
02	January 2026	Indicative content updated in in-line with RCUK Guidelines 2025.	First Aid Awarding Organisation Forum / SQA Accreditation.
01	August 2022	Creation of new units following FAAOF review RCUK update 2021.	First Aid Awarding Organisation Forum / SQA Accreditation.

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Unit title: Recognition and Management of Illness and Injury in the Workplace — Unit J6N1 46

Learning outcomes — the learner will:	Assessment Criterion — the learner can:	Indicative content — context for learning
1. Be able to conduct a secondary survey.	1.1 Identify the information to be collected when gathering a casualty history.	Information to be collected when gathering a casualty history may include: • Signs and symptoms • Event history • Allergies • Past medical history • Last meal • Medication
1. Be able to conduct a secondary survey.	1.2 **Demonstrate** how to conduct a head-to-toe survey.	Performing a systematic check of the casualty may include: • Head and neck • Shoulders and chest • Abdomen • Legs and arms ***A head-to-toe survey must be conducted on a casualty with a continually monitored or protected airway (for example a conscious casualty or a casualty placed in the recovery position).***

Learning outcomes — the learner will:	Assessment Criterion — the learner can:	Indicative content — context for learning
2. Be able to provide first aid to a casualty with suspected injuries to bones, muscles and joints.	2.1 **Recognise** a suspected: • fracture or dislocation • sprain or strain	Recognising fractures, dislocations, sprains and strains may include: • Pain • Loss of power • Unnatural movement • Swelling or bruising • Deformity • Irregularity • Crepitus • Tenderness
2. Be able to provide first aid to a casualty with suspected injuries to bones, muscles and joints.	2.2 Identify how to **administer** first aid for a casualty with suspected: • fracture or dislocation • sprain or strain	Administering first aid for fractures and dislocations may include: • Immobilising / keeping the injury still • Calling 999 / 112, or • Arranging transport to hospital Administering first aid for sprains and strains may include: • Rest • Ice • Compression / comfortable support • Elevation
2. Be able to provide first aid to a casualty with suspected injuries to bones, muscles and joints.	2.3 **Demonstrate** how to apply: • a support sling • an elevation sling	Demonstrating the application of a sling **must** include: • a support sling • an elevated sling

Learning outcomes — the learner will:	Assessment Criterion — the learner can:	Indicative content — context for learning
3. Be able to provide first aid to casualty with suspected head and spinal injuries.	3.1 **Recognise** a suspected: • head injury • spinal injury ***Head injury includes concussion, compression and skull fracture. The learner is not expected to differentiate between these conditions.***	Recognising concussion, compression and fractured skull may include: • Mechanism of injury • Signs and symptoms • Conscious levels Recognising spinal injury may include: • Mechanism of injury • Pain or tenderness in the neck or back • Numbness, tingling and muscle weakness ***The learner is not expected to differentiate between concussion, compression and skull fracture.***
3. Be able to provide first aid to casualty with suspected head and spinal injuries.	3.2 Identify how to administer first aid for a suspected head injury.	Administering first aid for a head injury may include: • Determining when to call 999 /112 • Maintaining airway and breathing • Monitoring response levels • Dealing with fluid loss

Learning outcomes — the learner will:	Assessment Criterion — the learner can:	Indicative content — context for learning
3. Be able to provide first aid to casualty with suspected head and spinal injuries.	3.3 **Demonstrate** how to administer first aid for a casualty with a suspected spinal injury.	Administering first aid for spinal injuries may include: • Calling 999 / 112 • Opening the airway using the jaw thrust technique • Keeping the head and neck in-line • Safe methods of placing the casualty into the recovery position whilst protecting the spine *(if the airway is at risk).*

Learning outcomes — the learner will:	Assessment Criterion — the learner can:	Indicative content — context for learning
4. Know how to provide first aid to a casualty with suspected chest injuries.	4.1 Identify how to administer first aid for suspected: • fractured ribs • penetrating chest injury	Administering first aid for suspected rib fracture may include: • Calling 999 / 112 • Casualty positioning • Supporting the injury Administering first aid for a penetrating *(open)* chest injury may include: • Calling 999 / 112 • Casualty positioning • Controlling bleeding around the wound (*without covering the wound*) • Leaving a sucking chest wound open to fresh air

Learning outcomes — the learner will:	Assessment Criterion — the learner can:	Indicative content — context for learning
5. Know how to provide first aid to a casualty with burns and scalds.	5.1 Identify how to **recognise** the severity of burns and scalds.	Recognising the severity of burns and scalds may include: • Cause • Age • Burn / scald size • Depth • Location
5. Know how to provide first aid to a casualty with burns and scalds.	5.2 Identify how to **administer** first aid for burns involving: • dry / wet heat • chemicals • electricity	Administering first aid for dry / wet heat burns may include: • Cooling the burn for 20 minutes with cool running tap water. • Removing jewellery and loose clothing. • Covering the burn. • Determining when to call 999 / 112. Administering first aid for chemical burns may include: • Ensuring safety. • Brushing away dry / powder chemicals. • Irrigating with copious amounts of water (*unless contra-indicated*). • Treating the face / eyes as priority. Administering first aid for electrical burns may include: • Ensuring it is safe to approach / touch the casualty. • Checking DRCABCDE and treating accordingly. • Cooling the burns.

Learning outcomes — the learner will:	Assessment Criterion — the learner can:	Indicative content — context for learning
6. Know how to provide first aid to a casualty with an eye injury.	6.1 Identify how to **administer** first aid for eye injuries involving: • dust • chemicals • embedded objects	Administering first aid for dust in the eye may include: • Irrigation with clean water. • Ensuring the water runs away from the good eye. Administering first aid for a chemical in the eye may include: • Irrigation with large volumes of clean water *(unless contra-indicated due to the chemical involved).* • Ensuring the water runs away from the good eye. • Calling 999/112. Administering first aid for an embedded object in the eye may include: • Covering the injured eye. • Ensuring the good eye is not used *(cover if needed).* • Calling 999/112 or arranging transport to hospital.

Learning outcomes — the learner will:	Assessment Criterion — the learner can:	Indicative content — context for learning
7. Know how to provide first aid to a casualty with suspected poisoning.	7.1 Identify how poisonous substances can enter the body.	Identification of the following routes a poison can enter the body may include: • Ingested (swallowed) • Inhalation (breathed in) • Absorbed (through the skin) • Injected (directly into skin tissue, muscles or blood vessels)
7. Know how to provide first aid to a casualty with suspected poisoning.	7.2 Identify how to **administer** first aid to a casualty with suspected sudden poisoning.	Administering first aid for **corrosive** substances may include: • Ensuring your own safety. • Substances on the skin — diluting and washing away with water. • Swallowed substances — rinsing out the mouth then giving frequent sips of milk or water (subject to sufficient levels of response). • Calling 999 / 112 and giving information about the poison if possible. • Protecting airway and breathing. • Resuscitation if necessary, using PPE / barrier devices. Administering first aid for **non-corrosive** substances may include: • Ensuring your own safety. • Calling 999 / 112 and giving information about the poison if possible. • Protecting airway and breathing. • Resuscitation if necessary, using PPE / barrier devices.

Learning outcomes — the learner will:	Assessment Criterion — the learner can:	Indicative content — context for learning
8. Be able to provide first aid to a casualty with anaphylaxis.	8.1 **Recognise** suspected anaphylaxis.	Recognising anaphylaxis may include rapid onset and rapid progression of a life-threatening airway, breathing and circulation problem: **Airway -** swelling of the tongue, lips or throat **Breathing -** difficult, wheezy breathing and tight chest **Circulation:** • Dizziness, feeling faint or passing out • Pale, cold clammy skin • Fast pulse • Nausea, vomiting, stomach cramps or diarrhoea • Skin rash, swelling and / or flushing
8. Be able to provide first aid to a casualty with anaphylaxis.	8.2 Identify how to **administer first aid** for a casualty with suspected anaphylaxis.	Administering first aid for anaphylaxis may include: • Calling 999 / 112. • Correct casualty positioning. • Assisting to use their adrenaline auto-injector or nasal spray. • Using the opposite leg to administer a second dose of adrenaline if needed. • Resuscitation if required.
8. Be able to provide first aid to a casualty with anaphylaxis.	8.3 **Demonstrate** the use of a 'training device' adrenaline auto-injector.	The use of a 'training device' adrenaline auto-injector **must** be demonstrated using a training device and **NOT** a live auto-injector.

Learning outcomes — the learner will:	Assessment Criterion — the learner can:	Indicative content — context for learning
9. Know how to provide first aid to a casualty with suspected major illness.	9.1 **Recognise** suspected: • Heart attack • Stroke • Epileptic seizure	Recognising a heart attack may include: • Sudden onset • Crushing chest pain • Skin appearance *(for example pale, grey, sweaty)* • Variable pulse • Shortness of breath Recognising stroke may include performing the **FAST** test: **F**: Face **A**: Arms **S**: Speech **T**: Time to call 999 / 112 ***Other stroke symptoms include sudden problems with balance, walking, dizziness, co-ordination, vision and severe headache.*** Recognising an epileptic seizure may include the following patterns: • Aura • Tonic phase • Clonic phase • Recovery phase

Learning outcomes — the learner will:	Assessment Criterion — the learner can:	Indicative content — context for learning
9. Know how to provide first aid to a casualty with suspected major illness.	9.1 **Recognise** suspected: • Asthma attack • Hypoglycaemic emergency	Recognising an asthma attack may include: • Difficulty breathing and speaking • Wheezy breathing • Pale and clammy skin • Cyanosis • Use of accessory muscles Recognising a hypoglycaemic emergency may include: • Fast onset • Lowered levels of response • Pale, cold and sweaty skin • Normal or shallow breathing • Rapid pulse
9. Know how to provide first aid to a casualty with suspected major illness.	9.2 Identify how to **administer first aid** to a casualty suffering from: • Heart attack • Stroke	Administering first aid for a heart attack may include: • Correct casualty positioning • Calling 999 / 112 • Calming and reassurance • Assisting to take an aspirin if indicated Administering first aid for a stroke may include: • Maintain airway and breathing • Correct casualty positioning • Calling 999 / 112

Learning outcomes — the learner will:	Assessment Criterion — the learner can:	Indicative content — context for learning
9. Know how to provide first aid to a casualty with suspected major illness.	9.2 Identify how to **administer first aid** to a casualty suffering from: • Epileptic seizure • Asthma attack • Hypoglycaemic emergency	Administering first aid for an epileptic seizure may include: • Removing dangers and safely protecting the head. • Noting the time and duration of the seizure. • Loosening tight clothing around the neck. • Determining when to call 999 / 112. • Post seizure care, including monitoring of airway and breathing. Administering first aid for an asthma attack may include: • Correct casualty positioning. • Assisting the casualty to take their reliever inhaler and use a spacer device. • Calming and reassurance. • Determining when to call 999 / 112. Administering first aid for a hypoglycaemic emergency may include: • Giving 15 to 20 g of glucose for conscious casualties *(subject to sufficient response levels).* • Providing further food or drink if casualty responds to glucose quickly. • Determining when to call 999 / 112.

Additional information about the unit	Explanation
Indicative content	The purpose of the indicative content in this unit is to provide an indication of the context behind each assessment criteria, however, where the term "**must**" is used within indicative content, these elements must be included within the assessment.
Unit purpose and aims	The purpose of this unit is for the learner to attain knowledge and practical competences required to deal with a range of workplace first aid situations.
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	First Aid at Work Health and Safety (First Aid) Regulations 1981 Guidance on Regulations (L74). Resuscitation Council (UK) Guidelines.
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	The unit should be delivered, assessed and quality assured in accordance with *Assessment Principles for Regulated First Aid Qualifications.*
Support for the unit from an SSC or other appropriate body	Health and Safety Executive
Location of the unit within the subject / sector classification system	Health and Social Care
Availability for use	Restricted to Awarding Organisations (AOs) who meet the Terms of Reference of the First Aid Awarding Organisation Forum.
Unit available from	1st January 2026
SCQF level	6
SCQF Credit Value	2
Guided Learning Hours (GLH)	12
Total Qualification Time (TQT)	22
Simulation	Simulation is permitted in this unit. The following ACs must be assessed by practical demonstration: 1.2, 2.3, 3.3, 8.3.