

REPORT ON THE  
MONITORING OF  
**FIRST AID**  
QUALIFICATIONS  
IN WALES



May 2018

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# 1. Executive summary

This report describes our monitoring of first aid qualifications offered by regulated awarding bodies in Wales. It explains our rationale for undertaking the work, how we carried out the monitoring activity, and summarises our findings and the action we took as a result. This is our first in-depth monitoring and compliance activity as part of our vocational qualifications monitoring programme. The monitoring of first aid qualifications is part of our wider programme of monitoring vocational qualifications as outlined in our Vocational Qualifications Strategy, published in December 2016.

Our monitoring focused on four key first aid qualifications offered across 14 awarding bodies. These were the:

- Level 2 Award in Emergency First Aid at Work (EFAW);
- Level 3 Award in First Aid at Work (FAW);
- Level 3 Award in Emergency Paediatric First Aid (EPFA); and
- Level 3 Award in Paediatric First Aid (PFA).

We wrote to the 14 awarding bodies in December 2016, requesting evidence for our monitoring activity. With support from first aid specialists and assessment experts, we reviewed the evidence against our Standard Conditions of Recognition, which set out our requirements relating to the design, assessment and quality assurance of qualifications.

We found that the content of the qualifications was fit for purpose and reflected current first aid practice. Two awarding bodies demonstrated to us that they were compliant with our standard conditions. However, our monitoring identified significant shortcomings across several awarding bodies. In many cases, we considered the shortcomings identified to be non-compliant with our regulatory requirements. Some of the key areas of non-compliance we identified included:

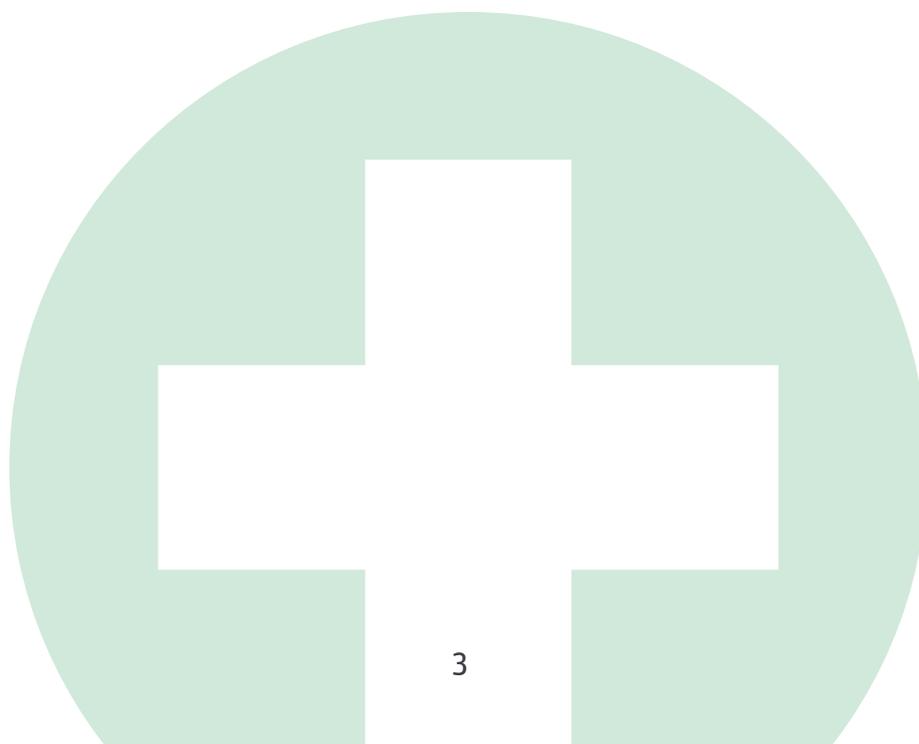
- assessment which was not a valid or reliable indicator of competence;
- assessment which did not sufficiently assess the required assessment criteria in a way which ensured that learning outcomes had been achieved;
- a lack of rigour and controls around the delivery of assessment;
- inadequate internal and external quality assurance procedures; and
- failures to effectively monitor arrangements with centres.

Where we identified non-compliance, we required awarding bodies to take remedial action to address these issues. We required seven awarding bodies to submit action plans to us outlining how they were going to address the areas of non-compliance. In the case of five awarding bodies, we considered that the issues of non-compliance were so widespread and significant that more formal regulatory action was required.

In these cases, we wrote to each awarding body with a notice of our intention to issue a direction requiring them to take prompt remedial action. In our letter, we notified them that failure to address all issues of non-compliance contained within the direction may result in them having their recognition to continue to award the qualifications in Wales withdrawn. All five awarding bodies issued with the notice submitted an undertaking to us committing to address the issues of non-compliance in line with our timelines. We accepted these undertakings as an alternative to issuing the directions.

All non-compliant awarding bodies submitted evidence to us demonstrating how they had addressed the required actions by 1 February 2018. We have reviewed all submissions and are satisfied that each awarding body has taken appropriate action to address the shortcomings we identified.

Our monitoring activity has assured us that there is now greater consistency of practice and rigour across awarding bodies offering these qualifications. The action we have taken should provide confidence to employers choosing a regulated first aid qualification for their employees and for learners registered on these qualifications.



## 2. Approach to monitoring vocational qualifications

Our monitoring programme for vocational qualifications focuses on qualifications and qualification groups that fall outside of our programme of sector reviews. Our monitoring aims to ensure that those vocational qualifications that we monitor are fit for purpose when taken by learners in Wales. Our focussed monitoring programme signals to awarding bodies that we have a keen interest in the quality of assessment of vocational qualifications.

We regularly review our monitoring plans to ensure that we are responsive to issues that arise – while also taking a strategic approach to the selection of qualifications for monitoring. We take a number of factors into account when deciding which qualifications to monitor. In particular, we focus on qualifications which:

- are eligible for public funding;
- have high numbers of entries and certifications;
- assess areas of work where safety is critical;
- meet a requirement for, or licence to, practise;
- provide entry to Higher Education; and
- have had concerns raised about them following an investigation of complaints or incidents.

Having considered these factors, we decided to focus our monitoring programme on qualifications in the following areas: First Aid (2017), Food Safety (2018) and Health and Safety (2019).

As part of our monitoring activity, we will compare and contrast information and evidence from different awarding bodies to test compliance with our [Standard Conditions of Recognition](#) with a focus on:

- the validity and reliability of the assessment and the standards set;
- their external quality assurance processes; and
- the guidance that they provide to learning providers – and the extent to which this is sufficient to meet their needs.

Wherever possible, we seek to get feedback from learners, learning providers and other key stakeholders and involve subject experts in conducting some of the work.

## 3. The wider first aid landscape

### First Aid at Work

Prior to 1 October 2013, the Health and Safety Executive (HSE) approved all first aid training and qualifications. [The Health & Safety \(First Aid\) Regulations 1981](#) were amended in October 2013 to reflect that HSE no longer approved all first aid training and qualifications. This change was introduced to provide greater flexibility for employers in how they manage their provision of first aid in their workplace. HSE continues to set the mandatory content for any first aid at work or emergency first aid at work training.

Employers are required to assess their organisation's first aid needs to establish what first aid provision they require. The HSE provides guidance and tools to help employers complete first aid needs assessments. The arrangements an employer needs to put in place will depend on factors such as the number of employees, the type of work undertaken and the hazards and risks within the workplace.

Where an employer's needs assessment indicates that they need to have one or more trained first aiders in place they should ensure that those persons are suitably trained in either first aid at work or emergency first aid at work. It is the duty of the employer to ensure that any training provider that they select is competent to deliver the training and that the employer undertakes due diligence checks to confirm the competence of the provider. These checks should include the qualifications of trainers and assessors; monitoring and quality assurance systems; teaching and standards of first aid practice; course content; and certification.

Employers can choose a provider from:

- regulated awarding bodies;
- providers who operate within a voluntary accreditation scheme; or
- providers who operate independently outside any of the above, including voluntary aid societies such as St John Ambulance, British Red Cross and St Andrew's First Aid.

Where an employer chooses a regulated qualification delivered by a training provider approved by a regulated awarding body, the HSE advises that they are not required to document any due diligence checks. This is because a regulated awarding body must comply with our Standard Conditions of Recognition, which set out requirements relating to design, assessment and quality assurance of qualifications, and require awarding bodies to have robust monitoring processes to check the quality of their training providers. An employer who selects a qualification offered by a regulated awarding body can therefore reasonably expect the quality of the course and assessment to be of a good standard. We have no regulatory remit to consider either the quality of first aid training or the quality of non-regulated qualifications. Data on the number of non-regulated qualifications or first aid training courses completed in Wales is not available. However, we have shared our report with HSE for their consideration in light of the issues found in the regulated qualifications market.

## Paediatric First Aid

The Level 3 Award in Emergency Paediatric First Aid and the Level 3 Award in Paediatric First Aid are key qualifications for those working in childcare settings. Regulated childcare services in Wales are required to meet the [National Minimum Standards for Regulated Childcare for children up to the age of 12 years](#) (NMS) and are monitored by Care Inspectorate Wales (CIW). These standards state that childminders and at least one person in any daycare setting must hold “a current qualification in first aid appropriate for the age of the children being cared for”.

## 4. The first aid qualifications we regulate

We take the responsibility placed upon us as a regulator of awarding bodies offering first aid qualifications very seriously. If an employer or childcare provider is choosing a qualification regulated by us for their employees, we want to make sure that the confidence they have in the quality of that qualification is well-placed.

First aid qualifications are among the highest-certificating vocational qualifications in Wales. Over 31,000 regulated first aid qualifications were awarded in Wales between 1 October 2015 and 30 September 2016.

We focused our monitoring on the four regulated first aid qualifications that were awarded in the greatest number in Wales. These were:

- Level 2 Award in Emergency First Aid at Work (EFAW)<sup>1</sup>;
- Level 3 Award in First Aid at Work (FAW);
- Level 3 Award in Emergency Paediatric First Aid (EPFA); and
- Level 3 Award in Paediatric First Aid (PFA).

The content of each qualification is common across all awarding bodies. Each qualification has exactly the same assessment criteria and learning outcomes regardless of which regulated awarding body offers the qualification. Awarding bodies work collaboratively to review and amend the qualifications when required through the First Aid Awarding Organisation Forum (FAAOF).

Membership of the FAAOF is open to all awarding bodies that offer first aid qualifications. Its terms of reference state that the HSE actively encourages awarding bodies to participate in the forum and to follow the shared standards related to delivery, assessment and quality assurance that it agrees. The forum's remit states that it will maintain the integrity of first aid qualifications through:

- Safeguarding the quality of assessment by raising concerns and seeking solutions where issues have been identified which may threaten the reputation and integrity of the qualifications.
- Collaborating with appropriate stakeholders on the design, development, quality and consistency of first aid qualifications and agree on the best ways to communicate and disseminate these in a timely manner.
- Influencing the development and operation of robust, valid and effective assessment of first aid qualifications through input to the development of assessment requirements.
- Discussing issues concerning quality and interpretation of standards and agree a consistent and standardised approach.
- Collaboratively reviewing and developing units and qualification structures.

<sup>1</sup>The Level 2 Award in Emergency First Aid at Work was replaced by the Level 3 Award in Emergency First Aid at Work on 1 October 2017.

All awarding bodies have also agreed common assessment and evidence requirements and have set out the roles and responsibilities of those involved in the training, assessment and quality assurance of first aid qualifications. These requirements are set out in the Assessment Principles for Regulated First Aid Qualifications produced by the FAAOF (see Appendix 1 for current version). These are not part of our regulatory requirements. Each awarding body designs its own assessment and support materials and operates its own centre approval and monitoring processes.

Courses leading to the achievement of first aid qualifications are generally delivered over a short period of time. For example, the Level 2 Emergency First Aid at Work is usually delivered in one day, whilst the Level 3 First Aid at Work is completed over three days. This includes all learning and the completion of the required assessment. To successfully complete the qualifications, learners must demonstrate competence against assessment criteria which assess both the application of practical first aid skills and underpinning knowledge of how a first aider should respond in emergency situations.

Table 1 shows the number of certificates issued by awarding bodies for the selected first aid qualifications in Wales between 1 October 2015 and 30 September 2016.

**Table 1: Certifications of first aid qualifications in Wales October 2015 – September 2016**

| Qualification                                   | Number of certifications |
|---|--------------------------|
| Level 2 Award in Emergency First Aid at Work    | 15,736                   |
| Level 3 Award in First Aid at Work              | 4,969                    |
| Level 3 Award in Paediatric First Aid           | 3,015                    |
| Level 3 Award in Emergency Paediatric First Aid | 1,354                    |
| <b>Total</b>                                    | <b>25,074</b>            |

Table 2 shows the awarding bodies included in the monitoring of first aid qualifications and the number of overall certifications by each awarding body between 1 October 2015 and 30 September 2016.

**Table 2: Certifications by awarding body in Wales October 2015 – September 2016**

| <b>Awarding body</b>                   | <b>Number of certifications</b> |
|--|---------------------------------|
| Highfield Qualifications               | 9,032                           |
| Qualsafe Awards                        | 6,694                           |
| AoFA Qualifications                    | 3,189                           |
| First Aid Awards Ltd                   | 2,239                           |
| Safety Training Awards                 | 1,511                           |
| Agored Cymru                           | 1,059                           |
| Future (Awards and Qualifications) Ltd | 357                             |
| ITC First                              | 291                             |
| IQL                                    | 265                             |
| Training Qualifications UK Ltd         | 178                             |
| NCFE                                   | 124                             |
| Qualifications Network                 | 84                              |
| YMCA Awards                            | 35                              |
| Industry Qualifications                | 16                              |
| <b>Total</b>                           | <b>25,074</b>                   |

A breakdown of the range of first aid qualifications certificated by each awarding body is set out in Appendix 2.

## 5. How we monitored the qualifications

We wrote to the 14 awarding bodies offering the selected first aid qualifications in Wales in December 2016, setting out our monitoring approach and requesting evidence for us to review.

The monitoring activity focused on the extent to which assessment was valid and produced reliable outcomes, i.e. did the assessments effectively test the required skills and knowledge in a way that provided sufficient evidence that those holding the qualifications are competent first aiders. We also focused on the awarding bodies' processes for approving centres to deliver these qualifications and for monitoring centres on an ongoing basis. We monitored the awarding bodies against our Standard Conditions of Recognition, which set out requirements relating to the design and delivery of qualifications, assessment and quality assurance. We also considered any HSE requirements set out in First Aid at Work: The Health and Safety (First Aid) Regulations L74.

We reviewed the information submitted by awarding bodies during 2017. We undertook a desk-based review of qualification specifications, guidance materials, centre management processes and internal and external quality assurance policies and procedures.

We completed a technical review of assessment materials, samples of learner assessed evidence and accompanying internal and external quality assurance documentation. We employed a panel of three external subject and assessment experts to undertake this work.

We undertook an online questionnaire which sought the views of learners who had recently completed a first aid qualification. The survey was open from 19 June to 31 July 2017. Despite engaging with all centres delivering first aid qualifications in Wales to assist in distributing details for the questionnaire to learners, we only received 69 responses. This represented a very small proportion of the learners that complete these qualifications and meant that any analysis of the data collected would not provide sufficient information to draw reliable conclusions.

As part of the monitoring of these qualifications, we engaged with the HSE and CIW as stakeholders who have a particular interest in these qualifications and the first aid sector. We also engaged separately with our fellow qualifications regulators, Ofqual in England, CCEA in Northern Ireland and SQA in Scotland. All but one of the awarding bodies included in the monitoring also offer the same qualifications in one or more of these jurisdictions. We engaged with all regulators to ensure they were aware of the work we were undertaking and updated them on our findings and our proposed action.

## 6. What we found

We found that the content of the qualifications was fit for purpose and included appropriate learning outcomes and assessment criteria. We were satisfied that the qualification content reflected current first aid practice and, in the case of first aid at work qualifications, included the specified HSE content.

Two awarding bodies demonstrated to us that they were fully compliant with our standard conditions. We were satisfied that their assessments were valid and reliable and that quality assurance processes were robust. These awarding bodies were able to demonstrate to us that their assessments were effective tests of whether a learner was a competent first aider and had the required underpinning knowledge. They provided clear and detailed guidance to assessors on the assessment process which gave us confidence that their assessors should be able to make effective assessment decisions. Knowledge and practical assessments were well designed and provided sufficient evidence on which to base sound decisions on whether learners had been successful. Some other awarding bodies also demonstrated some of the good practice evidenced above but failed to do so consistently across all aspects of the qualifications.

We identified significant shortcomings in the assessment and quality assurance of these qualifications in 12 awarding bodies. As a result, all 12 awarding bodies were judged to be non-compliant because aspects of their qualifications failed to meet some of the requirements relating to the validity, reliability and authenticity of assessment. In the case of five awarding bodies, non-compliance was evident in several areas across the first aid qualifications offered and were considered to be a significant risk to the validity of those qualifications.

The most significant and frequent areas of non-compliance we identified across these qualifications are summarised in this section.

## 6.1 Validity and reliability of assessment

### Assessment design

We found that 10 awarding bodies were non-compliant with Conditions D1 (*Fitness for purpose of qualifications*) and E4 (*Ensuring an assessment is fit for purpose and can be delivered*), as they failed to ensure that assessment was fit for purpose in that it sufficiently covered the required learning outcomes and assessment criteria. The industry-wide assessment principles for first aid qualifications are clear that, for an assessment to be valid, all learning outcomes must be achieved. It was of particular concern that in the most extreme examples reviewed, as little as 25% of the assessment criteria for the Level 2 Award in Emergency First Aid at Work and the Level 3 Award in First Aid at Work were satisfactorily assessed. There was a concerning lack of comparability across awarding bodies relating to coverage of assessment criteria within their assessments.

The most significant gaps in assessment criteria were found where awarding bodies allowed centres to design their own assessment materials. In such cases, awarding bodies had failed to implement effective approval and quality assurance processes to protect the validity of the assessment.

### Accuracy of assessment decisions and quality assurance

We found issues of non-compliance with 12 awarding bodies across conditions G1 (*Setting the assessment*), G9 (*Delivering the assessment*) and H1 (*Marking the assessment*). These conditions require awarding bodies to provide centres with clear marking criteria, ensure that they are understood, and accurately applied by centres. The provision of clear marking criteria and effective guidance supports assessors in making reliable and consistent assessment decisions. Marking criteria often lacked sufficient detail to support accurate assessment. In some of the samples of learner work reviewed, there was no evidence of marking or marking was inaccurate. These shortcomings had not been identified and addressed through either the internal or external quality assurance processes. We found 10 awarding bodies to be non-compliant with Condition H2 (*Moderation where an assessment is marked by a centre*) as the quality assurance processes in place were ineffective. In many cases, internal and external quality assurance processes focused on procedural checks, rather than the validity and reliability of the assessment.

Most awarding bodies did not provide sufficient guidance on how centres should conduct practical assessment. The supporting evidence provided to demonstrate that learners had satisfactorily completed the practical assessment and to confirm competence was weak. As a result we found nine awarding bodies non-compliant with Condition H5 (*Results for a qualification must be based on sufficient evidence*) which requires results for qualifications to be based on sufficient evidence. Coupled with the lack of clear guidance and success criteria to support assessors making effective and consistent judgements on a learner's practical competence, we were concerned that assessment for these key practical first aid skills may be unreliable.

### **Conditions of assessment**

We found that 10 awarding bodies were non-compliant with Condition G8 (*Completion of the assessment under the required conditions*), as the conditions of assessment were not sufficiently rigorous to give us confidence that learners had been independently assessed in a way that allowed them to demonstrate their skills, knowledge and understanding. Several awarding bodies required learners to complete a worksheet or workbook as they progressed through the course, which were not completed under appropriate assessment conditions, rather than setting aside time for effective summative assessment.

### **Authenticity of assessment evidence**

Twelve awarding bodies were found to be non-compliant with Condition G9 (*Delivering the assessment*), as they did not provide sufficient evidence to demonstrate that assessed work was generated by each learner, and subsequently authenticated by both the learner and the assessor. In some cases, the only evidence for both knowledge and practical assessment was recorded solely by the assessor with no authentication by the learner.

## **6.2 Arrangements with centres**

Centre approval processes were appropriate and included checks to verify qualifications of trainers, assessors and internal quality assurers prior to centres delivering the qualifications. However, we found seven awarding bodies to be non-compliant with aspects of Conditions C1 or C2 (*Arrangements with third parties/centres*), as they failed to effectively monitor and enforce arrangements with centres.

## **6.3 Certificate requirements**

We found some instances where the certificates issued for first aid qualifications did not include all the information required by the HSE (First aid at work: The Health and Safety (First Aid) Regulations 1981. Guidance on Regulation). In these cases, one or more of the following requirements were missing from the certificates for the Level 2 Award in Emergency First Aid at Work and/or the Level 3 Award in First Aid at Work:

- a validity period of three years from date of course completion;
- an indication that the certificate has been issued for the purposes of complying with the requirements of the Health and Safety (First-Aid) Regulations 1981;
- a statement that teaching was delivered in accordance with currently accepted first aid practice.

## 7. What action we took

In the autumn of 2017, we outlined our findings to each awarding body and set out what we expected them to do to address the non-compliance that we had identified. We also updated our fellow qualifications regulators with our findings and the action that we intended to take.

We issued five awarding bodies (Agored Cymru, Future (Awards and Qualifications) Ltd, IQL, ITC First, and Safety Training Awards) with a notice of our intention to issue a direction requiring them to take specific remedial action by 1 February 2018 to comply with our standard conditions. We took this action because we had identified significant issues of non-compliance which undermined the validity of those qualifications to such an extent that we could not allow them to continue to be awarded in that form.

All five awarding bodies issued with the notice submitted a formal undertaking to us which confirmed that they would take action to address all the issues we had identified. We accepted these five undertakings as an alternative to issuing the directions and the undertakings were published on our website<sup>2</sup>.

We required seven awarding bodies – AoFA Qualifications, First Aid Awards Ltd, Highfield Qualifications, Industry Qualifications, NCFE, Training Qualifications UK Ltd and YMCA Awards – to submit action plans to us by 1 February 2018, setting out how they were going to address the non-compliance that we had identified. The risks to the validity of the qualifications were less significant and/or immediate than those which led to an undertaking. However, they did include issues which required swift improvement to meet our standard conditions.

Two awarding bodies, Quallsafe Awards and Qualifications Network, were found to be compliant with our conditions in relation to their first aid qualifications. We did identify one minor issue of non-compliance for Qualifications Network relating to the correct use of our logo on certificates, but this did not impact in any way on the validity or reliability of their qualifications.

<sup>2</sup><http://qualificationswales.org/english/our-work/regulating-awarding-bodies/sanctions-and-enforcement/regulatory-action/>

We also made recommendations to all awarding bodies where we identified areas which could be improved, but did not amount to non-compliance with our standard conditions. We recommended that awarding bodies consider these issues but did not require them to take action. We issued recommendations where we identified awarding bodies were not following the HSE guidance on content of certificates.

Each awarding body that had submitted an undertaking or an action plan to us provided us with evidence by 1 February 2018 outlining the changes they had made. We reviewed all the evidence submitted as part of the awarding bodies' action plans. We are satisfied that the five awarding bodies that submitted an undertaking to us have completed the required actions and we no longer consider them to be non-compliant. The seven awarding bodies that were required to submit action plans to us have taken appropriate action to address the areas of non-compliance we identified.

## 8. Conclusion and next steps

We are pleased that all awarding bodies responded positively to the findings of our monitoring and sought to address the areas of non-compliance. Our monitoring activity has assured us that there is now greater consistency of practice and rigour across awarding bodies offering these qualifications. The action we have taken should provide confidence to employers choosing a regulated first aid qualification for their employees and for learners registered on these qualifications.

We are also pleased that through the FAAOF, there is already a mechanism in place for awarding bodies to work collaboratively to set appropriate standards for these qualifications. The FAAOF has an important role to play in ensuring that there is ongoing standardisation and professional challenge across awarding bodies operating in this sector. We expect that all awarding bodies offering first aid qualifications play an active part in the FAAOF. We recommend that members of the FAAOF consider what further steps they might take to ensure ongoing standardisation across awarding bodies.

The shortcomings identified during the monitoring of first aid qualifications may not be confined to that sector. We recommended that each awarding body that was part of this monitoring activity should review their other vocational qualifications in light of our findings and their non-compliance. We will be monitoring qualifications in food safety during 2018 and health and safety in 2019. We will maintain our focus on the validity and reliability of vocational qualifications during both of these scheduled monitoring activities. We may also undertake other monitoring activities of vocational qualifications in response to issues we identify. We will continue to work with our fellow qualifications regulators to share any concerns on the delivery, assessment and award of vocational qualifications and discuss how we can work collaboratively to address those concerns. We encourage all awarding bodies offering regulated qualifications to consider whether the issues we have identified are also a risk to the validity of the qualifications they offer, and if so, take appropriate action to address those issues.

# Appendix 1 – Assessment Principles for Regulated First Aid Qualifications

## Assessment Principles for Regulated First Aid Qualifications 2017 version 6

### Introduction

These Assessment Principles have been produced by the First Aid Awarding Organisation Forum (FAAOF) in cooperation with the Health and Safety Executive (HSE) and Qualification Regulators.

These principles must be applied in addition to the generic criteria and regulations that Ofqual/SQA Accreditation/Qualifications Wales/CCEA Regulation require Awarding Organisations/Bodies meet for the delivery of regulated/accredited qualifications.

Awarding Organisations/Bodies who follow these First Aid Assessment Principles should also participate in the First Aid Awarding Organisation Forum (FAAOF) in line with the FAAOF Terms of Reference.

This document relates to First Aid Qualifications including but not limited to:

- **First Aid at Work (FAW)**
- **Emergency First Aid at Work (EFAW)**
- **Paediatric First Aid (PFA)**
- **Emergency Paediatric First Aid (EPFA)**

This document deals with training, assessment, evidence and quality assurance under the following headings:

- Roles and responsibilities of those involved in the training, assessment and quality assurance processes
- Assessment and sources of evidence

## **Roles and Responsibilities of those involved in the Training, Assessment and Quality Assurance Processes**

This document details the requirements of Trainers and Assessors separately. It is accepted, however, that both roles may be performed by the same person, providing the qualifications and experience requirements for both roles are met.

### **Trainers**

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

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

- Holding a first aid at work qualification/medical registration as detailed in Appendix 1

**ii. Knowledge and competency in teaching/training first aid - evidenced by:**

- Holding an acceptable teaching/training qualification as detailed in Appendix 2

**AND either:**

- Providing an acceptable log of teaching first aid within the last 3 years or
- Providing an acceptable record of competently teaching theoretical and practical first aid sessions under the supervision of a suitably qualified Trainer/Assessor

### **Assessors**

Those involved in the assessment of these qualifications 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:

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

- Holding a first aid at work qualification/medical registration as detailed in Appendix 1

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

- Holding an acceptable assessing qualification/CPD Training as detailed in Appendix 2

**AND either:**

- Providing an acceptable log of first aid assessments conducted within the last 3 years or
- Providing an acceptable record of competently assessing theoretical and practical first aid qualifications under the supervision of a suitably qualified assessor.

## Internal Quality Assurance

Those involved in the internal quality assurance of these qualifications (IQAs) must have knowledge and competency in first aid as well as knowledge and competency in internal quality assurance. An acceptable portfolio must show:

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

- Holding a first aid at work qualification/medical registration as detailed in Appendix 1

**ii. Knowledge and competency in internal quality assurance – evidenced by:**

- Holding an acceptable internal quality assurance qualification/CPD training as detailed in Appendix 3

Internal Quality Assurers must:

- Have knowledge of the requirements of the qualification they are quality assuring at the time any assessment is taking place.
- Have knowledge and understanding of the role of assessors.
- Visit and observe assessments.
- Carry out other related internal quality assurance.

## External Quality Assurance

Those involved in the external quality assurance of these qualifications (EQAs) must have knowledge and competency in first aid as well as knowledge and competency in external quality assurance. An acceptable portfolio must show:

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

- Holding a first aid at work qualification/medical registration as detailed in Appendix 1

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

- Holding an acceptable external quality assurance qualification as detailed in Appendix 4

External Quality Assurers must:

- Have knowledge of the requirements of the qualification they are quality assuring at the time any assessment is taking place.
- Have knowledge and understanding of the role of Assessors and Internal Quality Assurers.

## **Assessment and Sources of Evidence**

### **Assessment Centres**

Assessment Centres will be responsible for maintaining up-to-date information on trainers, assessors and Internal Quality Assurers and for ensuring the currency of the competence of all those involved in the assessment and internal quality assurance process.

### **Simulation**

Simulation is permitted – Each unit details what may be simulated.

### **Assessment**

The assessment should determine a learner's ability to act safely, promptly and effectively when an emergency occurs at work and to deal with a casualty. All learning outcomes in the unit(s) must be achieved. Assessment may take place at any time during the delivery of the qualification and does not need to be done as a final assessment. It is however a requirement for the learner to be aware that assessment is taking place.

### **Standards of first aid practice**

Skills and knowledge should be taught and assessed in accordance with currently accepted first aid practice in the United Kingdom as laid down:

- by the Resuscitation Council (UK)
- *and*
- in other publications; provided that they are supported by a responsible body of medical opinion.

## Occupational Knowledge and Competence in First Aid - Appendix 1

All trainers, assessors, internal quality assurers and external quality assurers must have occupational knowledge and competence in first aid.

### This may be evidenced by:

- Holding a qualification issued by an Ofqual/SQA Accreditation/Qualifications Wales/CCEA Regulation recognised Awarding Organisation/Body (or equivalent<sup>1</sup>) as follows:

| Qualification delivered:                                  | Minimum qualification to be held by the Trainer/Assessor/IQA/EQA: <sup>1</sup> |
|---|--|
| First Aid at Work or<br>Emergency First Aid at Work       | First Aid at Work  |
| Paediatric First Aid or<br>Emergency Paediatric First Aid | Paediatric First Aid or First Aid at Work                                      |

### Or

- Current registration as a Doctor with the General Medical Council (GMC)<sup>2</sup>

### Or

- Current registration as a Nurse with the Nursing and Midwifery Council (NMC)<sup>2</sup>

### Or

- Current registration as a Paramedic with the Health and Care Professions Council (HCPC)<sup>2</sup>.

<sup>1</sup> if the trainer/assessor/IQA/EQA holds a non-regulated first aid qualification the awarding organisation/body should undertake due diligence to ensure current occupational knowledge and competence.

<sup>2</sup> registered healthcare professionals must act within their scope of practice and therefore have current expertise in first aid to teach/assess the subject.

## Acceptable Training/Assessing Qualifications - Appendix 2

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 (or separate qualifications) to enable them to perform both functions.

| Qualification  | Train   | Assess*   |
|--|---|---|
| <b>CURRENT QUALIFICATIONS<br/>(available for new trainers/assessors to undertake):</b>                       |   |   |
| Level 3 Award in Education and Training  |    |    |
| Level 4 Certificate in Education and Training  |    |    |
| Level 5 Diploma in Education and Training  |    |    |
| Level 3 Award in Teaching and Assessing in First Aid Qualifications (RQF)                                    |    |    |
| Cert Ed/PGCE/B Ed/M Ed   |    |    |
| SVQ 3 Learning and Development SCQF Level 8  |    |    |
| SVQ 4 Learning and Development SCQF Level 9  |    |    |
| TQFE (Teaching Qualification for Further Education)  |    |    |
| Planning and Delivering Learning Sessions to Groups SCQF Level 6 (SQA Unit)                                  |    |    |
| SCQF Level 6 Award in Planning and Delivering Learning Sessions to Groups (SQA Accredited)                   |    |    |
| L&D Unit 6 Manage Learning and Development in Groups SCQF Level 8 (SQA Accredited)                           |    |   |
| L&D Unit 7 Facilitate Individual Learning and Development SCQF Level 8 (SQA Accredited)                      |    |   |
| L&D Unit 8 Engage and Support Learners in the Learning and Development Process SCQF Level 8 (SQA Accredited) |  |   |
| Carry Out the Assessment Process SCQF Level 7 (SQA Unit)   |   |  |
| Level 3 Award in Assessing Competence in the Work Environment  |   |  |
| Level 3 Award in Assessing Vocationally Related Achievement  |   |  |
| Level 3 Award in Understanding the Principles and Practices of Assessment                                    |   |  |
| Level 3 Certificate in Assessing Vocational Achievement  |   |  |
| L&D Unit 9DI Assess Workplace Competence Using Direct and Indirect Methods SCQF Level 8 (SQA Accredited)     |   |  |
| L&D Unit 9D Assess Workplace Competence Using Direct Methods SCQF Level 7 (SQA Accredited)                   |   |  |

| OTHER ACCEPTABLE QUALIFICATIONS:   |   |   |
|--|---|---|
| CTLTS/DTLLS  |  |    |
| PTLLS with unit 'Principles and Practice of Assessment' (12 credits)   |  |    |
| Further and Adult Education Teacher's Certificate  |  |    |
| IHCD Instructional Methods   |  |    |
| IHCD Instructor Certificate  |  |    |
| English National Board 998   |  |    |
| Nursing mentorship qualifications  |  |    |
| NOCN Tutor Assessor Award  |  |    |
| S/NVQ level 3 in training and development  |  |    |
| S/NVQ level 4 in training and development  |  |    |
| PDA Developing Teaching Practice in Scotland's Colleges SCQF Level 9 (SQA Qualification)   |  |    |
| PDA Teaching Practice in Scotland's Colleges SCQF Level 9 (SQA Qualification)  |  |   |
| PTLLS (6 credits)  |  |   |
| Regulated Qualifications based on the Learning and Development NOS 7 Facilitate Individual Learning and Development or NOS 6 Manage Learning and Development in Groups |  |   |
| Training Group A22, B22, C21, C23, C24   |  |    |
| Learning and Teaching – Assessment and Quality Standards SCQF Level 9 (SQA Unit)   |   |   |
| A1 Assess Candidates Using a Range of Methods or D33 Assess Candidates Using Differing Sources of Evidence   |   |  |
| Conduct the Assessment Process SCQF Level 7 (SQA Unit)   |   |  |
| A2 Assess Candidate Performance through Observation or D32 Assess Candidate Performance  |   |  |
| Regulated Qualifications based on the Learning and Development NOS 9 Assess Learner Achievement  |   |  |

**\*Assessors who do not hold a formal assessing qualification may alternatively attend First Aid Assessor CPD Training with an Awarding Organisation/Body.**

## Qualifications suitable for Internal Quality Assurance - Appendix 3

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

L&D Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment  
SCQF Level 8

(SQA Accredited)

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 (SQA Unit)

Regulated Qualifications based on the Learning and Development NOS 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 (SQA Unit)

### **NOTE:**

**IQA's who do not hold a formal IQA qualification may alternatively attend Internal  
Quality Assurance CPD Training with an Awarding Organisation/Bodies**

## Qualifications suitable for External Quality Assurance - Appendix 4

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

L&D Unit 12 Externally Monitor and Maintain the Quality of Workplace Assessment  
SCQF Level 9 (SQA Accredited)

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 (SQA Unit)

V2 Conduct External Quality Assurance of the Assessment Process or D35 Externally  
Verify the Assessment Process

Externally Verify the Assessment Process SCQF Level 9 (SQA Unit)

It is understood that not all EQA's will be qualified initially, and that sufficient time should be considered to achieve these qualifications. During this time Awarding Organisations/Bodies must ensure that EQA's are following the principles set out in the current Learning and Development NOS 12 Externally monitor and maintain the quality of assessment.

## Appendix 2 – First aid qualifications statistics

Table 1 shows the first aid qualifications offered by each awarding body involved in our monitoring, and the number of certifications for each of those qualifications in Wales between 1 October 2015 - 30 September 2016.

**Table 1: First aid qualifications offered by each awarding body, 2015-16**

| Awarding body                          | First aid qualification(s) offered and number of certifications |       |      |       |
|--|---|-------|------|-------|
|  | EFAW  | FAW   | EPFA | PFA   |
| Agored Cymru                           | 724   | 309   |      | 26    |
| AoFA Qualifications                    | 2,539   | 379   | 67   | 204   |
| First Aid Awards Ltd                   | 1,625   | 408   | 156  | 50    |
| Future (Awards and Qualifications) Ltd | 208   | 149   |      |       |
| Highfield Qualifications               | 5,705   | 1,374 | 473  | 1,480 |
| Industry Qualifications                | 16  |       |      |       |
| IQL                                    | 172   | 22    | 61   | 10    |
| ITC First                              | 259   | 20    |      | 12    |
| NCFE                                   |   |       |      | 124   |
| Qualifications Network                 | 22  | 53    |      | 9     |
| Qualsafe Awards                        | 3,607   | 1,752 | 518  | 817   |
| Safety Training Awards                 | 818   | 443   | 33   | 217   |
| Training Qualifications UK Ltd         | 818   | 443   | 33   | 217   |
| YMCA Awards                            | 35  |       |      |       |