CTQ Level 3 Award in First Aid for Schools

Qualification specification

CTQ Certify Training Qualifications

V5 October 2026

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VERSION CONTROL

Version	Summary of change	Date changed
V1	Published	November 2024
V2	Removed slings for Bleeding from practical assessment criteria	April 2025
V3	Removed Seizures from practical assessment criteria	June 2025
V4	Corrected assessment method for CPR topic within the unit syllabus.	July 2026
V5	Formal Qualification review. Removed Chain of Survival sub topic Updated content and practical assessment to reflect 2025 Resuscitation Council guidelines. See practical assessment criteria document for details. Updated unit/qualification specification template.	October 2026

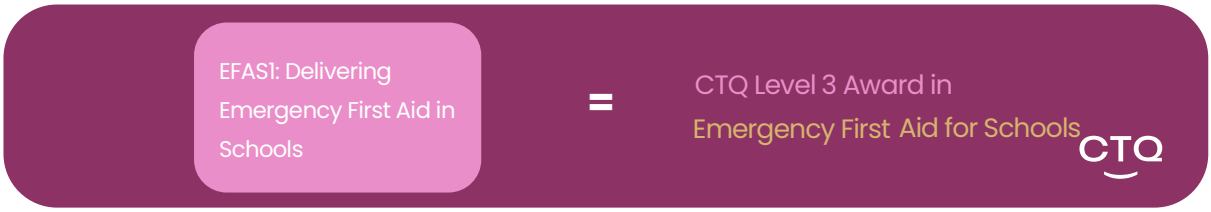
QUALIFICATION OVERVIEW

QUALIFICATION DETAILS

Qualification title:	CTQ Level 3 Award in First Aid for Schools
Qualification number:	610/5258/9
Grading:	Pass / Fail
Total qualification time (TQT)[i]:	7
Guided learning hours (GLH):	6
Operational start date:	01/02/2025
Qualification review date[ii]:	01/02/2029
Student age:	16+

STRUCTURE OF THE QUALIFICATION

The Level 3 Award in First Aid for Schools is made up of one mandatory unit, which must be achieved to gain the qualification. There are no optional units.



Whilst learners often study and learn at different rates, the estimated study time for each unit is:

Unit code	Unit title	Unit level	Unit TQT
AFAS1	Delivering Emergency First Aid in Schools	Three	7

ASSESSMENTS

The Level 3 Award in First Aid for Schools is assessed through a combination of assessments designed to test the appropriate skills, knowledge and understanding, as outlined below:

Unit	Assessment type	Duration	Pass mark	Grading
EFAS1	Multiple choice examination	25 mins	10/14 (71%)	Pass/Fail
EFAS1	Practical observation	With course time	Must pass all criteria	Pass/Fail

All assessments must be passed in order to achieve the qualification.

BLENDED LEARNING

This qualification can be delivered using a combination of distance learning and face-to-face classroom learning and assessment. The 'minimum' amount of classroom hours must be as detailed below with the remainder of the GLH having been completed by distance learning:

Minimum classroom time:	4 hours (1 day)
Maximum distance learning time:	2 hours

Distance learning must be completed before the face-to-face classroom session and all assessments must take place in the classroom.

Centres wishing to offer blended learning must seek CTQ approval of its e-learning materials.

STAFFING REQUIREMENTS

In order to deliver this qualification, centres must obtain centre recognition and qualification approval from CTQ, as set out on our website. Once approved, centres are required to maintain the following minimum staffing:

Minimum staff	Role	Qualification requirements	Responsibilities	Max learners
One	Trainer	Appendix 3 & 4	Delivery of qualification content	12
One	Assessor	Appendix 3 & 4	Assessment of the qualification	12
One	Internal Quality Assurer	Appendix 3 & 4	Quality assuring the assessment and verification of this qualification	N/A

NB There is no requirement for a separate assessor when delivering this qualification. Trainers can perform the role of both trainer and assessor providing they meet the below requirements for each role.

All Trainers, Assessors and IQAs must be approved by CTQ before working on this qualification. Each must hold the subject qualification at Appendix 3 and the relevant teaching, assessing or IQA qualification (or equivalent CPD training) at Appendix 4, keep an up to date log of their activity in that role, and provide evidence of CPD.

IQAs must also know the qualification's current requirements, understand the IQA role, observe delivery and assessment as part of sampling, and cannot quality assure a course they trained or assessed on.

RESOURCES, VENUE AND EQUIPMENT

Centres must use premises that are suitable, adequate and conducive to carrying out training and assessment, whether these are hired or in-house training rooms. They must also comply with all current legislation.

As a minimum, centres must make sure their venues, equipment and other resources include:

Resource	Requirement
Teaching/training venue	The venue must meet acceptable health and safety standards and have sufficient: size, floor surfaces, seating, writing surfaces, toilet facilities, ventilation, lighting, heating, access, exits, cleanliness, absence of distracting noise. Signage should be used to notify others that assessments are being carried out.
Audio visual (AV) equipment and training aids	Sufficient AV equipment and training aids to facilitate learning using varying teaching methods.
Resuscitation manikins (child and adult)	**A minimum ratio of 1 manikin (of each age group) to every 4 learners** to facilitate training and assessment of rescue breaths, chest compressions, back blows, chest thrusts/abdominal thrusts and Automated External Defibrillation (AED) pad placement. If fewer resuscitation manikins are provided, adjust learning hours/lesson plans accordingly to make sure learners are not disadvantaged.
AED trainers	**A minimum of 1 AED trainer to every 4 learners**. If fewer AED trainers are provided, adjust learning hours/lesson plans accordingly to make sure learners are not disadvantaged.
Bandages and dressings	Sufficient clean bandages, dressings and other items commonly found in a first aid kit to facilitate training and assessment.
Hygiene	Sufficient procedures to maintain hygiene when using resuscitation manikins and other training equipment.
Adrenaline Auto-Injector (AAI) training devices	A selection of Adrenaline Auto-Injector training devices with at least one of the following: • Jext • EpiPen

ASSESSMENT OF THE QUALIFICATION

ASSESSMENT STRATEGY

We have worked collaboratively with subject experts to devise an appropriate and valid assessment strategy, set out below.

The Level 3 Award in First Aid for Schools is assessed through a combination of assessments designed to test the appropriate skills, knowledge and understanding, as outlined below:

Assessment	Controls	Units covered	Rationale	Assessment details
Multiple choice examination	• Externally set • Completed online – automatically marked by CTQ system • Completed on paper – marked by CTQ-approved assessor using CTQ mark scheme • Subject to EQA sampling • Internally invigilated • Externally spot checked	EFAS1	Learner's practical abilities need to be underpinned by a base of knowledge about the role of the first aider, their responsibilities and basic principles of emergency first aid in schools. This knowledge is taught from a syllabus and assessed by an MCQ exam, derived from a bank of questions.	Must be taken under examination conditions online at the end of the training. Invigilators may invigilate up to 15 learners simultaneously. **Duration:** 25 minutes **Pass mark:** 10/14 (71%) **Grading:** Pass/Fail

Practical observation	• Externally set • Internally marked • Externally verified • Simulation is required	EFAS1	Learners need to be able to demonstrate key practical skills in delivering emergency first aid in schools, for which the most valid assessment is an observation. Due to the risks to life, learners must correctly pass all the assessment criteria and if demonstration of a skill requires a complex sequence of actions (e.g. CPR) each step in the sequence will be assessed.	The practical assessment is ongoing throughout the course with the trainer/assessor making learners aware of when they are being assessed and what they are required to demonstrate. **Duration:** within the practical course time **Pass mark:** all assessment criteria must be achieved **Grading:** Pass/Fail

NB 'externally' refers to CTQ, 'internally' refers to the centre

Appendix 1 sets out how the assessments are mapped to unit learning outcomes and content.

CONFIRMING IDENTITY

Assessments take place face to face at the training venue. Therefore, the responsibility of authenticating the learner's assessment evidence falls to the trainer/assessor. Trainer/assessors must check each learner's identity against approved photographic identification at the start of the course, such as:

- a government issued ID
- other photographic ID card, e.g., employee ID card (must be current employer), student ID card, travel card etc.

ASSESSMENT LANGUAGE

This qualification must be assessed in English due to the need for learners to be able to complete a 999 call and communicate with their patients.

Assessment in British Sign Language (BSL) **may** be permitted for this qualification for the purpose of a reasonable adjustment.

Prior approval from CTQ is required before any assessment is delivered through BSL through completing a request for reasonable adjustment.

Any request received will be considered in terms of viability and there may be charges depending on the work required to meet the request.

ASSESSMENT DELIVERY

Assessments take place during training, with practical assessments throughout and the MCQ examination at the end. The qualification is graded pass/fail, and learners must pass both assessments to achieve the qualification.

Online MCQs are automatically marked by the CTQ system. Paper-based MCQs are marked by a CTQ-approved centre trainer using the CTQ-issued mark scheme.

Practical assessments are marked by centre assessors against CTQ's assessment criteria. Assessment decisions are subject to centre quality assurance and CTQ's risk-based CASS/EQA arrangements.

Centres record results through the CTQ system or an approved connected Centre system.

ASSESSING PRACTICAL TASKS

Learners must be aware they're being assessed and demonstrate skills unprompted, without referring to course materials.

Assessors must give clear guidance and feedback, use the Practical Assessment Criteria document and complete the Evidence Log, assess only against the stated criteria, let learners complete tasks uninterrupted (unless safety requires stopping them), refer and reassess anyone who doesn't pass first time, and record the outcome.
Comments are expected for referrals only, outlining why the assessment decision was made.

ASSESSMENT REGULATIONS

Assessments take place during the training course, so extensions and late submission do not apply. Standard CTQ regulations for this qualification:

	MCQ	Practical observation
Referral on first attempt	Failing to meet the pass mark 'will result in a refer grade. Learners using the online system will be offered a second attempt which is an adaptive assessment they will only be shown questions from topic areas that they failed against. Paper based must complete the full re-sit paper.	Failing the set practical assessment criteria in full, in the correct sequence independently will be referral.
Second attempt	One further attempt, same day. Referral on this attempt results in failure of the qualification.	One further attempt, within the duration of the classroom time on the day of the course. Referral on this attempt results in failure of the qualification.
Retake	Where a learner fails to achieve the qualification, they are permitted to take the course again. If a learner retakes the course after failing the qualification, CTQ may choose to recognise and credit any assessment components they previously passed, so they may not need to repeat those parts.	

INVIGILATION AND ADMINISTRATION OF EXAMINATIONS

Centres must administer and invigilate MCQ examinations in accordance with CTQ's Controlled Assessment and Invigilation Instructions policy.

Paper-based MCQs may be used for reasonable adjustments, technical failure or other circumstances permitted by CTQ. Papers must be stored securely, with access restricted to authorised personnel.

CTQ-approved centre trainers mark paper-based MCQs using the CTQ-issued mark scheme. Centres must record results through the CTQ system or an approved connected Centre system, upload completed papers to CTQ and retain records in accordance with CTQ requirements. Paper-based resits must use a new controlled assessment paper and follow CTQ's resit policy.

STANDARD PERMITTED ASSESSMENT SUPPORT

Invigilators may also provide limited reading support during controlled assessments reading assessment questions and answer options aloud, verbatim in English where a learner cannot independently access written materials due to reading difficulty, language barriers, or other access needs.

This is permitted because the assessment tests first aid knowledge, understanding and practical competence, not reading ability or English language comprehension.

No prior CTQ approval is needed to use this support, but its use must be recorded on the invigilation report, and it must stay within the conditions set out in the CTQ Controlled Assessment and Invigilation Instructions policy.

CENTRE INTERNAL QUALITY ASSURANCE

Centres must run standardisation and verification. Standardisation means putting borderline cases to assessors through peer review, shadowing, or video-based training sessions so they agree on the assessment decision. Verification means observing assessors, in person or on video, and sampling their evidence, to check they're deciding correctly.

HSE guidance requires centres to have: a quality assurance plan; a competent individual responsible for QA, independent of delivery; an annual assessment of trainer/assessor skills; a course evaluation procedure; a mechanism for learner feedback; a complaints procedure; and assessment records for each learner, retained for 3 years and available to CTQ on request.

QUALIFICATION INFORMATION

ABOUT THIS QUALIFICATION

This qualification is for anyone who has a specific responsibility in a school to provide help to both pupils and adults in emergency first aid situations:

- Teachers responsible for children from 1 year old upwards
- Administrative and Support Staff
- Temporary Teachers
- Teachers in training

A typical learner:

- is at least 16 years old
- is able to perform practical tasks at floor level
- has a minimum of Level 2 in literacy and numeracy or equivalent

QUALIFICATION PURPOSE

The objective of this qualification is to prepare learners for an emergency first aid role in a school, enabling them to deal with a range of emergency first aid situations involving children or colleagues/visitors.

This qualification belongs to the CTQ suite of First Aid qualifications that includes:

- CTQ Level 3 Award in Emergency First Aid at Work
- CTQ Level 3 Award in First Aid at Work
- CTQ Level 3 Award in Emergency Paediatric First Aid
- CTQ Level 3 Award in Paediatric First Aid
- CTQ Level 3 Award in First Aid for Schools

These are all short qualifications mapped to HSE or DfE requirements[iii] for first aid training.

ENTRY REQUIREMENTS

Available to learners aged 16 or over. There are no formal entry requirements, though we strongly recommend a minimum of Level 2 in literacy and numeracy or equivalent. Due to the practical nature of the assessment, learners must be able to get to the floor unaided and demonstrate all required practical elements on their own, for example, effective CPR on a manikin at floor level for two minutes.

RECOGNITION OF PRIOR LEARNING

There are no opportunities for recognising prior learning to count towards this qualification.

PROGRESSION

Successful completion of this qualification will enable learners to be workplace first aiders in emergency situations under the Health and Safety (First Aid) Regulations 1981.

Learners may progress from this qualification to the CTQ Level 3 Award in First Aid at Work. Learners may enrol on a 'top-up' course within 6 weeks of completing this qualification, as it covers the same content as an emergency first aid at work course.

Learners who find the qualification content interesting may progress to a wide range of first aid related learning and qualifications, in areas such as mental health first aid, paediatric first aid.

REQUALIFICATION

This qualification is valid for a period of 3 years. Learners must retake before certificate expiry to remain qualified.

Annual refresher training is recommended by HSE, and learners should keep up with legislation and first aid best practice through ongoing CPD.

DELIVERING THIS QUALIFICATION

This qualification is delivered by CTQ's approved centres and consists of a mix of knowledge and practice. Blended learning combining e-learning and taught classroom sessions are permitted.

ENROLMENT, INITIAL ASSESSMENT AND QUALIFICATION REGISTRATION

Once a learner is enrolled on the course, the centre must carry out an initial assessment to confirm they're on the most suitable qualification and meet the entry requirements above, before registering them on the qualification.

At this point, centres must also give CTQ the dates, times and venues of the course running, so CTQ can carry out EQA activities to assure that assessments are being carried out correctly.

TIMESCALES FOR COMPLETION

Once enrolled, learners are expected to complete the qualification within 3 weeks in blocks of learning that are a minimum of 2 hours each.

CERTIFICATION

CTQ issues verified results and certificates to the approved centre, who forward them to learners. Learners should contact the centre if they haven't received these within 28 working days. Where a centre is sanctioned or withdrawn, CTQ reserves the right to send certificates directly to learners.

TEACHING THE QUALIFICATION CONTENT

HSE requires at least 6 hours' training and assessment (excluding breaks), over a minimum of one day, in sessions of at least two hours.

Centres must create their own delivery plan, checked at qualification approval, with a scheme of work covering the required content and learning outcomes within the minimum GLH, designed around learners' needs so they're ready for assessment, and identifying opportunities for formative assessment.

Suggested resources/textbooks are listed with each unit.

CENTRE ASSESSMENT STANDARDS SCRUTINY (CASS)

CTQ operates a risk-based model of monitoring, support and feedback. EQA activity is determined by qualification and centre risk ratings.

This qualification is rated **medium risk**.

To assure the competence of trainers and assessors, CTQ checks their qualifications and experience at centre approval, requires CTQ approval of new staff before delivery or assessment, monitors qualification expiry dates and requires relevant training before they undertake their responsibilities.

Because centre assessors make practical assessment decisions, practical assessment is subject to external verification:

- New and high-risk centres receive ongoing monitoring, including sampling of assessment evidence.
- Once standards are satisfactory, a centre's risk rating may be reduced, allowing assessment and certification decisions without prior EQA sampling, subject to ongoing monitoring.
- All approved centres receive a minimum of two interactions per year.

Paper-based MCQ marking is subject to Centre IQA and risk-based CTQ scrutiny of assessment papers and marking records. CTQ may increase sampling or require corrective action where errors, unusual results, malpractice or maladministration are identified.

Note: Centres should allow additional time for certification where assessment decisions are being verified.

POLICIES

Delivery of this qualification must comply with all CTQ's policies including Reasonable Adjustments and Special Considerations, Enquiries and Appeals, Malpractice and Maladministration, Controlled Assessment and Invigilation Instructions.

Full current versions are available on the CTQ website.

MANDATORY UNITS

EFAS1: DELIVERING EMERGENCY FIRST AID IN SCHOOLS

Level	3
Guided Learning Hours (GLH)	6
Sector Subject Area (SSA)	Health and social care

UNIT SUMMARY

This unit will provide learners with an understanding of the role of the first aider and the skills required to provide emergency first aid in a school environment. The aim of this unit is to provide the emergency first aider the set of skills to not just being able to manage an incident involving children, but a colleague as well. Learners will have basic skills in providing first aid acting safely, promptly and effectively for choking; minor injuries; wounds; bleeding; casualties who are in shock, unconscious and/or in need of resuscitation.

This unit differs from a traditional Emergency First Aid at Work unit in the following ways:

- Includes child protocols for managing an unresponsive patient (both breathing & not breathing) and choking. **It does not cover infant protocols.**
- Within the role of the first aider there is a specific emphasis on the nuances of being a first aider in a school environment, including the management of medications in schools, as well as reference to an individual healthcare plan.
- Includes Asthma and Anaphylaxis, which are focused primarily on a school environment where the risk of these conditions is greater and there is further guidance from the Department of Health which does not apply outside of a school environment.

LEARNING OUTCOMES

1	Understand the role of the first aider in schools
2	Assess a range of first aid situations in order to provide emergency first aid in school
3	Provide appropriate first aid for a range of emergency situations and casualties

A full and detailed teaching syllabus and assessment is available to approved Centres only.

APPENDIX 3 - SUBJECT SPECIFIC QUALIFICATIONS FOR CENTRE STAFF

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 an in-date **First Aid at Work** qualification issued by:
    - an Ofqual/SQA Accreditation/Qualifications Wales/CCEA Regulation recognised Awarding Organisation/Body
    - a Voluntary Accreditation Scheme (such as a recognised trade/industry body)
    - St John Ambulance
    - British Red Cross
    - St Andrews First Aid
    - Independently Recognised Training Centres
- Or a qualification at an equivalent or higher level to First Aid at Work qualification, which must be mapped.
- Or Current registration as a Doctor with the General Medical Council (GMC)[iv]
- Or Current registration as a Nurse with the Nursing and Midwifery Council (NMC)[3]
- Or Current registration as a Paramedic with the Health and Care Professions Council (HCPC)[3]

APPENDIX 4 – STAFFING REQUIREMENT – ACCECPTABLE EVIDENCE

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.

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

Qualification	Train	Assess
CTQ Level 3 Award in Teaching and Assessing First Aid Qualifications	✓	✓
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)	✓	✓
Planning and Delivering Training 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:		
CTLLS/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		

Qualifications suitable for Internal Quality Assurance

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

IQAs who do not hold a formal IQA qualification may alternatively attend Internal Quality Assurance CPD Training with an Awarding Organisation.

- 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)

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[i] Total qualification time is the number of notional hours it takes a typical learner to achieve the full qualification and is made up of two elements:

- the minimum number of guided learning hours - the number of hours spent under the immediate supervision or guidance of a tutor
- the number of hours spent on preparation, studying and the assessment that is non-guided

[ii] The qualification review date is the date by which we will have carried out a review of the qualification. If we make a decision to withdraw a qualification, we'll set an operational end date (last date for registration/enrolment).
The last date for certification will be three years from the operational end date.

[iii] As per The Health and Safety (First-Aid) Regulations Paragraph 4: "An employer should make an assessment of first-aid needs appropriate to the circumstances (hazards and risks) of each workplace."

[iv] Registered healthcare professionals must act within their scope of practice and therefore have current expertise in First Aid to teach/assess the subject.