

CTQ Level 3 Award in Forestry First Aid +F

Qualification specification
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Contents:

About Certify Training Qualifications	5
About this Qualification	5
Qualification Purpose	5
Qualification overview	6
Qualification details	6
Structure of the qualification	7
Entry requirements	7
Recognition of prior learning	8
Progression	8
Requalification	8
Delivering this Qualification	8
Enrolment, initial assessment and qualification registration	8
Timescales for completion	8
Certification	8
Centre approval	8
Staffing requirements	9
Resources, venue and equipment	10
Teaching the qualification content	11
Delivery plan	11
Learning materials	11
Blended learning	14
Notification of courses running	11
Assessment of the qualification	12
Assessment strategy	12
Purpose	12
Content	12
Assessment design	12
Confirming identity	13
Assessment language	13
Assessment delivery	14
Submission of assignments	14
Grading	14
Results	14
Invigilation of examinations	18
Centre internal quality assurance	14

Assessing practical tasks	15
Centre Assessment Standards Scrutiny (CASS)	15
Assessment regulations	16
Deadlines	16
Extensions	16
Late submission	16
Referral	16
Resubmission (2 nd attempt)	17
Retake	17
Policies	18
Reasonable adjustments	18
Special consideration	18
Enquiries about results: centre-marked assessments	18
Enquiries about results: CTQ-marked assessments	18
Malpractice and maladministration	19
Appeals	19
Mandatory units	20
FSF1: Forest School Paediatric First Aid	20
Unit summary	20
Learning outcomes	20
Syllabus	21
Further guidance:	24
Links to other units	30
Learning and teaching strategies	30
Resources/indicative texts	30
FSF2: Delivering Forest School Paediatric First Aid	49
Unit summary	49
Learning outcomes	49
Syllabus	50
Further guidance:	56
Links to other units	63
Learning and teaching strategies	63
Resources/indicative texts	63
Appendix 1 – assessment mapping	32
Appendix 2 – qualification to DfE course content mapping	33
Appendix 3 - subject specific qualifications for centre staff	34
Appendix 4 – teaching, assessing and quality assurance qualifications for centre staff	35

About Certify Training Qualifications

Certify Training Qualifications was established to play a unique role in the vocational skills and qualifications system. Our work supports a wide range of learners and providers and aims to improve safety and welfare in education and early years (and beyond) through the provision of highly regarded regulated qualifications.

About this Qualification

Who is this qualification for?

This qualification is for anyone who has a specific responsibility in a forestry or agricultural setting to provide help in first aid situations. Learners will typically work in:

- harvesting
- civil engineering
- mechanised ground preparation
- planting
- fencing
- pesticides application
- forest nursery activities
- public facing roles

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
- has a valid Emergency First Aid at Work or First Aid at Work qualification

Qualification Purpose

The objective of this qualification is to prepare learners for a first aid role in a forestry or agricultural setting, enabling them to deal with a range of first aid situations.

This CTQ Level 3 Award in Forestry First Aid +F is designed to accompany a valid and appropriate Emergency First Aid at Work or First Aid at Work qualification.

This qualification has been developed to meet the requirements of:

- Forestry England First Aid Policy – PPG 59

The qualification is mapped to the relevant areas of the IOL Statement of Good Practice on Outdoor First Aid at Band 3.

How does this qualification relate to other similar qualifications?

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
- CTQ Level 3 Award in Forest School First Aid for Early Years
- CTQ Level 3 Award in Forest School First Aid

These are all short qualifications mapped to HSE or DfE requirements¹ for first aid training.

What does this qualification cover?

The qualification covers a range of outdoor first aid situations giving learners the knowledge and skills to assess, prioritise action and provide first aid adults when far from help.

The content of this course is matched with the requirements of the Forestry England First Aid Policy – PPG 59².

How long does it take to study?

The qualification takes 3 hours to complete. It must be completed within 6 weeks.

Qualification overview

Qualification details

Qualification title:	CTQ Level 3 Award in Forestry First Aid +F
Qualification number:	
Grading:	Pass / Fail

¹ 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.” In assessing their needs, the employer should, as per Paragraph 10, consider:

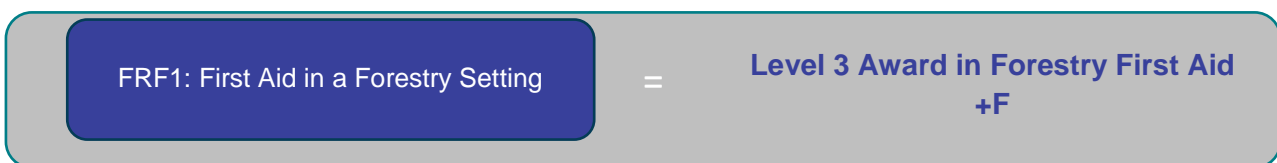
- the nature of the work and workplace hazards and risks;
- the nature of the workforce;
- the organisation’s history of accidents;
- the size of the organisation;
- the needs of travelling, remote and lone workers;
- work patterns;
- the distribution of the workforce;
- the remoteness of the site from emergency medical services;
- employees working on shared or multi-occupied sites;
- annual leave and other absences of first-aiders and appointed persons;
- first-aid provision for non-employees.

² <https://www.forestryengland.uk/sites/default/files/documents/First%20aid%20policy%20May%202024.pdf>

Total qualification time (TQT)³:	3
Guided learning hours (GLH):	2
Operational start date:	
Qualification review date⁴:	
Student age:	16+

Structure of the qualification

The Level 3 Award in Forestry First Aid +F consists of one mandatory unit which must be achieved in order to achieve 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
FRF1	First Aid in a Forestry Setting	Three	3

Entry requirements

The qualification is available to learners aged 16 or over.

Learners must hold a valid Emergency First Aid at Work or First Aid at Work qualification, or equivalent.

There are no other formal entry requirements, however we strongly recommend that learners have a minimum of Level 2 in literacy and numeracy or equivalent.

Due to the practical nature of the first aid assessment, learners must be able to get to the floor unaided and successfully demonstrate all required elements of the practical assessment on their own. For example, a

³ 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

Our qualifications are delivered through blended distance learning that includes bookable contact time with a subject specialist tutor, so the balance of total qualification time is weighted towards non-GLH.

⁴ The qualification review date is the date by which we will have carried out a review of the qualification. We work with subject specialists to make any changes necessary to meet sector needs and to reflect recent developments. In most cases, we'll extend the qualification and set a new review date. 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.

We will post information relating to changes or extensions to qualifications on our website and learners registered on the qualification will be kept updated.

learner will need to get to the floor unassisted and demonstrate effective cardiopulmonary resuscitation on a manikin at floor level for two minutes.

Recognition of prior learning

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

Progression

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, etc.

Requalification

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

Following completion of this qualification, it is strongly recommended that learners carry out continuous professional development and keep abreast of changes, especially regarding legislation and first aid best practice. HSE strongly recommends that first aiders undertake annual refresher training to help maintain their skills.

Delivering this Qualification

This qualification is delivered by CTQ's approved centres and consists of a mix of knowledge and practice. **Blended learning is not permitted.**

Enrolment, initial assessment and qualification registration

Learners are registered on the qualification by the centre once they are enrolled on the course. Centres must carry out an initial assessment for each learner to ensure they are enrolled on the most suitable qualification for their needs and that they meet the entry requirements stated above.

Timescales for completion

Once enrolled, learners are expected to complete the qualification within 6 weeks in blocks of learning that are a minimum of 2 hours each.

Certification

We will issue verified results and learner certificates to the approved centre. Centres will forward results and/or certificates to learners. If learners have not received results and/or certificates within 28 working days, they should contact the centre in the first instance. If a centre is in a sanction or has been withdrawn from CTQ either voluntarily or otherwise, we reserve the right to send certificates directly to learners.

Centre approval

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	Responsibilities	Max. class / cohort per staff member
One	Teacher/trainer	Delivery of qualification content	12
One	Assessor	Assessment of the qualification	12
One	Internal Quality Assurer	Quality assuring the assessment and awarding of this qualification	N/A

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

Staffing requirements

Teachers/trainers

All teachers/trainers should have the skills, knowledge and experience to be able to teach and demonstrate the subject. At qualification approval, each teacher/trainer must be approved by CTQ and provide evidence of:

1. A forestry first aid qualification and experience as shown in Appendix 5
2. A first aid at work qualification/medical registration as shown in Appendix 3
3. A formal teaching/training qualification as shown in Appendix 4
4. An acceptable log/record of teaching first aid as shown in Appendix 4

Trainers are expected to keep up to date with the subject area and provide evidence of continuing professional development (CPD).

Assessors

All assessors should have the skills, knowledge and experience to be able to assess the subject. At qualification approval, each assessor must be approved by CTQ and provide evidence of:

1. A forestry first aid qualification and experience as shown in Appendix 5
2. A first aid at work qualification/medical registration as shown in Appendix 3
3. An acceptable assessing qualification as shown in Appendix 4 or attendance at First Aid Assessor CPD Training with an Awarding Organisation/Body.
4. An acceptable log/record of assessing first aid as shown in Appendix 4

Assessors are expected to keep up to date with the subject area and provide evidence of CPD.

Internal Quality Assurers (IQAs)

Internal quality assurers of this qualification must have knowledge and competency in first aid as well as knowledge and competency in internal quality assurance. At qualification approval, each IQA must be approved by CTQ and provide evidence of:

1. A forestry first aid qualification and experience as shown in Appendix 5
2. A first aid at work qualification/medical registration as shown in Appendix 3

- An acceptable internal quality assurance qualification as shown in Appendix 4 or attendance at Internal Quality Assurance CPD Training with an Awarding Organisation.

IQAs are expected to keep up to date with the subject area and provide evidence of CPD.

IQAs must also:

- Have knowledge of the requirements of the qualification they are quality assuring at the time the assessment is taking place
- Have knowledge and understanding of the role of IQAs
- Attend training delivery and observe assessments being carried out
- Carry out other related internal quality assurance

NB IQAs cannot quality assure a course for which they were the Trainer and/or Assessor

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. They must also comply with all current legislation.

Due to the practical nature of this course, Teachers/Trainers/Assessors and Learners should wear appropriate clothing and footwear, e.g. trousers, jackets, hats, gloves and footwear suitable for working/learning at floor level in a forestry environment in any weather conditions (unless deemed unsafe).

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

Resource	Requirement
Teaching/training venue	<p>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.</p> <p>Signage should be used to notify others that assessments are being carried out.</p> <p>The training venue must also allow for outdoor contextualised training and assessment relevant to the qualification, with access to an area:</p> <ul style="list-style-type: none"> Lightly wooded, eg a forest clearing Not far from shelter
Audio visual (AV) equipment and training aids	Sufficient AV equipment and training aids to facilitate learning using varying teaching methods.
Resuscitation manikins	A minimum ratio of 1 adult manikin to every 4 learners to facilitate training and assessment of spinal injury. If fewer resuscitation manikins 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.
Tourniquets/training limbs	A minimum ratio of 1 training limb model to every 4 Learners to facilitate training and assessment of tourniquets. A variety of tourniquets for management of severe bleeding.
Training haemostatic agents	A variety of training haemostatic agents for severe bleeding.
Outdoor specific equipment	<ul style="list-style-type: none"> • Emergency shelter/bivvy bag • Mat/insulating material • Outdoor first aid kit content

Teaching the qualification content

Delivery plan

CTQ provide centres with a complimentary course programme and detailed lesson plans, which are carefully designed to meet the objective of this qualification and the needs of learners, making sure learners are adequately prepared for the assessments.

Centres not using QTQ lesson plans must create their own delivery plan which will be checked as part of centre qualification approval. The delivery plan should:

- include a scheme of work clearly showing how the required subjects and criteria/learning outcomes are covered and the minimum guided learning hours are met
- be carefully designed to meet the objective of this qualification and the needs of learners, making sure learners are adequately prepared for the assessments
- identify opportunities for formative assessment of learner's progress.

Learning materials

Each unit includes a list of suitable resources/textbooks that centres may choose to recommend or provide to learners.

Notification of courses running

Centres are required to provide to CTQ details of the dates, times and venues of courses taking place. In order to assure us that trainer/assessors are correctly carrying out authentication checks and assessments, we will carry out risk-based spot checks of training courses being delivered.

Assessment of the qualification

Assessment strategy

We have worked collaboratively with subject experts to devise an appropriate and valid assessment strategy, as follows.

Purpose

First aiders need to be able to demonstrate key practical skills in delivering first aid in a range of scenarios: acting safely, promptly and effectively to preserve life, prevent worsening and promote recovery.

Content

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

Assessment	Controls	Units covered	Rationale
Multiple choice examination	<ul style="list-style-type: none">Externally setExternally markedInternally invigilatedExternally spot checked	<ul style="list-style-type: none">FRF1	Learner's practical abilities need to be underpinned by a base of knowledge about the role of the forestry first aider, their responsibilities and basic principles of first aid in a forestry or agricultural setting. This knowledge is taught from a syllabus and assessed by an MCQ exam, derived from a bank of questions.
Practical observation	<ul style="list-style-type: none">Externally setInternally markedExternally verifiedSimulation is permitted	<ul style="list-style-type: none">FRF1	Learners need to be able to demonstrate key practical skills in delivering forestry school first aid, 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 action each step in the sequence will be assessed.

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

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

Assessment design

Assignment 1: The multiple choice examination will be taken under examination conditions online at the end of the training. Assessors may invigilate up to 15 learners simultaneously, each using one computer/tablet or smartphone.

Duration: 20 minutes

Pass mark: 77% (10/13)
Grading: Pass / Fail

Assignment 2: 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

Appendix 1 sets out how the assignments are mapped to the 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 valid passport (any nationality)
- UK issued Biometric Residence Permit
- a signed UK photo card driving licence
- valid warrant card issued by HM Forces or the Police
- 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

Submission of assignments

Learners will undertake assessments during the training: the practical assessments throughout and the multiple choice examinations at the end.

Grading

This qualification and its assessments are graded as pass/fail only. There are no opportunities to achieve higher grades. In order to achieve a pass in the qualification, learners must achieve a pass in each assignment.

Results

Externally marked assessments are marked automatically by the CTQ system, applying pre-agreed pass marks that are consistent with qualifications offered by other awarding organisations.

Internally marked assessments are marked by assessors at the centre against criteria set by CTQ. Centres are required to submit learner results within 10 working days of assessment to CTQ for moderation.

Invigilation and administration of examinations

Centres are required to ensure that the multiple-choice examinations are effectively administered and invigilated, adhering to the requirements set out in the **CTQ Controlled Assessment and Invigilation Instructions** document. Learners must not confer during the examination and no resources (eg text books) will be permitted.

The Trainer/Assessor is permitted to carry out invigilation of up to 15 learners.

There are two cases where a learner may take their MCQ test on paper, either due to a reasonable adjustment or due a technical failure.

In either case, as the individualised exam paper is generated for each learner at the point of scheduling the assessment, Centres will be able to print out a hard copy version of the questions issued against that learners record from the CTQ system. Printed questions and completed paper-based papers must be kept in sealed envelopes and stored securely, following the guidelines in the **CTQ Controlled Assessment and Invigilation Instructions** policy.

Centre internal quality assurance

Centres are required to implement quality assurance measures to ensure reliability and consistency of assessment decisions. This includes standardisation and verification of assessment decisions.

Standardisation activities could include peer review/shadowing, through online training events using videos of assessments or face to face standardisation sessions. The purpose of standardisation is to put edge case scenarios in front of the assessors and get them to agree on the right assessment decision (pass/fail).

Verification activities could include observation (in person, over video call or of video recordings) and sampling of evidence. The purpose of verification is to check that assessors are making the correct assessment decisions with learners.

The HSE guidance⁵ that informs this qualification sets expectations for internal quality assurance, requiring that centres have:

- a quality assurance plan
- a competent individual responsible for quality assurance (independent of training delivery)
- an annual assessment of the skills of trainers/assessors
- a course evaluation procedure
- mechanisms for obtaining feedback from learners
- a complaints procedure
- records of assessments for each learner

Centres must retain all learner documents and records for a period of 3 years and make sure these are available for review by CTQ.

Assessing practical tasks

Apply the following general rules for all practical assessments:

Learners must:

- be aware they are being assessed and be able to demonstrate the necessary skills without prompting or referring to literature

Assessors must:

- give clear guidance before the assessment and feedback at the end
- use the **CTQ Forestry First Aid Assessment Criteria** document
- complete the **CTQ Forestry First Aid Evidence Log**
- only cover the elements on the assessment criteria documents
- allow the learner to carry out the task uninterrupted unless intervention is needed to prevent injury or danger. In this case the assessor should stop the learner immediately, invite the learner to explain the problem and refer the learner to retake the whole assessment
- refer a learner who fails an assessment, giving the learner feedback on their performance, and assess them again on their next practice. If the learner does not pass during the practice session allocated time, give them the chance to come back on another course to retake the assessment.
- record whether each learner has passed the practical observation. Where a learner has referred on a task or element, Assessors must record:
 - Which criteria the learner was referred on
 - Why they were referred
 - Whether they were able to pass on second attempt

Centre Assessment Standards Scrutiny (CASS)

CTQ operate a system of ongoing monitoring, support and feedback for approved centres, using a risk-based model to decide the frequency and type of external quality assurance activity. The overall risk is a combination of a qualification risk rating and a centre risk rating.

This qualification has been rated as **medium risk**.

The validity of the practical assessment centres around those assessing being subject experts themselves. The practical assessment criteria provide the framework for assessment.

In order to assure this, CTQ will approve all trainers and assessors that deliver this qualification:

- At the point of qualification approval all trainer/assessors delivering the qualification will be checked to ensure that they have the correct qualifications and experience to deliver and/or assess the qualification.
- Centres are required to keep CTQ informed of any new trainer/assessors and any new staff will need to be approved by CTQ before they may deliver and/or assess a qualification.
- CTQ will monitor qualification expiry dates for Centre trainer/assessors and should a trainer/assessor's qualification become out of date they will not be permitted to deliver or assess until they have re-qualified.

As centre assessors are responsible for assessment decisions, the practical assessment is subject to moderation and verification.

- For new centres and those with a high risk rating, CTQ appointed EQAs will monitor performance and compliance by conducting a minimum of three separate moderation sampling activities for the qualification when the centre wishes to claim certification.
- When the EQA is satisfied that standards have been achieved the Centre's risk rating will be reduced and the Centre will be approved to mark the assessments and claim certification without the need for EQA sampling activity to take place prior to certification. All CTQ approved Centres will receive a minimum of two interactions per year, depending on their size and risk rating.

Centres should allow for additional time for the issue of certificates where assessment decisions are being moderated.

Assessment regulations

Deadlines

Assessments are completed during the training course.

Extensions

Extensions are not permissible as all assessment is completed during the training course.

Late submission

Late submissions are not permissible as all assessment is completed during the training course.

Referral

For multiple choice examinations:

- Where a learner does not meet the pass mark on an examination, their assessment will be returned as a 'refer'. Learners will receive their score only.
- Learners are permitted to revise and resit the whole assessment.

For practical assessments:

- Where a learner fails to achieve one or more assessment task or scenario, they will be graded as a 'refer' with information on the failed elements only.

- Learners are permitted to revise and resit the assessment task or scenario.

Resubmission (2nd attempt)

If a learner is unsuccessful with the multiple-choice examination, they can have a second attempt. This must be taken within the time allowed for completion of the qualification.

If a learner fails a second attempt, with or without additional training, they will have failed the qualification and will not be able to resit the assessments.

If a learner is unsuccessful with the practical observation, they can have a second attempt. This must be taken within the time allowed for completion of the qualification.

If a learner fails a second attempt, with or without additional training, they will have failed the qualification and will not be able to resit the assessments.

Retake

Where a second re-submission is not permitted, or where permitted but the learner fails to meet the assessment criteria on the second re-submission, then the learner will be deemed to have failed to achieve the qualification.

Where a learner fails to achieve the qualification, they are permitted to take the course again. This will require payment of the appropriate enrolment fee, attendance at the training and completion of new assessments, regardless of their previous performance.

Policies

This section summarises the policies in each of the areas below. Full details of policies and procedures are available on the CTQ website.

Reasonable adjustments

CTQ endeavours to ensure that the assessment requirements and methods used are sufficiently flexible to enable the widest range of learners to access its qualifications.

However, we must also ensure that the arrangements we allow will be valid and reliable, designed to accurately reflect learner competence and meet the learning outcomes and assessment criteria of the qualifications. We must also ensure that learners are not given either a real, or a perceived, unfair advantage.

For this qualification, learners who have a disability, learning or communication difficulties may request a reasonable adjustment from their centre during the period of training by following the process set out in the Reasonable Adjustments and Special Considerations Policy.

However, to prove competence at the formal (summative) assessment stages the learner must demonstrate certain practical skills, such as CPR at ground level. In order to pass the assessment and achieve the qualification the learner must demonstrate all required practical skills without assistance from a third party.

Full details can be found in the Reasonable Adjustments and Special Considerations Policy.

Special consideration

Special consideration may be given to learners in instances that could not have been predicted, or were outside the learner's control, which may have impacted on their performance in an assessment. Learners may apply under the Reasonable Adjustments and Special Considerations Policy. Special consideration may only be granted where the event occurred during the period that an assessment was assigned.

Enquiries about results: centre-marked assessments

All CTQ approved centres must have their own auditable internal appeal arrangements which learners can access if they wish to make an enquiry about an assessment result or appeal against a decision taken by a centre. When a learner's internally assessed results vary considerably from the result they expect, the learner may make an enquiry about the assessment result to the centre that will follow its own internal procedures. An enquiry about results is a formal request, in writing, for a review of an assessment decision.

If a learner wishes to appeal against a decision taken by a centre it must first go through the centre's appeals process before bringing the matter to CTQ.

Enquiries about results: CTQ-marked assessments

We recognise that a learner may wish to query or challenge the grade awarded for their assessment, normally in cases where the results vary considerably from those expected.

A centre may make an enquiry about a test or assessment result on behalf of one or more learners. Learners should discuss their case with the centre before the request is made. It is only possible to request an enquiry for an assessment that is marked by CTQ.

A request can be made for an 'assessment review' check. A fixed fee is charged when a request is made for this service. The fee is refunded if the outcome of the test or assessment is changed as a result of the enquiry.

Full details can be found in the Enquiry and Appeals Policy.

Malpractice and maladministration

Any suspected incidence of malpractice or maladministration will be fully investigated in accordance with the Malpractice and Maladministration Policy.

In relation to learners, the nature of the assessments require application of skills and knowledge, and so the risk of plagiarism from external sources is limited. There is a risk of plagiarism by copying previously submitted work, or getting another individual to complete or assist the assessment.

To minimise plagiarism by learners all knowledge assessments must be invigilated by a member of centre staff, and practical assessments are observed by the assessor. CTQ reserve the right to observe assessments, which sometimes may be unannounced.

Appeals

An appeal can be made about:

- the results of assessments (if the centre's internal appeals procedure is exhausted or the appeal is against an external assessment decision, learners may appeal to CTQ but only on the basis that the centre or CTQ did not apply procedures consistently or that procedures were not followed properly and fairly).
- decisions regarding reasonable adjustments
- decisions regarding special consideration
- decisions relating to any action to be taken following an investigation into malpractice
- decisions relating to a complaint

Full details can be found in the Enquiry and Appeals Policy.

Mandatory units

FRF1: First Aid in a Forestry Setting

Level	3
Guided Learning Hours (GLH)	2
Sector Subject Area (SSA)	Health and social care

Unit summary

This unit will provide learners with an understanding the special circumstances surrounding working in forestry settings, where first aiders may need to attend to casualties with potential life-threatening conditions for extended periods, providing swift and effective assistance to ensure lives are preserved. Learners will consider emergency planning, awareness of the working environment, potential communication limitations, and common industry-related injuries. Learners will have basic skills in providing first aid for injuries from cutting tools, crushes, bites, harnesses and extremes of temperature.

This unit is designed as a follow-on from unit FAW1: Delivering Emergency First Aid at Work.

Learning outcomes

1	Understand administering first aid when remote from medical assistance
2	Know how to provide appropriate first aid for emergency situations in forestry settings

Syllabus

Training plans must cover the following content:

Syllabus area	Teaching content	Legislation	Assessment	
			Multiple choice exam 1	Practical observation 1
Role of the First Aider	<ul style="list-style-type: none"> Infection Control <ul style="list-style-type: none"> Understand about effective infection control measures in an outdoor environment^{1-3b}. 	GEIS3: Appendix 2. EFAW course content: the importance of preventing cross-infection	X	
Role of the First Aider	<ul style="list-style-type: none"> First Aid Kits <ul style="list-style-type: none"> Know what needs to be in a first aid kit^{1-5b} in a forestry setting: <ul style="list-style-type: none"> Personal Site Know what is useful in an emergency^{1-5c}. 	GEIS3: Appendix 2. EFAW course content: use of available equipment	X	
Administering First Aid Outdoors	<ul style="list-style-type: none"> Risk Management <ul style="list-style-type: none"> Identify the main risks^{1-6c} that could result in injury in a forestry setting: <ul style="list-style-type: none"> Using tools Fires Climbing/Using Harnesses Know how to mitigate the potential for injury. 		X	
Administering First Aid Outdoors	<ul style="list-style-type: none"> How to deal with incidents when far from help^{1-7a}: <ul style="list-style-type: none"> Keeping casualties stable. Managing environmental factors. How to summon help. Providing location to emergency services. <u>Demonstrate</u> how to provide shelter and insulation in an outdoor environment. How to manage an incident involving more than one casualty: <ul style="list-style-type: none"> Providing first aid to more than one casualty Sheltering more than one casualty from the environment 	IOL Band 3 requirement: outdoor first aid: Summoning appropriate help/rescue services Insulation and shelter Ongoing monitoring and casualty care whilst awaiting help. Stabilising/insulating/monitoring over time	X	X

Administering First Aid Outdoors	<ul style="list-style-type: none"> Evacuation and worst-case scenario planning <ul style="list-style-type: none"> Planning^{1-9a}. Response times^{1-9b}. Communicating with emergency services^{1-9c}. Identifying location^{1-9d}. Providing detailed information. Casualty evacuation from remote areas. 		X	
Bleeding	<ul style="list-style-type: none"> Severe Bleeding <ul style="list-style-type: none"> Demonstrate how to treat catastrophic bleeding^{5.2a} using: <ul style="list-style-type: none"> direct pressure a tourniquet haemostatic agents 	GEIS3: Appendix 2. EFAW course content: administer first aid to a casualty who is: wounded and bleeding IOL Band 3 requirement: outdoor first aid: Treatment for bleeding/shock		X
Further Wounds & Bleeding	<ul style="list-style-type: none"> Amputation <ul style="list-style-type: none"> Understand what to do in an amputation situation^{7-4a}. 		X	
Further Wounds & Bleeding	<ul style="list-style-type: none"> Crush Injuries <ul style="list-style-type: none"> What to do when someone is crushed^{7-5a}: <ul style="list-style-type: none"> if the crush is less than 15 mins old if the crush is more than 15 mins old 		X	
Further Wounds & Bleeding	<ul style="list-style-type: none"> Suspension Trauma <ul style="list-style-type: none"> What a suspension trauma is and how to recognise it. How to administer first aid for a suspension trauma^{7-6a}: <ul style="list-style-type: none"> Unconscious Semi-conscious / pre-syncope Conscious 		X	
Bone, Muscle & Joint Injuries	<ul style="list-style-type: none"> Spinal Injuries <ul style="list-style-type: none"> What a spinal injury is and how to recognise it. What can cause a spinal injury. How to treat responsive and unresponsive casualties^{10-3a}, including on the floor and in a car. How to recognise when it is necessary to put someone into the Spinal Recovery Position. 	GEIS3: Appendix 1. FAW course content: administer first aid to a casualty with: suspected spinal injuries IOL Band 3 requirement: outdoor first aid: Bone, joint and soft tissue injuries	X	
Bone, Muscle & Joint Injuries	<ul style="list-style-type: none"> Spinal Recovery Position <ul style="list-style-type: none"> Demonstrate how to place someone with a suspected spinal injury into the recovery position as a lone rescuer^{10-4a}. 	GEIS3: Appendix 1. FAW course content: administer first aid to a casualty with: suspected spinal injuries		X

Electric Shock	<ul style="list-style-type: none"> • Electric Shock <ul style="list-style-type: none"> ○ The difference between low voltage and high voltage electric shocks^{12-1a}. ○ Understand what an electric shock can do to a casualty. ○ How to administer first aid for a casualty for both high and low voltage electric shocks. ○ Electric shock from lightning. 		X	
Poisoning	<ul style="list-style-type: none"> • Poisoning^{13-1a} <ul style="list-style-type: none"> ○ What poisoning is and the different routes of entry to the body (ingested, injected, inhaled). ○ How to recognise when someone has been poisoned. ○ How to administer first aid for someone who has been poisoned. ○ Potential poisons in an outdoor environment. 	GEIS3: Appendix 1. FAW course content: administer first aid to a casualty with: sudden poisoning IOL Band 3 requirement: outdoor first aid: Poisons	X	
Poisoning	<ul style="list-style-type: none"> • Mammal, Human, Reptile and Insect Bites & Stings <ul style="list-style-type: none"> ○ What can bite or sting you in the UK^{13-2a}. ○ How to recognise when someone has been bitten or stung. ○ How to administer first aid for bites and stings. ○ How to recognise when to seek further medical attention for a bite or sting. ○ Signs and symptoms of Lyme Disease. 	IOL Band 3 requirement: outdoor first aid: Treatment of minor issues, e.g. small cuts, blisters, bites, stings, etc.	X	
Extreme Temperatures	<ul style="list-style-type: none"> • Heat Exhaustion, Heat Stroke, Hypothermia^{15-1a} <ul style="list-style-type: none"> ○ How extreme body temperature can happen. ○ How to recognise extreme body temperature. ○ How to prevent extreme body temperature. ○ How to provide first aid for someone with both extremes of body temperature, including preventing deterioration. 	IOL Band 3 requirement: outdoor first aid: Recognition and management of drowning/hypothermia, Hypo/hyperthermia	X	

Further guidance:

1-3b. Infection control measures in an outdoor environment

- Doing the best you can in an outdoor environment, prioritising treatment.
- Effective control measures in a forestry environment where running water is not available.

1-5b. What needs to be in a first-aid kit (Forestry Commission First Aid Policy (2020): page 7, <https://www.hse.gov.uk/treework/site-management/first-aid.htm>)

- Personal – important items to be carried on person, to include:
 - A large wound dressing.
 - Homeostatic Dressings, eg: Cellox and Quick Clot. Used correctly may negate the use of a tourniquet and save a life in major trauma injuries. They can be carried in a pocket so are more effective than the larger kits that are left behind in vehicles.
 - Resus mask.
 - Foil Blanket or Orange survival bag.
 - A pair of plastic gloves.
- Site - a more extensive kit to include:
 - A tick remover and mini plastic bags.
 - Burn Gel and/or dressing (or separate fire first aid kit).
 - Zinc Oxide tape/plaster alternative/dressing holder.
 - Single use ice pack.
 - Disposable aprons.
 - Plastic gloves.
 - Individually wrapped moist wipes.
 - Resuscitades.
 - Eye wash or shears.
 - Haemostatic dressings or tourniquets.

1-5c. What is useful in an emergency

- Phone and spare battery.
- Knowing the location of the nearest AED.
- Cling film (noting problems with keeping it clean).
- Site map with highlighted coordinates, to provide to emergency services of exact location if needed.

- Bottles of water.
- Bivvi bags.
- Folding NATO type of stretcher for carrying casualties from an accident site to transport.

1-6c. Risks

- Catastrophic bleeding or amputation caused by cutting or handling equipment and tools.
- Fires, for example risks to the eyes, of smoke inhalation, not wearing flammable clothing
- Climbing, for example risks such as falling, arm fracture.
- Suspension from harnesses or ropes.
- Crushing by trees, heavy plant, and machinery.
- Extremes of temperature: hypothermia, heat exhaustion.
- Insect and snake bites.
- Lyme disease
- Lightning strikes.

1-7a. How to deal with incidents when far from help

- Keeping casualties stable until help arrives:
 - Ongoing monitoring.
 - Casualty care.
- Protecting a casualty from environmental factors:
 - Hypothermia.
 - Hyperthermia.
 - Dehydration.
- Providing shelter and insulation:
 - Insulating from the ground and the elements.
 - Preventing further heat loss.
 - Using body heat.
 - Group shelters.
 - Improvised shelters.
- Communicating location to emergency services, eg what three words, grid reference, nearest road.

1-9a. Planning

- On site communication.

- Knowing where the team is / line of sight.
- Drills / performing a recce.
- Identifying helicopter landing zones.

1-9b. Response times

- Often beyond desired 8 minute minimum.
- Extraction by Mountain Rescue, Coast Guard, Helicopters rather than Ambulances.

1-9c. Communicating with emergency services

- Mobile Phone black spots.
- Personal locator beacons (one way communication) – eg Spot Messenger and Find Fast.
- Two-way satellite communication – eg Garmin Inreach Explorer and Yellow Brick.

1-9d. Identifying location

- OS grid references.
- GPS coordinates.
- Access points from main road.
- What 3 words.

5-2a How to treat severe bleeding

- Emergency Trauma Dressing (Israeli bandage) - a one bandage fits all product with a large wound dressing capable of soaking up large volumes of blood. Can be made into an improvised tourniquet.
- Haemostatic dressings such as Cellox and Quick Clot - to help the blood clot more quickly. When used correctly may negate the use of a tourniquet and save a life in major trauma injuries.
- Wound packing.
- Absorbing the blood – eg might not have a ready supply of tissues at forest school.

7-4a. What to do in an amputation situation (First Aid Manual (2021): page 119)

- Control blood loss.
- Secure dressing or pad.
- Call 999/112.
- Secure the severed part and keep cool by indirect contact with ice.
- Take the severed part to the hospital with the casualty.

7-5a. What to do when someone is crushed (First Aid Manual (2021): page 120)

- If crush is less than 15 minutes old:
 - try to release them.
 - treat for blood loss and shock.
 - call 999/112.
- If crush is more than 15 minutes old:
 - leave them in position.
 - call 999/112.
 - give reassurance.

7-6a Guidance on first aid treatment for suspension trauma (<https://www.reactfirst.co.uk/download-file.htm?id=58&pos=0&dir=download>)

10-3a. Spinal injuries (First Responder Care Essentials (2022): chapter 16, section 5.1-5.3)

- Manual In-Line Stabilisation – correct procedure to follow.

10-4a. Spinal Recovery Position (First Responder Care Essentials (2022): chapter 10 airway, section 2.5.2, airway maintenance of a casualty with a suspected cervical spine fracture), (First Aid for life website (2021))

- Maintain mid line and neutral alignment while using a jaw thrust manoeuvre to maintain the airway of a casualty with a suspected cervical spine fracture.
- If you are on your own, and you are concerned about the casualty's airway or they have vomited, consider turning them on their side into the spinal recovery position.
- Make sure the casualty's cervical spine is in mid alignment.
- Cross the casualty's leg with the furthest from you uppermost.
- Ensure you are on the side of the casualty you want to turn them onto.
- Place the casualty's nearest hand above their head.
- Place your hand underneath the casualty's neck and gently lift the head no more than 20mm.
- Slide the casualty's hand, palm side up, in behind their head so it comes to rest under the occipital part of their skull.
- Gently lower the casualty's head onto the palm of their hand.
- Place the casualty's other arm across their chest.
- Hold the casualty's shoulder and hip and simultaneously pull them towards you until they are lying on their side with their head resting on their arm in a mid line position.

- Bring the casualty's knee up to maintain stability.

12-1a. Low voltage and high voltage electric shocks (First Responder Care Essentials (2022): chapter 16, section 6.7)

- Definition: Low Voltage - up to 1000V AC (IEC 60038, BS7671).
- Electrical injuries: burns (entry and exit points), cardiac arrest, muscle spasm.
- High voltage = keep clear, call 999.

13-1a. Poisoning (First Aid Manual (2021), pages 192, 200-204)

- Prevention – safe storage of chemicals.
- What have you eaten? When did you eat it? How much did you eat?
- Causes of poisoning: toxic substances, drugs/alcohol, overdose, wild plants.
- Being aware of contaminants when treating casualties.
- Chemical safety data sheets/COSHH.
- Potential poisons in a forest setting include: conkers, berries/nuts, yew trees.
- Potential poisons include pesticides.

13-2a. Bites and Stings

- What can bite you:
 - reptile:
 - adders – immediate hospital attention
 - grass snakes – immediate hospital attention
 - insect:
 - water boatmen (aquatic), bees, wasps, ants, ticks
 - mammal
 - human
- Awareness of potential for anaphylaxis and the implications of this in a forest school setting.
- Awareness of leptospirosis (veils disease).
- Implications of Lyme Disease.

15-1a. Heat Exhaustion, Heat Stroke, Hypothermia (First Responder Care Essentials (2022): chapter 14, section 1.4)

- The importance of attempting recovery: “warm and dead”.
- There should be reference to the learner’s own workplace risks and treatment options.

- Returning to base, warm drinks, extra clothes.

Links to other units

- FAW1 Delivering Emergency First Aid at Work

Learning and teaching strategies

The qualification is delivered directly by centres. Centres should refer to the qualification specification for delivery instructions.

See the assessment section of the qualification specification for full details on the assessment strategy.

Resources/indicative texts

It is recommended that this unit is delivered in an outdoor setting, which consists of a woodland or wooded area.

Required equipment

Adult Manikins, Training Dressings, Triangular Bandages, Tourniquets/training limbs, Training haemostatic agents.

Ideally, the training venue should also allow for outdoor contextualised training and assessment relevant to the qualification, with access to an area:

- Lightly wooded, eg a forest clearing
- Not far from shelter

Outdoor specific equipment:

- Emergency shelter/bivvy bag
- Mat/insulating material
- Outdoor first aid kit content

Required reading

Forestry Commission First Aid Policy. Available at

https://www.forestryengland.uk/sites/default/files/documents/PPG%2059%20-%20First%20Aid%20Policy%20Document_DEC19.pdf (Accessed: March 5, 2024)

Selecting a first-aid training provider (2018) Selecting a first-aid training provider: A guide for employers. Health and Safety Executive. Available at: <https://www.hse.gov.uk/pubns/geis3.htm> (Accessed: April 3, 2023).

First aid at work: The Health and Safety (First-Aid) Regulations 1981. Guidance on Regulations L74 (Third edition) HSE Books 2013 ISBN 978 0 7176 6560 0 www.hse.gov.uk/pubns/books/L74.htm

First aid at work: Your questions answered Leaflet INDG214 HSE Books 2014 www.hse.gov.uk/pubns/indg214.htm

Basic advice on first aid at work Leaflet INDG347 HSE Books 2017 www.hse.gov.uk/pubns/indg347.htm

HSE's first aid at work website: www.hse.gov.uk/firstaid

11th Edition First Aid Manual. Dorking Kindersley Ltd. 2021. ISBN 978-0-2414-4630-0

Appendix 1 – assessment mapping

Unit	Learning Outcome		Topic area	Syllabus content		Assignment 1	Assignment 2
	1. Understand administering first aid when remote from medical assistance	2. Know how to provide appropriate first aid for emergency situations in forestry settings				Assessing knowledge: multiple choice exam 1	Assessing skills: practical observation 1
FRF1: First Aid in a Forestry Setting	X		Role of the First Aider	FA01-03	Infection control	X	
	X			FA01-05	First Aid kits	X	
	X		Administering First Aid Outdoors	FA01-06	Risk Management	X	
	X	X		FA01-07	Far from help	X	X
	X			FA01-09	Evacuation and worst-case scenario planning	X	
		X	Bleeding	FA05-02	Severe Bleeding		X
		X	Further Wounds & Bleeding	FA07-04	Amputation	X	
		X		FA07-05	Crush Injuries	X	
		X		FA07-06	Suspension Trauma	X	
		X	Bone, Muscle & Joint Injuries	FA10-03	Spinal Injuries	X	
		X		FA10-04	Spinal Recovery Position		X
		X	Electric Shock	FA12-01	Electric Shock	X	
		X	Poisoning	FA13-01	Poisoning	X	
		X		FA13-02	Bites & Stings	X	
		X	Extreme Temperatures	FA15-01	Heat Exhaustion, Heat Stroke, Hypothermia	X	

Appendix 2 – qualification to Forestry England First Aid Policy +F requirements

Topic areas:		Unit: FRF1: First Aid in a Forestry Setting														
		Infection control	First Aid kits	Risk Management	Far from help	Evacuation and worst-case scenario planning	Severe Bleeding	Amputation	Crush Injuries	Suspension Trauma	Spinal Injuries	Spinal Recovery Position	Electric Shock	Poisoning	Bites & Stings	Heat Exhaustion, Heat Stroke, Hypothermia
Content of an emergency	Know how to manage a casualty who is experiencing the effects of extreme cold and extreme heat															X
	Be able to manage catastrophic bleeding					X										
	Know how to manage a casualty with crush injuries							X								
	Know how to manage a casualty with Lyme disease														X	
	Know how to manage a casualty with an adder snake bite														X	

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

- 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)⁶

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

⁶ Registered healthcare professionals must act within their scope of practice and therefore have current expertise in First Aid to teach/assess the subject.

Appendix 4 – teaching, assessing and quality assurance qualifications for centre staff

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/Body.

Qualification	Train	Assess
Current qualifications (available for new trainers/assessors to take)		
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)		✓
CTQ Level 3 Award in Teaching and Assessing First Aid Qualifications	✓	✓
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/Body.

- 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)

Appendix 5 – forestry first aid qualifications and experience

All Trainers, Assessors, Internal Quality Assurers and External Quality Assurers must have occupational knowledge and competence in Forest School First Aid.

This may be evidenced by:

- Holding an in-date **Forestry First Aid** qualification that covers Forestry England First Aid Policy PPG59 requirements, such as:
 - CTQ Level 3 Award in Forestry First Aid +F
 - Qualsafe Level 3 Award in Forestry First Aid +F (RQF)

All Trainers and Assessors must have knowledge of the outdoor sector and application of first aid skills pertinent to an outdoor/remote environment. Acceptable evidence includes one of the following:

- Holding a regulated Band 4 outdoor first aid certificate (or equivalent)
- Providing verifiable evidence of working in an outdoor, forestry or agricultural setting for at least 2 years.