

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

Qualification specification  
Summary



# CONTENTS:

<b>VERSION CONTROL</b>	<b>4</b>
<b>About Certify Training Qualifications</b>	<b>5</b>
<b>About this Qualification</b>	<b>5</b>
Qualification Purpose	5
<b>Qualification overview</b>	<b>8</b>
Qualification details	8
Structure of the qualification	8
Entry requirements	9
Recognition of prior learning	9
Progression	9
Requalification	9
<b>Delivering this Qualification</b>	<b>9</b>
Enrolment, initial assessment and qualification registration	10
Timescales for completion	10
Certification	10
Centre approval	10
Staffing requirements	11
Resources, venue and equipment	12
Teaching the qualification content	13
Blended learning	14
Notification of courses running	14
<b>Assessment of the qualification</b>	<b>15</b>
Assessment strategy	15
Assessment design	16
Confirming identity	16
Assessment language	17
Assessment delivery	18
<b>Centre Assessment Standards Scrutiny (CASS)</b>	<b>21</b>

<b>Assessment regulations</b>	<b>22</b>
DEADLINES	22
EXTENSIONS	22
LATE SUBMISSION	22
REFERRAL	22
RESUBMISSION (2 <sup>ND</sup> ATTEMPT)	22
RETAKE	23
<b>Policies</b>	<b>24</b>
Reasonable adjustments	24
Special consideration	24
Enquiries about results: centre-marked assessments	25
Enquiries about results: CTQ-marked assessments	25
Malpractice and maladministration	25
Appeals	26
<b>Mandatory units</b>	<b>27</b>
<b>FSF1: Forest School Paediatric First Aid</b>	<b>27</b>
<b>Unit summary</b>	27
<b>Learning outcomes</b>	27
<b>FSF2: Delivering Forest School First Aid for Early Years</b>	<b>28</b>
<b>Unit summary</b>	28
<b>Learning outcomes</b>	28
<b>Appendix 1 – assessment mapping</b>	<b>29</b>
<b>Appendix 2 – qualification to DfE course content mapping</b>	<b>32</b>
<b>Appendix 3 – subject specific qualifications for centre staff</b>	<b>34</b>
<b>Appendix 4 – teaching, assessing and quality assurance qualifications for centre staff</b>	<b>35</b>
<b>Appendix 5 – Forest school first aid qualifications and experience</b>	<b>38</b>

## VERSION CONTROL

Version number	Summary of change	Date changed
V1	Published	November 2024
V2	Removed slings for Bleeding from practical assessment criteria	April 2025
V3	Removal of Seizures as a practical assessment. Removed repetition of scene survey in 'unresponsive casualty' assessment. Amendments to Administering First Aid Outdoors, Fractures and Spinal Injuries assessments.	June 2025

## 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 Forest School settings to provide help to babies, infants and children in first aid situations. Learners will typically work in a forest school setting as:

- Forest School Practitioners (Level 3)
- Forest School Assistants (Level 2)
- Forest School Support Staff (Level 1)

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 a first aid role in an early years Forest School setting, enabling them to deal with a range of first aid situations.

This qualification also meets the requirements of the PFA course as defined by the DfE.

This qualification has been developed to meet the requirements of:

- Ofsted (Voluntary Register)
- The Resus Council (UK)
- The Department for Education (first aid in schools, early years and colleges)
- Welsh Government National Minimum Standards for regulated childcare for children up to the age of 12 years
- Ofsted (Compulsory Register).
- The IOL Statement of Good Practice on Outdoor First Aid at Band 3

All newly qualified entrants to the early years workforce (who have completed a level 2 and/or level 3 qualification on or after 30 June 2016), must also have either a full PFA or an

emergency PFA certificate within three months of starting work in order to be included in the required staff: child ratios at level 2 or level 3 in an early years setting.

### How does this qualification relate to other similar qualifications?

This qualification includes the content from the CTQ Level 3 Award in Paediatric First Aid, alongside additional forest school specific first aid content.

This qualification is similar to the CTQ Level 3 Award in Forest School First Aid. This qualification is designed for those that work with infants and children, whereas the other is for those working with adults and/or children.

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<sup>1</sup> 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 for babies, infants and children. They will also know how to recognise the presence of major illness and provide appropriate first aid.

The content of this qualification is matched with the IOL Statement of Good Practice on Outdoor First Aid at Band 3<sup>2</sup>.

The qualification meets the criteria for Paediatric First Aid training set out in Annex A of the Statutory Framework for the Early Years Foundation Stage document: “Criteria for effective Paediatric First Aid (PFA) training” as shown in **Appendix 2**.

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<sup>1</sup> 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.”

<sup>2</sup> <https://www.outdoor-learning.org/standards/collective-knowledge/outdoor-first-aid.html>

### **How long does it take to study?**

The qualification takes 16 hours to complete. It must be completed within 6 weeks.

## QUALIFICATION OVERVIEW

### QUALIFICATION DETAILS

Qualification title:	CTQ Level 3 Award in Forest School First Aid for Early Years
Qualification number:	610/5131/7
Grading:	Pass / Fail
Total qualification time (TQT) <sup>3</sup> :	16
Guided learning hours (GLH):	16
Operational start date:	16/12/2024
Qualification review date <sup>4</sup> :	16/12/2026
Student age:	16+

### STRUCTURE OF THE QUALIFICATION

The Level 3 Award in Forest School First Aid for Early Years consists of two mandatory units 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
FSF1	Forest School Paediatric First Aid	Three	8
FSF2	Delivering Forest School First Aid for Early Years	Three	8

<sup>3</sup> 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

<sup>4</sup> 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.



## ENTRY REQUIREMENTS

The qualification is available to learners aged 16 or over.

There are no 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 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 prior learning to count towards this qualification.

## PROGRESSION

Successful completion of this qualification will enable learners to be full paediatric first aiders in an early years setting under the Early Years Foundation Stage (EYFS).

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, first aid at work.

## 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 combining e-learning and taught classroom sessions is permitted (see section below).

## 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 has 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 forest school first aid qualification and/or 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 forest school first aid qualification and/or 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 forest school first aid qualification and/or experience as shown in **Appendix 5**
2. A first aid at work qualification/medical registration as shown in **Appendix 3**
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 training rooms. They must also comply with all current legislation.

Due to the practical nature of this qualification, 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 forest school 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 a 'forest school area' or similar:</p> <ul style="list-style-type: none"> <li>• Lightly wooded, eg a forest clearing</li> <li>• Not far from shelter</li> <li>• Easy access for emergency services</li> </ul>

Audio visual (AV) equipment and training aids	Sufficient AV equipment and training aids to facilitate learning using varying teaching methods.
Resuscitation manikins (child and infant)	<b>A minimum ratio of 1 manikin (of each age group) to every 4 learners</b> 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	<b>A minimum of 1 AED trainer to every 4 learners.</b> 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.
Adrenaline Auto-Injector (AAI) training devices	A selection of Adrenaline Auto-Injector training devices with at least one of the following: <ul style="list-style-type: none"> <li>• Jext</li> <li>• EpiPen</li> </ul>
Hygiene	Sufficient procedures to maintain hygiene when using resuscitation manikins and other training equipment.
Outdoor specific equipment	<ul style="list-style-type: none"> <li>• Emergency shelter/bivvy bag</li> <li>• Mat/insulating material</li> <li>• Outdoor first aid kit content</li> </ul>

## TEACHING THE QUALIFICATION CONTENT

It is a DfE requirement that the training and assessment should be at least 12 hours (not including breaks) over a minimum period of two days (each taught session must be a minimum of two hours). Additionally, both the Forest School Association and Institute of Outdoor learning recommend a minimum of 16 hours training in outdoor first aid for a forest school leader.

Centres 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.

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

### 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:	8 hours (1 day)
Maximum distance learning time:	6 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.

### 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, set out below.

The Level 3 Award in Forest School First Aid for Early Years 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"> <li>Externally set</li> <li>Externally marked</li> <li>Internally invigilated</li> <li>Externally spot checked</li> </ul>	<ul style="list-style-type: none"> <li>FSF1</li> <li>FSF2</li> </ul>	<p>Learner's practical abilities need to be underpinned by a base of knowledge about the role of the forest school first aider, their responsibilities and basic principles of paediatric first aid in a forest school setting.</p> <p>This knowledge is taught from a syllabus and assessed by an MCQ exam, derived from a bank of questions.</p>
Practical observation	<ul style="list-style-type: none"> <li>Externally set</li> <li>Internally marked</li> <li>Externally verified</li> <li>Simulation is required</li> </ul>	<ul style="list-style-type: none"> <li>FSF1</li> <li>FSF2</li> </ul>	<p>Learners need to be able to demonstrate key practical skills in delivering paediatric forest school first aid, for which the most valid assessment is an observation.</p> <p>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, unresponsive casualty, choking and wounds and bleeding) each step in the sequence will be assessed.</p>

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

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

## ASSESSMENT DESIGN

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

Duration: 60 minutes

Pass mark: 71% (25/35)

Grading: Pass / Fail

Assessment 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 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 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 assessments

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 EQA.

### 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** policy. 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 to a technical failure.

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 guidance<sup>5</sup> 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

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Assessors must:

- give clear guidance before the assessment and feedback at the end
- use the **CTQ Forest School First Aid for Early Years Assessment Criteria** document
- complete the **CTQ Forest School First Aid for Early Years 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 attempt.
- 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. 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 qualification approval all trainer/assessors will be checked to ensure 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 who 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.
- CTQ provides training for trainers/invigilators/assessors before they deliver the qualification.

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 will continually monitor performance and compliance by conducting EQA activities, including sampling and/or moderating assessment.
- When CTQ are satisfied that standards have been achieved, the Centre's risk rating will be reduced and the Centre will be approved to mark assessments and claim certificates 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. These will focus on IQA, standardisation and the implementation of Centre's policy and procedure.

**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 assessments are completed during the training course.

### LATE SUBMISSION

Late submissions are not permissible as all assessments are 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 grade 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 (2<sup>ND</sup> ATTEMPT)

If a learner is unsuccessful with the multiple-choice examination, they can have a second attempt. This should be completed on the assessment day.

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.

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.

## 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 **CTQ 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 **CTQ 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 **CTQ Enquiry and Appeals Policy**.

#### MALPRACTICE AND MALADMINISTRATION

Any suspected incidence of malpractice or maladministration will be fully investigated in accordance with the **CTQ 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 **CTQ Enquiry and Appeals Policy**.

## MANDATORY UNITS

### FSF1: FOREST SCHOOL PAEDIATRIC FIRST AID

Level	3
Guided Learning Hours (GLH)	8
Sector Subject Area (SSA)	Health and social care

## UNIT SUMMARY

This unit will provide learners with the understanding of how to assess an emergency situation and prioritise what action to take, the skills required to provide emergency first aid in a forest school setting for babies, infants and children as well as further Paediatric First Aid knowledge and skills. Learners will learn how to provide first aid: acting safely, promptly and effectively for unresponsive casualties, seizures, choking, shock, head injuries, electric shock and allergic reactions. They will know how to recognise the presence of major illness (including asthma, diabetes, meningitis) and provide appropriate first aid.

## LEARNING OUTCOMES

- 1 Understand the role of the forest school first aider
- 2 Assess a range of paediatric first aid situations in order to provide first aid
- 3 Provide appropriate first aid in a range of situations, for casualties with differing conditions

A full and detailed syllabus is available to approved Centres.

## FSF2: DELIVERING FOREST SCHOOL FIRST AID FOR EARLY YEARS

Level	3
Guided Learning Hours (GLH)	8
Sector Subject Area (SSA)	Health and social care

### UNIT SUMMARY

This unit will provide learners with the understanding of the potential for injury in a forest school setting and what they could do to mitigate and how to be prepared. Learners will have basic skills in providing paediatric first aid for the most common forest school first aid scenarios: bleeding, bone and joint injuries, fractures, spinal injuries, burns, poisoning, drowning and extremes of temperature.

Ideally this unit will be delivered in a forest school setting, outdoors.

### LEARNING OUTCOMES

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

A full and detailed syllabus is available to approved Centres.

# APPENDIX 1 – ASSESSMENT MAPPING

Unit	Learning Outcome			Topic area	Syllabus content		Assessment	
	1. Understand the role of the forest school first aider	2. Assess a range of paediatric first aid situations in order to provide first aid	3. Provide appropriate first aid in a range of situations, for casualties with differing conditions				Multiple choice exam	Practical observation
FSFI: Forest School Paediatric First Aid	X			Role of the First Aider	FA01-01	Role & Responsibility	X	
	X				FA01-03	Infection Prevention and Control	X	
	X				FA01-04	Managing Paediatric First Aid	X	
	X				FA01-05	First Aid Kits	X	
	X	X		Unresponsive Casualty (Primary Survey)	FA02-01	Scene Survey	X	
		X			FA02-02	Primary Survey	X	X
			X	Unresponsive Casualty (Breathing)	FA02-03	Recovery Position		X
			X		FA02-04	Recovery Position (Infant)		X
		X	X		FA02-05	Monitoring		X
		X			FA02-06	Secondary Survey	X	
	X	X	X	Unresponsive Casualty (Not Breathing)	FA02-07	Chain of Survival	X	X
			X		FA02-08	CPR		X
			X		FA02-09	AED Awareness	X	X
		X	X	Seizures	FA03-01	Seizures	X	
		X	X	Choking	FA04-01	Mild Choking	X	
		X	X		FA04-02	Severe Choking		X
		X	X	Bleeding	FA05-03	Shock (Hypovolemic)		X
		X		Further Wounds & Bleeding	FA07-09	Eye Injuries	X	
		X		Head Injuries	FA08-01	Head Injury	X	
		X		Electric Shock	FA12-01	Electric Shock	X	
		X		Anaphylaxis and allergic reactions	FA14-01	Anaphylaxis	X	
		X	X		FA14-02	Adrenaline Auto Injectors (AAI)		X
		X		Major Illness	FA17-03	Asthma	X	

Unit	Learning Outcome			Topic area	Syllabus content		Assessment	
	1. Understand the role of the forest school first aider	2. Assess a range of paediatric first aid situations in order to provide first aid	3. Provide appropriate first aid in a range of situations, for casualties with differing conditions				Multiple choice exam	Practical observation
		X		Meningitis and Sepsis	FA17-04	Diabetes	X	
		X			FA17-05	Meningitis	X	
		X			FA18-01	Sepsis	X	
		X		Fever and Childhood Illness	FA20-01	Fever	X	
		X			FA20-02	Febrile Convulsion	X	
		X			FA20-03	Croup and Epiglottitis	X	

Unit	Learning Outcome			Topic area	Syllabus content		Assessment	
	1. Understand the role of the forest school first aider	2. Assess a range of first aid situations in order to provide emergency first aid in a forest school setting	3. Provide appropriate paediatric first aid for a range of emergency situations and casualties in a forest school setting				Multiple choice exam 1	Practical observation 1
FSF2: Delivering Forest School Paediatric First Aid	X			Administering First Aid Outdoors	FA01-06	Risk Management	X	
	X				FA01-07	Far from help	X	X
	X				FA01-08	Emotional support for the first aider	X	
		X	X	Bleeding	FA05-01	Minor Bleeding	X	
		X	X		FA05-02	Severe Bleeding		X
		X		Further Wounds & Bleeding	FA07-10	Foreign Bodies (Eye, Nose, or Ear)	X	
		X	X	Bone, Muscle & Joint Injuries	FA10-01	Fractures & Dislocations	X	X
		X			FA10-02	Sprains & Strains	X	
		X			FA10-03	Spinal Injuries	X	
			X		FA10-04	Spinal Recovery Position		X
		X		Burns and Scalds	FA11-01	Heat Burns, Electrical Burns, Chemical Burns, Chemical Burns (Eye), Sunburn	X	
		X		Poisoning	FA13-01	Poisoning	X	
		X			FA13-02	Mammal, Human, Reptile and Insect Bites & Stings	X	
		X		Extreme Temperatures	FA15-01	Extreme Temperatures	X	
		X		Drowning	FA16-01	Drowning	X	

## APPENDIX 2 – QUALIFICATION TO DFE COURSE CONTENT MAPPING

Unit:		FSF1: Forest School Paediatric First Aid															FSF2: Delivering Forest School Paediatric First Aid								
	Topic areas:	Role of the First Aider	Unresponsive Casualty (Primary Survey)	Unresponsive Casualty (Breathing)	Unresponsive Casualty (Not Breathing)	Seizures	Choking	Bleeding	Further Wounds & Bleeding	Head Injuries	Electric Shock	Anaphylaxis and allergic reactions	Major Illness	Meningitis and Sepsis	Fever and Childhood Illness	Administering First Aid Outdoors	Bleeding	Further Wounds & Bleeding	Bone, Muscle & Joint Injuries	Burns and Scalds	Poisoning	Extreme Temperatures	Drowning		
Content of an emergency paediatric first aid (EPFA) course	Be able to assess an emergency situation and prioritise what action to take	X														X									
	Help a baby or child who is unresponsive and breathing normally		X	X																					
	Help a baby or child who is unresponsive and not breathing normally				X																				
	Help a baby or child who is having a seizure					X																			
	Help a baby or child who is choking						X																		
	Help a baby or child who is bleeding																X								
	Help a baby or child who is suffering from shock caused by severe blood loss (hypovolemic shock)								X																
Additional content of a paediatric first aid (PFA) course	Help a baby or child who is suffering from anaphylactic shock											X													
	Help a baby or child who has had an electric shock										X														
	Help a baby or child who has burns or scalds																			X					
	Help a baby or child who has a suspected fracture																		X						
	Help a baby or child with head, neck or back injuries									X									X						
	Help a baby or child who is suspected of being poisoned																				X				
	Help a baby or child with a foreign body in eyes, ears or nose																	X							
	Help a baby or child with an eye injury								X										X						
	Help a baby or child with a bite or sting																				X				
	Help a baby or child who is suffering from the effects of extreme heat or cold																					X			



Unit:		FSF1: Forest School Paediatric First Aid													FSF2: Delivering Forest School Paediatric First Aid								
	Topic areas:	Role of the First Aider	Unresponsive Casualty (Primary survey)	Unresponsive Casualty (Breathing)	Unresponsive Casualty (Not Breathing)	Seizures	Choking	Bleeding	Further Wounds & Bleeding	Head Injuries	Electric Shock	Anaphylaxis and allergic reactions	Major Illness	Meningitis and Sepsis	Fever and Childhood Illness	Administering First Aid Outdoors	Bleeding	Further Wounds & Bleeding	Bone, Muscle & Joint Injuries	Burns and Scalds	Poisoning	Extreme Temperatures	Drowning
	Help a baby or child having: a diabetic emergency; an asthma attack; an allergic reaction; meningitis; and/or febrile convulsions												X	X	X								
	Understand the role and responsibilities of the paediatric first aider (including appropriate contents of a first aid box and the need for recording accidents and incidents)	X														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 the First Aid at Work qualification, which must be mapped.

Or

- Current registration as a Doctor with the General Medical Council (GMC)<sup>6</sup>

Or

- Current registration as a Nurse with the Nursing and Midwifery Council (NMC)<sup>3</sup>

Or

- Current registration as a Paramedic with the Health and Care Professions Council (HCPC)<sup>3</sup>

**NB it is highly recommended that trainers, assessors, IQAs and EQAs hold a Paediatric First Aid qualification rather than a First Aid at Work qualification**

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<sup>6</sup> 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.

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.

- 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
- VI 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 – FOREST SCHOOL 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, 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 an in-date **Forest School First Aid** qualification that covers IOL Band 3 Outdoor First Aid requirements, such as:
  - CTQ Level 3 Award in Forest School First Aid for Early Years
  - CTQ Level 3 Award in Forest School First Aid
  - Quallsafe Level 3 Award in Outdoor First Aid
  - ITC Level 3 Award in Forest School First Aid
- Holding a regulated Band 4 outdoor first aid certificate (or equivalent)
- Holding an intermediate or advanced level National Governing Body (NGB) award such as Mountain Training – Mountain Leader; Mountain Training – Rock Climbing Instructor; British Canoeing – Coach (Moderate Water); British Cycling – Level 2 Mountain Bike Leadership Award; British Caving Association – Local Cave and Mine Leader. This must be evidenced.
- Providing verifiable evidence of working as an outdoor activity instructor or outdoor learning specialist for at least 2 years.

