CTQ Level 3 Award in Teaching and Assessing First Aid Qualifications

Qualification Specification Summary

CTQ

CONTENTS:

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

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VERSION CONTROL

Version number	Summary of change	Date changed
V1	Published	March 2025

Summary Specification

CTQ Certify Training Qualifications

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 centres 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 wishing to attain the knowledge, understanding and skills required to teach and assess in the first aid training sector. This could include those looking to seek approval to deliver first aid qualifications accredited by Ofqual recognised Awarding Organisations.

A typical learner:

- is at least 19 years old
- holds a valid first valid at work qualification
- can 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 Trainer/Assessor role in the first aid training sector. It is based on:

- National Occupational Standards 6, 7, and 9 for Learning and Development
- Recommendations of the Resuscitation Council
- Health and Safety Executive (HSE) training standard for the delivery of First Aid at Work (FAW) courses for the purposes of the Health and Safety (First Aid) Regulations 1981
- Assessment Principles for Regulated First Aid Qualifications
- To complete this qualification, Learners are required to carry out the teaching and assessment of first aid learners.

What does this qualification cover?

This qualification supports the delivery of first aid courses, rather than generic teaching skills knowledge and skills. It covers:

- Roles and responsibilities in first aid training

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- Delivering first aid training
- Assessment of first aid training

As many trainers are likely to operate as freelance, this qualification includes content associated with their responsibilities to a centre and to an awarding organisation.

How long does it take to study?

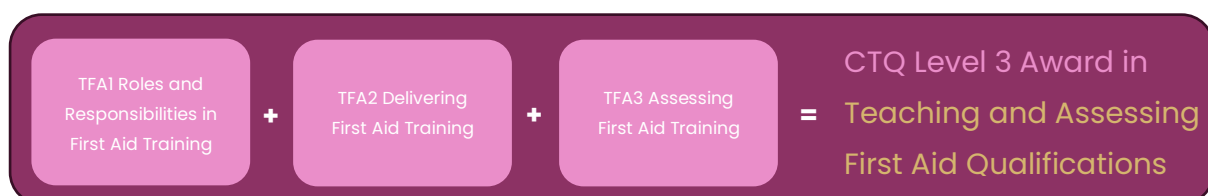The qualification takes 60 hours to complete. It must be completed within 12 weeks.

Summary Specification

QUALIFICATION OVERVIEW

QUALIFICATION DETAILS

Qualification title:	CTQ Level 3 Award in Teaching and Assessing First Aid Qualifications
Qualification number:	610/5954/7
Grading:	Pass / Fail
Total qualification time (TQT)[1]:	60
Guided learning hours (GLH):	52
Operational start date:	01/07/25
Qualification review date[2]:	01/07/27
Student age:	19+

STRUCTURE OF THE QUALIFICATION

The CTQ Level 3 Award in Teaching and Assessing First Aid Qualifications consists of three mandatory units which must be successfully completed to achieve the qualification. There are no optional units.

TFA1 Roles and Responsibilities in First Aid Training **+** TFA2 Delivering First Aid Training **+** TFA3 Assessing First Aid Training **=** CTQ Level 3 Award in Teaching and Assessing First Aid Qualifications

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
TFA1	Roles and Responsibilities in First Aid Training	Three	14

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[1] 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

[2] 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.

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| TFA2 | Delivering First Aid Training | Three | 30 |
| TFA3 | Assessing First Aid Training | Three | 16 |

ENTRY REQUIREMENTS

The qualification is available to learners aged 19 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.

Learners need access to a group of trainee first aid students to be able to plan and demonstrate teaching sessions.

Due to the practical nature of the first aid training and assessment, learners must be able to get to the floor unaided and successfully demonstrate required skills 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 to be able to teach this to first aid students.

EXEMPTION

There are no exemptions for this qualification.

RECOGNITION OF PRIOR LEARNING

There are no opportunities for recognising any 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 paediatric first aid, forest school first aid.

REQUALIFICATION

There is no requirement for learners to renew this qualification. However, CTQ recommends that learners participate in regular continuous professional development (CPD) to maintain their up-to-date knowledge and skills. To remain a CTQ approved trainer/assessor, learners must keep their first aid at work qualification valid.

DELIVERING THIS QUALIFICATION

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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 12 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

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	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.

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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 first aid at work qualification/medical registration as shown in **Appendix 3**
2. A formal teaching/training qualification as shown in **Appendix 4**
3. 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 an 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 first aid at work qualification/medical registration as shown in **Appendix 3**
2. An acceptable assessing qualification as shown in **Appendix 4** or attendance at First Aid Assessor CPD Training with an Awarding Organisation/Body
3. 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.

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Internal Quality Assurers (IQAs)

Internal quality assurers of this qualification must have knowledge and competency in teaching and 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 first aid at work qualification/medical registration as shown in **Appendix 3**
2. An acceptable internal quality assurance qualification as shown in **Appendix 4** or attendance at Internal Quality Assurance CPD Training with an Awarding Organisation
3. 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.

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

Resource	Requirement
Teaching/training venue	The venue must meet acceptable health and safety standards and have sufficient: size, floor surfaces, seating, writing surfaces, toilet facilities, ventilation, lighting, heating, access, exits, cleanliness, absence of distracting noise. Signage should be used to notify others that assessments are being carried out.
Audio visual (AV) equipment and training aids	Sufficient AV equipment and training aids to facilitate learning using varying teaching methods.

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The following resources are needed by each learner for the delivery of the teaching and assessing elements of the qualification. These may be provided by the learners themselves, their employers, or by the Centre as appropriate.

Resuscitation manikins	**A minimum ratio of 1 manikin to every 4 learners** to facilitate training and assessment of rescue breaths, chest compressions, back blows, abdominal thrusts and Automated External Defibrillation (AED) pad placement. If fewer resuscitation manikins are provided, adjust learning hours/lesson plans accordingly to make sure learners are not disadvantaged.
AED trainers	**A minimum of 1 AED trainer to every 4 learners**. If fewer AED trainers are provided, adjust learning hours/lesson plans accordingly to make sure learners are not disadvantaged.
Bandages and dressings	Sufficient clean bandages, dressings and other items commonly found in a first aid kit to facilitate training and assessment.
Choking vest/manikins	Suitable choking vests or manikins to facilitate training and assessment of back blows and abdominal thrusts.
Adrenaline Auto-Injector (AAI) training devices	A selection of Adrenaline Auto-Injector training devices with at least one of the following: • Jext • EpiPen
Hygiene	Sufficient procedures to maintain hygiene when using resuscitation manikins and other training equipment.

TEACHING THE QUALIFICATION CONTENT

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
- set out when summative assessment will take place.

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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:

	Full qualification
Minimum classroom time:	36 hours (6 days)
Maximum distance learning time:	16 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. 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 Teaching and Assessing First Aid Qualifications 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	• Externally set • Externally marked • Internally invigilated • Externally spot checked	TFA1 TFA2 TFA3	The content covered is the knowledge elements of the syllabus. A multiple choice exam is an efficient and suitable method for assessing knowledge.
Portfolio assessment	• Externally set • Internally marked • Externally verified • Simulation is not permitted	TFA2 TFA3	This assessment method provides direct evidence of application of knowledge, skills, and attitudes. The portfolio includes observation of teaching and assessing. These assessments emphasize hands-on training and real-world application of knowledge and help identify candidates who have the skills required to perform their roles.

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

All assessments must be passed to achieve the qualification.

CTQ Certify Training Qualifications

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: 30 minutes

Pass mark: 70% (14/20)

Grading: Pass / Fail

Assessment 2: The portfolio 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

The assessment portfolio is completed by the learner, including practical assessments that 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.

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 assessment portfolio throughout and the multiple choice examination at the end.

Grading

This qualification and its assessments are graded as pass/fail only. There are no opportunities to achieve higher grades. 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 (e.g. text books) will be permitted.

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

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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.

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.

As a minimum, Centres should 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.

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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
- use the **CTQ Teaching and Assessing First Aid portfolio**

Assessors must:

- give clear guidance before the assessment and feedback at the end
- use the **CTQ Teaching and Assessing First Aid portfolio**
- complete the **CTQ L3 Teaching and Assessing First Aid Evidence Log**
- only cover the elements on the assessment criteria documents
- allow the learner to carry out any practical tasks 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 assessment portfolio. 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

CTQ Certify Training Qualifications

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.

To assure this, <u>CTQ will approve all trainers and assessors</u> 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.

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ASSESSMENT REGULATIONS

DEADLINES

Assessments are completed during the training course. The deadline for submission of the assessment portfolio must be set by the Centre.

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 (2ND 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 assessment portfolio, 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.

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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.

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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 because 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.

CTQ Certify Training Qualifications

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**.

CTQ Certify Training Qualifications

MANDATORY UNITS

TFA1: ROLES AND RESPONSIBILITIES IN FIRST AID TRAINING

Level	3
Guided Learning Hours (GLH)	12
Sector Subject Area (SSA)	Health and social care

UNIT SUMMARY

This unit will provide learners with knowledge about the first aid training sector, including the organisations and stakeholders that a first aid trainer would work with. Learners will understand their responsibilities as a trainer/assessor to these organisations and stakeholders.

LEARNING OUTCOMES

1	Know about the types of organisations that work in the first aid training sector
2	Understand roles, responsibilities and relationships of organisations in the first aid training sector
3	Understand roles, responsibilities & relationships of trainers and assessors in the first aid training sector

A full and detailed syllabus is available to approved Centres.

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TFA2: DELIVERING FIRST AID TRAINING

Level	3
Guided Learning Hours (GLH)	25
Sector Subject Area (SSA)	Health and social care

UNIT SUMMARY

This unit will provide learners with knowledge about planning and preparing first aid training sessions and strategies for successful delivery to groups of learners, with an understanding of group dynamics. They will deliver first aid training and reflect on their delivery.

LEARNING OUTCOMES

1	Understand principles and practices of learning and development in groups
2	Be able to plan and prepare first aid training
3	Be able to deliver first aid training
4	Be able to evaluate the delivery of first aid training

A full and detailed syllabus is available to approved Centres.

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TFA3: ASSESSMENT OF FIRST AID TRAINING

Level	3
Guided Learning Hours (GLH)	15
Sector Subject Area (SSA)	Health and social care

UNIT SUMMARY

This unit will provide learners with knowledge about assessment of learners in a first aid training setting. They will learn about methods of assessment, planning and recording assessment, and how to carry out assessment of first aid learners.

LEARNING OUTCOMES

1	Be able to plan and prepare assessment for first aid courses
2	Be able to assess learners on first aid courses
3	Be able to keep records of assessment of learners

A full and detailed syllabus is available to approved Centres.

Summary Specification

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APPENDIX 1 – ASSESSMENT MAPPING

Unit	Learning Outcome			Syllabus Area	Teaching Content		Assessment	
	1. Know about the types of organisations that work in the first aid	2. Understand roles, responsibilities and relationships of organisations in the first aid training sector	3. Understand roles, responsibilities & relationships of trainers and assessors in the first aid training sector				Multiple choice exam	Portfolio assessment
TFA1 Roles and Responsibilities in First Aid Training	X			1. Organisations in the first aid training sector	TFA1-1.1	Typical working settings in first aid training	X	
					TFA1-1.2	Becoming a centre	X	
					TFA1-1.3	Voluntary Aid Societies E.g. Red Cross	X	
					TFA1-1.4	In-house training	X	
					TFA1-1.5	Health & Safety Executive	x	
					TFA1-1.6	Ofqual	X	
		X		2. Roles, responsibilities and relationships of aid training sector	TFA1-2.1	Types of first aid qualification	X	
					TFA1-2.2	Role of HSE and DfE in First Aid	X	
					TFA1-2.3	Role and relationships of an awarding organisation	X	
					TFA1-2.4	Responsibilities of the Centre	X	
					TFA1-2.5	Relationships between centres and external	X	
					TFA1-2.6	Risk management	X	
			X	3. Roles, responsibilities & relationships of trainers and assessors	TFA1-3.1	As a trainer	X	
					TFA1-3.2	As an assessor	X	
					TFA1-3.3	The relationships between trainers/assessors and other professionals in the organisation	X	

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Unit	Learning Outcome				Syllabus area	Teaching content		Assessment	
	1. Understanding principles and practices of learning and development in groups	2. Be able to plan and prepare first aid training	3. Be able to deliver first aid training	4. Be able to evaluate the delivery of first aid training				Multiple choice exam	Portfolio assessment
TFA2 Delivering First Aid Training	X				1. Principles and practices of learning and development in groups	TFA2-1.1	Learning styles and modes of learning	X	
						TFA2-1.2	Key learning theories	X	
						TFA2-1.3	Using knowledge of teaching and learning techniques and strategies	X	
						TFA2-1.4	Encouraging positive learning behaviours and growth mindset	X	
		X			2. Planning and preparing first aid training	TFA2-2.1	Identifying the requirements of the learning programme (course specification)		X
						TFA2-2.2	Planning a session		X
						TFA2-2.3	Setting SMART objectives and learning outcomes		X
						TFA2-2.4	Selecting teaching methods		X
						TFA2-2.5	Selecting methods of formative assessment for giving feedback		X
						TFA2-2.6	Choosing, developing and using resources		X
			X	X	3. Delivering first aid training	TFA2-3.1	The start		X
						TFA2-3.2	During		X
						TFA2-3.3	After		X

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Unit	Learning outcome			Syllabus area	Teaching content			Assessment	
	1. Be able to plan and prepare assessment for first aid courses	2. Be able to assess learners on first aid courses	3. Be able to keep records of assessments of learners					Multiple choice exam	Portfolio assessment
TFA3 Assessment of First Aid Training	X			1. Planning and preparing assessments	TFA3-1.1	Key principles of assessment		X	
					TFA3-1.2	Main purpose of assessment		X	
					TFA3-1.3	Types of assessment1		X	
					TFA3-1.4	Methods of assessment		X	
					TFA3-1.5	Planning assessment to meet the syllabus and the needs of learners			X
		X		2. Carrying out assessment of first aid learners	TFA3-2.1	Minimising risks			X
					TFA3-2.2	Initial evaluation of learners		X	
					TFA3-2.3	Making reasonable adjustments		X	
					TFA3-2.4	Formative assessment and motivation			X
					TFA3-2.5	Administering exams		X	X
					TFA3-2.6	Carrying out observations			X
					TFA3-2.7	Making assessment decisions			X
			X	3. Record keeping	TFA3-3.1	Recording and authenticating evidence			X
					TFA3-3.2	Providing written feedback			X
					TFA3-3.3	Storing and handling records		X	

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APPENDIX 2 – QUALIFICATION TO NATIONAL OCCUPATIONAL STANDARDS FOR LEARNING AND DEVELOPMENT MAPPING

6. MANAGE LEARNING AND DEVELOPMENT IN GROUPS	Unit and content								
	TFA1: Roles and Responsibilities in First Aid Training			TFA2: Delivering First Aid Training			TFA3: Assessment of First Aid Training		
	1. Organisations in the first aid training sector	2. Roles, responsibilities and relationships of organisations involved in the first aid training sector	3. Roles, responsibilities & relationships of trainers and assessors	1. Principles and practices of learning and development in groups	2. Planning and preparing first aid training	3. Delivering first aid training	1. Planning and preparing assessments	2. Carrying out assessment of first aid learners	3. Record keeping
KU1 The learners needs, requirements and planned outcomes relevant to their own areas of work								X	
KU2 The types of learning resources available, including those that are technology enhanced, that can support learning and development in groups					X				
KU3 The factors to consider when selecting and using learning and development resources to facilitate learning and development in groups					X				
KU4 The characteristics of a group environment that foster learning and development for all those involved						X			
KU5 Different techniques to manage group dynamics						X			

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KU6 Aspects of equality, diversity and, where relevant, bilingualism, which need to be addressed when facilitating learning and development in groups							X		
KU7 Different ways of encouraging behaviour and values that foster mutual respect and support the learning and development process			X						
KU8 The importance of own communication skills and different ways to communicate effectively with groups, and individuals within groups					X				
KU9 The range of delivery methods appropriate to learning in groups				X					
KU10 How to co-ordinate learning and development activities to meet individual and group needs				X		X			
KU11 The types of motivational strategies that would support group and individual learning and how to select these according to identified needs			X						
KU12 Techniques that can be used to monitor learner response							X		
KU13 Different ways of adapting delivery according to learner response whilst still achieving planned outcomes and agreements					X				
KU14 How to assess and manage risk in own area of work whilst facilitating learning and development in groups		X							
6.1 Manage a group environment in which individuals feel valued, supported, confident and able to learn					X				
6.2 Communicate with learners in a way that meets individual and group needs				X	X				
6.3 Make learners aware of the outcomes they are expected to achieve and how the planned activities will support these					X				
6.4 Use a range of delivery methods, activities and resources to meet the needs of all group members, as appropriate to planned outcomes					X				
6.5 Balance and adjust delivery to meet individual needs while achieving planned group outcomes and agreements					X				

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6.6 Monitor learner response and use appropriate strategies to motivate learners individually and collectively						X		X	
6.7 Encourage effective communication within the group						X			
6.8 Maintain the health and safety of learners, self and other people						X			

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7.FACILITATE INDIVIDUAL LEARNING AND DEVELOPMENT	TFA1: Roles and Responsibilities in First Aid Training			TFA2: Delivering First Aid Training			TFA3: Assessment of First Aid Training		
	1. Organisations in the first aid training sector	2. Roles, responsibilities and relationships of organisations involved in the first aid training sector	3. Roles, responsibilities & relationships of trainers and assessors	1. Principles and practices of learning and development in groups (LOI)	2. Planning and preparing first aid training	3. Delivering first aid training	1. Planning and preparing assessments	2. Carrying out assessment of first aid learners	3. Record keeping
KU1 The principles, uses and value of learning and development on an individual basis			X	X					
KU2 The characteristics of a relationship that supports individual learning, application and reflection			X	X					
KU3 Aspects of equality and diversity that need to be addressed when facilitating individual learning and development				X					
KU4 The importance of reflective practice in individual learning and development						X			
KU5 Key factors to consider when setting and agreeing goals with individual learners					X				
KU6 The range of delivery methods appropriate to individual learning					X				
KU7 The range of resources, including support from others, which are available to support individual learning					X				

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KU8 How technology can enhance resources and delivery methods for individual learning					X					
7.1 Establish and maintain a professional relationship with the learner that supports individual learning and reflection			X							
7.2 Explore and agree the learner's objectives, learning needs and goals					X					
7.3 Agree a plan of learning, application and reflection						X				
7.4 Use a range of methods and resources to help the learner acquire/develop the skills and knowledge they need				X						
7.5 Support the learner in applying their learning in context						X				
7.6 Provide constructive and motivational feedback to improve the learner's application of learning						X				
7.7 Assist the learner to reflect on their practice and experience						X				
7.8 Adapt learning, application and reflection to meet further needs						X				
7.9 Maintain the health and safety of the learner, self and other people						X				

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9. ASSESS LEARNER ACHEIVEMENT	TFA1: Roles and Responsibilities in First Aid Training			TFA2: Delivering First Aid Training			TFA3: Assessment of First Aid Training		
	1. Organisations in the first aid training sector (LO1)	2. Roles, responsibilities and relationships of organisations involved in the first aid training sector (LO2)	3. Roles, responsibilities & relationships of trainers and assessors (LO3)	1. Principles and practices of learning and development in groups (LO1)	2. Planning and preparing first aid training (LO2)	3. Delivering first aid training (LO3 +4)	1. Planning and preparing assessments (LO1)	2. Carrying out assessment of first aid learners (LO2)	3. Record keeping (LO3)
KU1 The key concepts and principles of assessment							X		
KU2 The range of information that should be made available to learners					X				
KU3 The current criteria against which assessments are made and the current regulations and requirements relating to their assessment							X		
KU4 Guidelines for assessment planning as appropriate to own area of responsibility							X		
KU5 How to involve learners in the planning of assessments									
KU6 How assessment arrangements can be adapted to meet the needs of individual learners							X		
KU7 The uses, benefits and drawbacks of different assessment methods, including the use of simulation and those that involve the use of technology							X		
KU8 The types of risks that may be involved in the assessment process and how to manage these								X	
KU9 Issues related to equality, diversity and, where relevant, bilingualism, which may affect the assessment process and how to address these							X		

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	1	2	3	4	5	6	7	8	9	10	11
KU10 How to make sure that assessment decisions are made against specified criteria and are valid, reliable and fair										X	
KU11 How to determine when evidence is sufficient to make an assessment decision										X	
KU12 How to judge the authenticity and currency of evidence and what to do when there is doubt											X
KU13 How to record and store assessment decisions, who they should be made available to and the data protection and confidentiality guidelines that should be followed											X
KU14 Factors to consider when providing feedback to learners											X
KU15 The relevant procedures when there are disputes concerning assessment											
KU16 Standardisation processes and how to contribute to these											
KU17 How to co-operate and work effectively with others involved in the assessment process			X								
KU18 The value and purpose of continuing professional development for assessment practitioners											
9.1 Ensure learners understand the purpose, requirements and processes of assessment						X					
9.2 Plan assessment to meet requirements and learner needs								X			
9.3 Use valid, fair, reliable and safe assessment methods											
9.4 Identify and collect evidence that is: valid authentic sufficient										X	
9.5 Make assessment decisions against specified criteria										X	
9.6 Provide feedback to the learner that affirms achievement and identifies any additional requirements											X
9.7 Maintain required records of the assessment process, its outcomes and learner progress											X
9.8 Work with others to ensure the standardisation of assessment practice and outcomes			X								

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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)[3]

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]

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[3] 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)	✓	

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PTLLS (6 credits)	✓	
Regulated Qualifications based on the Learning and Development NOS 7 Facilitate Individual Learning and Development or NOS 6 Manage Learning and Development in Groups	✓	
Training Group A22, B22, C21, C23, C24	✓	
Learning and Teaching – Assessment and Quality Standards SCQF Level 9 (SQA Unit)		✓
A1 Assess Candidates Using a Range of Methods or D33 Assess Candidates Using Differing Sources of Evidence		✓
Conduct the Assessment Process SCQF Level 7 (SQA Unit)		✓
A2 Assess Candidate Performance through Observation or D32 Assess Candidate Performance		✓
Regulated Qualifications based on the Learning and Development NOS 9 Assess Learner Achievement		✓

Qualifications suitable for Internal Quality Assurance

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

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

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

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