



**Vocational Qualifications
Internal Assessment Report 2016
Emergency First Aid at Work**

The purpose of this report is to provide feedback to centres on verification in Vocational Qualifications in this subject.

Work-based awards

General comments

This verification group covers the following group awards:

- ◆ GG24 45 Emergency First Aid at Work (SCQF level 5) which consists of the unit H30N 04 Emergency First Aid in the Workplace

- ◆ GG23 46 First Aid at Work (SCQF level 6) which consists of the units:
 - H30N 04 Emergency First Aid in the Workplace
 - H30M 04 Recognition and Management of Illness and Injury in the Workplace

- ◆ GL0Y 46 Emergency Paediatric First Aid (SCQF level 6) which consists of the unit HA15 33 Emergency Paediatric First Aid

- ◆ GL10 46 Paediatric First Aid (SCQF level 6) which consists of the units:
 - HA15 33 Emergency Paediatric First Aid
 - HA16 33 Managing Paediatric Illness, Injuries and Emergencies

Prior to 1 October 2013 the Health and Safety Executive (HSE) approved training and qualifications for the purposes of first aid. After this date employers became responsible for identifying suitable first aid training providers for their workforce.

HSE has identified the criteria that first aid training providers must satisfy and emphasises that these training providers should also meet the criteria detailed in *Assessment Principles for First Aid Qualifications*. These assessment principles have been produced by awarding organisations/bodies in co-operation with HSE and qualifications regulators and are supported by Skills for Health (Skills for Health is the guardian of the assessment principles). SQA is accredited as an awarding body to approve SQA centres to offer these qualifications.

The Awarding Organisation Forum (AOF) meets twice a year and an SQA representative attends these meetings to ensure current information on qualification delivery is obtained and disseminated to SQA centres. This forum also enables SQA to have an input and provide feedback on our experiences of the qualification delivery.

SQA is in the process of updating the current Assessment Strategy and Guidance document for centres to reflect the most recent information from HSE and from AOF. This will be e-mailed to all approved centres in due course.

Unit specifications, instruments of assessment and exemplification materials

Overall, centres have presented instruments of assessment for external verification that meet the requirements of the qualification. However, this session there have been some instances where instruments of assessment have not been appropriate. This has been in relation to not all the learning outcomes or assessment criteria being covered with an assessment. This has consequently led to centres being given action points following their external verification visit.

It is essential that **all** learning outcomes and assessment criteria are covered for any of the above qualifications and that there is tangible evidence to confirm that the learner has demonstrated their competence in all areas of the qualification they are undertaking.

If it has been some time since a centre last delivered a course it is advisable that they review their instruments of assessment to ensure they are fit for purpose. If unsure about this, centres have the option of using SQA's prior verification service so that their materials can be reviewed by an external verifier and guidance provided.

Evidence requirements

Centres are ensuring an appropriate balance between taught inputs, practical assessments and written instruments of assessment.

Assessment paperwork has demonstrated clearly that learners have been assessed as competent. However, on occasions, some assessors have provided very little narrative to highlight how they reached their judgement.

Assessors need to ensure they document feedback on assessment paperwork and confirm **how** they reached their decision about a learner's competence.

Administration of assessments

Administration of assessments overall has been appropriate. Centres have been able to clearly demonstrate that written assessments take place under controlled 'exam' conditions and this has been confirmed when speaking to learners during verification visits.

Practical assessments have taken place at relevant parts of the course delivery. This has been evidenced through learner feedback and also from external verifiers carrying out verification visits to centres during live courses, where practical assessment was taking place.

With the recent announcement from HSE in relation to the use of blended learning for aspects of first aid course delivery, centres need to now consider the most effective and appropriate instances to use this approach, if they so wish. SQA has provided additional guidance in relation to this within the updated Assessment Strategy and Guidance document which will be e-mailed to centres during this next session.

General feedback

There continues to be a high level of learner satisfaction with courses undertaken during this session. Courses are being delivered within the required timescales and, in most instances, all learning outcomes and assessment criteria are being appropriately evidenced.

Centre feedback to SQA has highlighted a high level of interest in delivering the Paediatric First Aid qualifications. As a response to this the EV team, in conjunction with SQA's Approvals team, has developed a straightforward process to gaining approval for these qualifications — for those centres already approved for the Emergency First Aid at Work and First Aid at Work qualifications. This process does not require the centre to receive an approval visit but can be dealt with as a desk-based approval.

Approved centres are advised to speak with their SQA Business Development Manager for support with coming forward to gain approval for the Paediatric First Aid qualifications in this way.

Areas of good practice

Centres have been enthusiastic in their pursuit of equipment that can enhance the learner experience. In particular, some centres have starting using larger manikins so learners get experience of CPR on a different size of individual. This provides a much more realistic practice opportunity.

A number of centres are making more manikins available to groups of learners than the minimum of 1:4 specified by HSE. This ensures learners have greater opportunity in the practical part of the course.

Hygiene standards remain high in relation to manikin use, with centres providing detailed policy and procedure documents for the cleaning and maintenance of manikins including the replacing and disposal of manikin faces and lungs and use of face shields.

Centre staff have been focusing on methods to identify those learners who may require additional support, prior to undertaking the course. This ensures that appropriate measures are put in place to support the individual thus preventing them from being disadvantaged in the learning and assessment process. For example: providing translation services for individuals where English is not their first language; providing materials on different coloured paper for individuals with visual stress.

Specific areas for improvement

Since October 2015 all First Aid trainers must hold or be working towards an accepted trainer qualification. It is the centre's responsibility to ensure their trainers are appropriately qualified.

It is imperative centres check that all staff they engage to either deliver the first aid training, assess learners or carry out internal verification hold the appropriate qualifications in accordance with the Skills for Health Assessment Principles document. For further guidance please refer to SQA's Assessment Strategy and Guidance document that accompanies each of the qualifications covered by this report.

It is important that assessors provide appropriate narrative to support their assessment decisions on instruments of assessment. It is also important for internal verifiers to provide greater detail in their feedback on work they have sampled, showing how they have reached their decision that assessments have been carried out appropriately.

From the 1 January 2017, centres are required to ensure the use of AEDs is taught and assessed for all learners. This does not increase the timings for course delivery and can be incorporated into the lesson plan when teaching CPR.

We recommend that centres sign up with HSE to receive their First Aid bulletins thus ensuring they keep up to date with any changes to workplace first aid requirements. We also recommend centres sign up with the Resuscitation Council (UK) to receive their newsletter to ensure they keep up to date with current resuscitation guidelines.