**Annual Observation of First Aid Trainer/Assessor Competence** 

Internal verifier’s name:

Trainer/assessor name(s):

Class group:

Date of observation: Unit observed:

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| **Areas of competence:** | **Comments:** |
| Evidence of planning and effective course delivery | The trainer/assessor had set up the classroom very effectively. There was evidence the trainer/assessor had given thought to the layout of the classroom ensuring adequate space for the practical delivery of the course to accommodate the eight learners. The trainer/assessor had set out within the classroom space the necessary first aid equipment to support the learning outcomes of the award. The trainer/assessor had copies of all necessary documentation including our agency induction checklist, learner list of attendees, registration forms, learner assessment material and evaluation forms. This planning demonstrates good evidence and potential for effective course delivery. |
| How were learning materials used for the learning needs of the learner/group? | The trainer/assessor made very good use of the learning materials and adapted them to the learning needs of the group. For example, the trainer/assessor was working with the class around the signs and symptoms of shock. One learner was asking what a grey/blue skin (cyanosis) face would actually look like so as to be sure the person was in shock. The trainer/assessor used the power point to show a picture of someone with cyanosis. This was of great assistance to the class in general but specifically to the learner who had asked the question. The trainer/assessor had a number of quizzes, case studies and self-assessment questions available. These were used very well throughout the course to provide learners with opportunities for individual and group work time. |

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| **Areas of competence:** | **Comments:** |
| How did the trainer/assessor manage equipment in a safe and effective manner? | The resuscitation manikins were all well marked as having been hygienically cleaned prior to the class commencing. The dated confirmation label attached to each manikin noted this. During the practical CPR sessions the trainer/assessor demonstrated very good hygiene management by the provision of individual face shields and supported this with the use of alcohol free sterile wipes between each learner use. The trainer/assessor provided clear demonstration on the safe use of spacers (when discussing asthma) and auto-injectors. |
| Evidence of adapting learning to meet the needs of learner/group | During the session on anaphylactic shock the trainer/assessor corrected a student who was not holding the auto-injector correctly. The lesson plan observed noted the allocated lunch break. The trainer/assessor was trying to complete the identified session — choking. The students were making use of the choking vest and were practicing on the resuscitation manikins but were getting a bit noisy and losing interest. The trainer/assessor made mention of this to the group and said ‘are you ready for your lunch’ to which the class gave a clear ‘yes’. The trainer/assessor agreed and said they would finish the choking session in the afternoon. This use of flexible delivery supported a better learning environment for the learners. The trainer/assessor accommodated the addition learning in the afternoon without comprising other learning outcomes. |
| Did the assessor cover all unit outcomes and assessment criteria effectively? | Yes these were all covered as per the unit requirements. The trainer/assessor’s was making use the centre’s power point and was referring regularly to the lesson plan for the unit. These resources cover all of the unit outcomes and assessment criteria. Internal verification has been completed on these resources and this was identified within the trainer/assessor’s learning and teaching pack and this supported the trainer/assessor to know that the correct and most up to date materials are being used. |
| Is the trainer/assessor’s first aid knowledge in line with current protocols? | Yes, the trainer/assessor is well up to date with current knowledge and protocols and this was demonstrated during practical sessions as well as the language used in discussion with the class group. |

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| **Areas of competence:** | **Comments:** |
| Were assessment decisions and all course materials recorded as per course requirements? | This centre uses SQA’s instrument of assessment for this award and the trainer/assessor used this effectively across the course delivery. The trainer/assessor assessed the learners at key points across the course. The learners completed sections of the instrument of assessment where relevant and directed by the trainer/assessor. The trainer/assessor made effective and correct assessment decisions for each learner. The observer felt this was so well done as the trainer/assessor made reference to the marking instructions to ensure the learner’s answers were robust enough around the question of roles and responsibilities of a first aider. The trainer/assessor provided verbal and written feedback to the learners. |
| Is trainer/assessor competent in line with assessment strategy? | (Indicate as appropriate)  Yes  No |
| Observation met current duration times as per the assessment strategy? | Yes this observation is in line with the needs of the assessment strategy in relation to section – roles and responsibilities for this award, additional evidence section. This is a very experienced trainer/assessor and all previous annual observations have been positive. Given this this session was observed for 4 hours. 1 hour before the lunch break and 3 hours afterwards. |
| Required actions?  (if appropriate) | This observation noted the trainer/assessor’s excellent standard of first aid knowledge and competence together with very good engagement and interaction with this learner group.  The trainer/assessor should consider why he initially forgot about the learner evaluation forms and what could be done to ensure this does not happen again. The trainer/assessor suggested the learner evaluation could be attached to the instrument of assessment. This seems a good idea so I (the internal verifier) will put this on the agenda for the next standardisation meeting for discussion and to agree a way forward. |

Internal verifier’s signature: Date report completed: