

Assessment Standardisation Guidance for First Aid Qualifications

Introduction

This document has been produced by Awarding Organisations/Bodies to create a standardised framework when creating assessment methodologies and should be applied in conjunction with the *Assessment Principles for Regulated First Aid Qualifications* and other guidance documents published by the First Aid Awarding Organisation Forum.

This document relates to First Aid qualifications including but not limited to:

- **First Aid at Work (FAW)**
- **Emergency First Aid at Work (EFAW)**
- **Paediatric First Aid (PFA)**
- **Emergency Paediatric First Aid (EPFA)**

Assessment

The assessment should determine a learner's ability to act safely, promptly and effectively when an emergency occurs at work and to deal with a casualty. All assessment criteria in the unit(s) must be assessed. Assessment may take place at any time during the delivery of the qualification and does not need to be done as a final assessment. It is however a requirement for the learner to be aware that assessment is taking place.

Multiple choice assessments

Knowledge elements may be assessed using Multiple Choice Questions (MCQs). Where MCQs are used the following assessment guidance must apply:

- The assessment must be 'closed book'
- There must be 3 plausible and 1 keyed response for each question
- The agreed pass mark must be 70-74%
- A minimum of 90 seconds per question should be allowed

Note: the 70–74% pass mark range caters for the differing number of MCQ questions between AO/Bs, for example, an MCQ with 15 questions requires a score of 11/15 to achieve 73.33%.

Other knowledge (*theory*) assessments

Other forms of theoretical assessment such as workbooks/oral questioning/simulated scenarios are acceptable. If the assessment is formative (*in sections delivered throughout the course*) the learner should meet all of the assessment criteria. If the assessment is summative (*closed book at the end of unit*) then a minimum compensatory pass mark of 80% should be achieved.

Practical assessments

If the assessment criterion uses the verb 'demonstrate' the learner must demonstrate the skill.

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 should be assessed. The assessment must be designed in such a way as to ensure reliability and clear marking guidance must be provided to trainers, assessors and internal quality assurers.

Bullet points in assessment criteria

Some assessment criteria contain bullet points. It is intended that the learner should be assessed against each bullet pointed item.