

# 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.