

**TO: Tertiary Education Organisations
 Industry Training Organisations
 Secondary Schools**

**ATTENTION: Chief Executive Officers
 NZQA Moderation Liaison
 Principals' Nominee
 Core Health (First Aid) Assessors**

National Qualifications Framework - First Aid standards 6400-6402

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| <p>This purpose of this circular is to provide information to assist TEOs and schools to ensure assessment materials and assessor decisions for First Aid unit standards 6400, 6401 and 6402 meet the national standard.</p> |
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The information in this circular has been collated from a review of moderation reports and appeals of national external moderation results conducted during 2006, 2007 and 2008; and meetings with the standard setting body, National Qualification Services (NQS) and moderators in the Core Health system.

General observations across all standards

Purpose

The purpose of the individual standards, and consequently what the focus of assessment should be in each, is being confused by some providers.

The purpose of unit standard:

- 6400 is to *Manage first aid in emergency situations*
- 6401 is to *Provide first aid*
- 6402 is to *Provide resuscitation level 2.*

More detail to clarify the difference in the purpose between these standards is provided in the specific sections below related to the individual standards.

Levels

The level of each standard is different:

- unit standard 6400 is at National Qualifications Framework level 3
- unit standard 6401 is at National Qualifications Framework level 2
- unit standard 6402 is at National Qualifications Framework level 1.

These differences must be reflected in the assessment tasks and the nature and complexity of the evidence and performance levels expected of the candidate. For example, while the assessment and treatment for first aid may be the same, the performance levels in managing victims' condition and general safety will be quite different for each standard.

Information regarding National Qualifications Framework level descriptors is provided on the NZQA website at <http://www.nzqa.govt.nz/framework/levels.html>.

Scenario pool

Special notes (SN) in each standard (6400 SN 3, 6401 SN 2, 6402 SN 5) require *competence to be demonstrated in simulated emergency situations.....from a pool of scenarios developed by the provider*. The entire pool of scenarios must be submitted for moderation, not just those scenarios that have been used in the assessment.

The scenarios should be, as far as possible, realistic and represent common occurrences that the candidate is likely to come across.

When a provider submits only those scenarios that have been assessed, it is not possible for the moderator to confirm that “a pool of scenarios has been developed and all scenarios in the pool meet the requirements of the standard.”

This will often contribute to a moderator making the decision that “assessment tasks need modification or do not allow candidates the opportunity to meet the national standard” depending also on other issues within the task.

Individual scenarios

To ensure that scenarios are consistently assessed in line with the requirements of the standards, individual scenarios should include as much information about the scenario as possible, such as the presence of bystanders and environmental factors. This will also assist consistency in decision-making between different assessors.

Assessment tasks

All standards must be assessed in a practical context; verbal or written tests alone will not suffice.

Any prompts, visual aids and instructions for role play participants should be documented in detail in the instructions to assessors.

More detail to clarify what should be assessed is provided in the specific sections below related to the individual standards.

Assessment conditions

1 Clarifying roles where peer assessment takes place

Where peer assessment is used, instructions to candidates must clearly indicate that the role of the peer assessor is only to observe and record evidence. Decisions on the award of credit are the responsibility of the assessor.

2 Information about re-assessment or resubmission opportunities

How re-assessment or resubmission opportunities are managed is part of a TEO or school's quality management system. All candidates must be provided with information about how re-assessment or resubmission opportunities are managed but this does not have to be included in individual assessment tasks supplied for moderation.

It is not appropriate for a candidate to be re-assessed against exactly the same scenarios (partially or fully) that were used for the original assessment. This brings the validity of the candidate's performance and hence the decision to award credit into question. In such cases, moderators will comment (in the *Assessed Work* section of the report) that they cannot verify the assessor's decision that the candidate has met the national standard.

3 Instructions to candidates

Instructions to candidates should be documented and accompany assessment materials submitted for moderation. Instructions must provide clear guidance about the number of scenarios that need to be completed.

4 Assessment schedules

While there is no set format for evidence and judgement statements, all assessment schedules must include evidence and judgement statements. Many of the assessment materials submitted for moderation incorrectly include evidence type statements for both evidence and judgement statements but no true judgement statements.

- **Evidence statements** describe what the assessor should hear or see, i.e. the performance expected from the candidate.
- **Judgement statements** describe acceptable performance levels, i.e. they define the standard expected for the task in relation to the element(s) being assessed. They are quantitative and qualitative.

Assessment schedules for scenarios must include scenario specific evidence and judgement statements. This makes it clear to the assessors what the specific evidence requirements are on which they are to base their decision.

Examples of evidence statements for 'ensuring safety of self, bystanders or victim' might include:

- approaches patient without undue delay
- protects patient from further harm by [include scenario specific information]
- makes environment safe by [include scenario specific information].

Examples of evidence statements for 'a specific medical trauma (burn)' might include:

- cools burn for up to 20 minutes
- after required cooling period, applies cling wrap or a sterile non-stick dressing.

An example of an appropriate judgement statement is: All actions are performed.
Clarifying statements such as “ensures safety” or “manages burn” are not judgement statements.

An overall sufficiency statement should also be included that states how many scenarios (and which scenarios) are required for the award of credit.

Checklists

It is strongly recommended that assessment checklists (for assessor sign off) include reference to evidence and judgement statements. This is preferable to including detailed evidence and judgement statements in separate booklets or assessor documentation. Feedback from moderators is that the greater the extent of detailed information kept in separate booklets, the less likely it is to be followed, as intended, by assessors.

Tick boxes should be included for the key critical actions to be observed or performed. There should be a tick box for each action that needs to be demonstrated. For example, in opening an adult airway, there are two actions expected and a third if the first two don't achieve an open airway. Therefore these are the critical actions and so head tilt will have its own tick box and chin lift will also have its own tick box. Jaw thrust may be required if the chin lift doesn't work and it can have its own tick box but it needn't be a critical action. To show the difference the head tilt and chin lift could be in bold lettering and jaw thrust in normal print.

It is also strongly recommended that space be provided within checklists for the assessor to record feedback given to the candidate, any supplementary actions they have observed that support learner competency and to sign and date the performance observed.

Unit standard 6400 - Manage first aid in emergency situations

Purpose

People credited with this standard are able to manage first aid in emergency situations.

Special notes

There is only one element in this standard, *Manage first aid in emergency situations*.

Special note 1 clarifies that the term *manage* implies control of an entire situation. Assessment tasks must provide candidates with the opportunity to manage an entire situation. It is not critical that the candidates do all the first aid themselves but it is critical that the scene is managed.

Special note 2 clarifies that rescuers who provide first aid must use accepted practices for treatment as outlined in current New Zealand manuals rather than overseas manuals.

Assessment schedules or scenario checklists must contain scenario specific information on how the situation and the victims' conditions are expected to be managed. For example, it should cover aspects such as the environment, number of victims, number and description of bystanders, treatment of injuries and what the candidate is expected to do in the situation.

Moderators will comment when assessment schedules include **only** a generic statement such as, “Situation is managed to ensure victims’ and bystanders’ safety”. This does not provide sufficient detail for the moderator to verify that appropriate actions have been taken to manage victims’ treatment and the entire situation, and that consistent assessment decisions are being made.

Special note 3 clarifies that scenarios must contain emergency situations that involve *multiple major injuries*, i.e. candidates could be assessed using a single scenario provided it contains multiple major injuries. The multiple major injuries need to come from the stated range only.

Multiple major injuries can be interpreted as meaning either more than one victim in each scenario or one victim with more than one condition.

Where more than one scenario is being used, candidates must be assessed against at least two trauma and one medical emergency across both the scenarios, i.e. each scenario does not have to contain two trauma and one medical emergency.

Each scenario must contain multiple major injuries from the range statement. It is not sufficient to ask candidates to manage first aid in a number of separate scenarios where only one major injury is present in each scenario.

Element 1

Element 1 requires candidates to manage first aid in emergency situations. Performance criterion 1 provides clarification that the victims’ conditions and situations are assessed and managed according to accepted practices for first aid in emergency situations.

This means there may only be one victim with more than one injury or two or more victims with one injury each.

Assessment tasks **do not** allow candidates the opportunity to meet the national standard when:

- two traumas and one medical emergency are not assessed across the scenarios
- scenarios include only one major injury
- conditions which are not part of the range (such as diabetes) are included in the scenario and then contribute towards the decision whether the standard has been achieved or not. (They may be included in the assessment but are additional to the requirements of the standard.)

Unit standard 6401 - Provide first aid

Purpose

People credited with this unit standard are able to provide first aid until help arrives.

Special notes

There is only one element in the standard: *Provide first aid until help arrives.*

Special note 1 clarifies that rescuers who provide first aid must use accepted practices for treatment as outlined in current New Zealand manuals.

Special note 2 clarifies that scenarios must contain emergency situations from a pool of scenarios developed by the provider. The pool must contain scenarios for all the emergency situations in the range.

Each scenario must contain one victim whose condition is assessed and managed until help arrives. In the accompanying checklists, it is critical that current practice is reflected and that aspects such as safety of self and others, and that help is called for are covered.

Element 1

Element 1 requires candidates to *Provide first aid until help arrives*. Performance criterion 1 provides clarification that the victim's condition is assessed and managed according to accepted practices for first aid.

Each scenario must contain:

- **one** condition from each of the following: shock and bleeding; burns; fractures and soft tissue injuries; poisonings **AND**
- **one** medical condition from the following list: heart attack, asthma attack, stroke, and seizure.

Evidence is required for five conditions in total – four trauma and one medical condition.

Assessment tasks **do not** allow candidates the opportunity to meet the national standard when:

- **only one** item from shock and bleeding; burns; fractures and soft tissue injuries; poisonings **AND one** medical condition from - heart attack, asthma attack, stroke, seizure are assessed
- medical conditions which are not part of the range (such as diabetes) are included in the scenarios. Assessment of non-range conditions cannot contribute towards the decision of whether the standard has been achieved or not.

Unit standard 6402 - Provide resuscitation level 2

Purpose

People credited with this unit standard are able to provide resuscitation level 2.

Special notes

There is only one element in the standard: *Provide resuscitation level 2*.

Special note 1 clarifies that *all knowledge requirements and practice* must comply with the *New Zealand Resuscitation Council (NZRC) Guidelines for Resuscitation Level 2 (2006) and any subsequent amendments, published by the New Zealand Resuscitation Council Inc.*

Special note 2 clarifies that *Resuscitation level 2*, as referred to in the *NZRC Guidelines*, is that phase of emergency care that either:

- prevents respiratory or circulatory arrest or insufficiency through prompt recognition or intervention; or
- supports the victim to relieve an airway obstruction; or
- supports the breathing and circulation of a victim with cardiopulmonary resuscitation (CPR).

Special note 3 clarifies that the *NZRC Guidelines* recommend that persons can be trained in resuscitation to level 2 providing that they understand the principles and techniques and are physically able to apply them.

Assessment tasks must provide candidates an opportunity to comply (in terms of principles, techniques and ability) with the algorithm for the *NZRC Guidelines* and any subsequent amendments.

Note:

- the 2006 revision to the guidelines removed the check after three minutes of CPR
- in December 2007, the CPR period for children when alone and having to go for help yourself was changed from 1 to 2 minutes. However, this change has not been updated on the NZRC website.

Special note 4 clarifies that the unit standard and guidelines relate to adult, child and infant resuscitation.

Assessment tasks must provide candidates with an opportunity to be assessed in CPR for all three age groups (adult, child and infant) as well as airway obstruction relief for an infant plus either a child or adult. This is a total of five assessment tasks per candidate.

Special note 5 clarifies that competence will be demonstrated by using different scenarios from a pool of scenarios developed by the provider. The entire scenario pool and their associated checklists should be sent for moderation.

Special note 6 clarifies that *environmental conditions* at the emergency scene need to be assessed, recognised and managed to ensure safe conditions for the rescuers, bystanders and victim.

Assessment schedules or scenario checklists must contain scenario specific information on how the situation and the victim's condition, is expected to be assessed and managed until help arrives, e.g. it should cover aspects such as the environment, victim, safety of rescuer and description of bystanders.

Assessment schedules that include only a generic statement such as "Situation is managed to ensure victim and bystanders' safety" are not valid. This does not provide sufficient information about what needs to be observed to verify that the actions taken are appropriate for the scenario so that appropriate and consistent assessment decisions can be made.

Element 1

Element 1 requires candidates to *Provide resuscitation level 2*.

Performance criterion 1.1 provides clarification that the impact of environmental conditions is to be minimised to ensure safety of rescuers, bystanders and victim is maintained.

Performance criterion 1.2 provides clarification that the victim's condition is to be assessed according to the *NZRC Guidelines*.

Performance criterion 1.3 provides clarification that management of the victim is provided according to the victim's condition.

This standard specifically requires the impact of environmental conditions to be minimised to ensure safety of the victim is maintained (pc1.1). Therefore, it is critical that the assessment schedule or checklist includes evidence and judgement statements for each particular scenario regarding how environmental conditions are expected to be managed.

Assessment materials **do not** allow candidates the opportunity to meet the national standard when:

- the algorithm for New Zealand Resuscitation Council Guidelines for Resuscitation Level 2 is not followed
- checklists don't reflect amendments to the algorithm such as there is no longer a 2 minute check
- assessment checklists are generic and do not reflect the actions expected from learners to show management of environmental conditions, treatment that is specific to the victim(s) condition(s), and is relevant to the victim(s) age group
- there are insufficient scenarios in either CPR or airway obstruction for all three age groups (adult, child, infant) to form an adequate pool of scenarios
- conditions which are not part of the range (such as diabetes) are included in the scenario and then contribute towards the decision whether the standard has been achieved or not. (They may be included in the assessment but are additional to the requirements of the standard.)

Enquiries

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