

1. FAAOF members collaborated with the First Aid Quality Partnership and HSE and DfE to consider whether it is possible to adapt assessments/qualifications to mitigate the impacts of lost teaching and learning and disruption to assessments due to the COVID-19 pandemic. To ensure a consistent approach, a [joint statement](#) was published with guidance to Centres on the necessary safety precautions that must be adopted during the pandemic.
  - a. It was unanimously agreed that due to the nature of first aid qualifications, some elements of training and assessment must take place in a face-to-face environment. The practical skills in first aid are complex and difficulties in online training and assessment will adversely affect validity, reliability and maintenance of standards. Further, in the current pandemic, prominence must be given to ensuring first aiders in the workplace are able to provide first aid wearing the necessary PPE, so undertaking training/assessment wearing PPE is both appropriate and necessary.
  - b. First Aid Qualifications are 'on-demand' qualifications which already cater well for ongoing disruption. FAAOF and FAQP have consulted and advised HSE and DfE, both of whom have allowed "[certificate extensions](#)" for first aid at work and paediatric first aiders to enable them to continue first aid provision during lockdown. Capacity of training providers is now largely back to normal but the situation is being monitored with ongoing dialogue between FAAOF, FAQP, HSE and DfE to ensure any repeated disruption is considered in the same manner.
2. Existing national agreements on [Blended Learning](#) set standards that allow for a blended learning approach to first aid training, whereby the knowledge based elements of the qualification can be delivered online, whilst allowing sufficient face-to-face time to teach and assess practical skills. This document already requires the online element of training to be undertaken prior to face-to-face attendance and face-to-face invigilated assessment of knowledge. FAAOF members considered if amendments to the document were necessary and it was unanimously agreed that the standards were fit for purpose.
3. It was agreed that whilst AOs have provided guidance to Centres on minimising contact and maintaining distance between Learners during face-to-face training (e.g. amending teaching methods to reduce close contact wherever practicable), practical assessments will continue in the normal manner – with all Learners wearing the appropriate PPE.
4. Considering the above arrangements, it was agreed that assessments fall under the General Conditions of Recognition as opposed to the EERF.
5. The forum considered equalities implications. It was agreed that there were no 'new' equalities implications arising from the above approach, and AOs should continue to use existing reasonable adjustments and special considerations policies to address issues that arise.
6. It was agreed that capacity of Centres may be negatively impacted due to increased costs of PPE, reduced cohort sizes or the requirement for larger venues to allow social distancing. This is mitigated by the Centres ability to adjust their own pricing and the continual dialogue with HSE and DfE surrounding national capacity and certificate extensions.
7. It was agreed that GLH/TQT is not affected by these arrangements.