

POLICY STATEMENT

This Policy outlines the procedures and rules governing company examinations, both theory and written.

POLICY RATIONALE

The rationale for this policy is to ensure that all employees follow the same procedures with regards to examinations.

GLOSSARY OF TERMS

CROSS REFERENCES and other RESOURCE MATERIAL

See relevant exam question sheets and marking sheets for the course being examined

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1. General Principles

The general principle underlying all examinations is that they should be conducted impartially, having regard to the students level of knowledge, the course aims and objectives and the overall practical skill or theory knowledge being examined. The examiner(s) must be confident that the student can recognise the conditions and carry out the required treatment and has an underpinning knowledge of why they are carrying out the treatment.

With each course pack will be an appropriate number of examination forms, question and answer sheets. Examinations must be (where legislated) administered by an examiner who is not the instructor. In the case of First Aid at Work / Refresher courses there must be a minimum of 2 examiners.

In the case of FPOS there should be a minimum of 2 examiners, and ideally 3 for the Intermediate Course where all modules have been taught.

With the exception of FAW/R courses, where a student passes one element (eg. practical but not theory) they do not have to undertake the whole exam again, rather only the section they were deemed not competent in. In the case of FAW/R the student must undertake the entire course again.

Each student must have a [record of examination](#) completed and submitted to head office along with their theory answer sheet and practical examination sheets. Individual examination sheets should be signed by the examiner, and the overall record of examination signed by the instructor.

Examinations will be provided to examiners (not instructors) in a sealed envelope. These must be opened in front of students at the time of the examination. These are set centrally and must not be altered by examiners. Instructor and examiner packs have further guidance for examinations where appropriate.

2. Theory Examinations

Students will be given 2 sheets:

1. Examination question paper
2. Examination answer sheet

Students should only complete the answer sheet and not mark the question sheet. The theory paper should be completed by students individually without assistance from textbooks or other students.

At the end of the theory examination should mark the papers prior to return to the office. Both questions and answer sheets must be returned to the office for storage (question papers will be destroyed upon return to the office) and quality assurance.

For examinations the following pass marks apply:

- General examinations - 75%
- FAW 19 out of 25 correct
- FPOS 70%

Candidates receiving 65% – 75% will be asked all incorrect questions verbally (viva voce) in case the candidate did not understand the question. Where answered correctly the mark will be awarded. The FPOS instructors CD provides further information on how to ask such questions.

Examiners will be provided with a 'marking grid' against which inappropriate questions can be identified. This requires completion at the conclusion of every examination and identified issues will be fed back to the IHCD by the Directors.

3. Practical Examinations

Practical examinations will be undertaken singularly for all modules. Each student must be marked by an examiner. Where the examiner is unsure as to the student's competency the other examiner may be used to confirm their decision, and if necessary observe the student carrying out the practical examination for a second time. Where the practical examination requires demonstration of teamwork (for example helmet removal) the examiner must be satisfied that both candidates have the same knowledge and can also demonstrate working as a team. Where one candidate obviously takes charge over the other the second candidate should undertake the practical again with a different partner.

Only where absolutely necessary should students be used as casualties during the practical examination. One examiner, where possible may act as a casualty and a student may act as patient only after having completed that element of the examination.

As part of the instructors pack for each course there will be one practical scenario assessment sheet (including examination bleeding and/or fractures per student, and a CPR (including the unconscious patient) assessment sheet. These must be returned to head office completed for each student.

In line with good practice students should be queried throughout the practical exam about why they are undertaking their actions to ensure that the examiner is confident that the student understands not only *how* to treat a patient but *why* they are doing their actions. This ensures retention of knowledge imparted and gives confidence to the examiner that the student will retain the required knowledge for the life of the certificate.

Should a candidate be obviously nervous (beyond normal limits) the examiner should allow some extra time to complete the exam, however bear in mind that the examiner must be confident that the candidate could carry out the patient treatment confidently and appropriately in a 'real life' situation.

4. Failure Procedures

Should a candidate be deemed not yet competent any element of the examination they should undertake all other elements.

The senior examiner on the day should inform the candidate that they are not yet competent in either the practical / theory examinations and they will have to resit that element of the exam. This should only occur after allowing the student to answer questions verbally (theory) or consideration given to both examiners marking the candidate on a practical together. The explanation should include where the student went wrong, and the underlying reasons for having to do the course again. This should be done away from other students and as sensitively as possible.

5. Students with Learning Difficulties

Students with learning difficulties or physical difficulties should have arrangements made for them to sit the exam (both theory and practical) in a manner which is appropriate to them. This may include (but is not limited to) answering theory questions verbally or being given extra time to complete the theory paper.

Appropriate allowances should be discussed with the candidate at the start of the course if at all possible and it is up to the student to alert the instructor early on as to any learning/physical difficulties.

