



Agency Guideline  
for  
Occupational First Aid  
Training Agencies



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## AGENCY GUIDELINE

### Introduction

The *Occupational Health and Safety Regulation* (the “OHSR”) requires that a first aid attendant successfully complete the appropriate training course or examination developed or approved by the Workers’ Compensation Board of B.C. (the “Board”), and has been issued a certificate at the required level by the Board or a person or organization recognized by the Board.

The purpose of this guideline is to explain how persons or organizations in British Columbia can become authorized to teach first aid programs, conduct the examinations and issue certificates that will be recognized by the Board.

The general requirements for training agencies are that they register with the Board and:

- A. sign and comply with an agency registration agreement;
- B. ensure that acceptable course delivery and evaluation occurs;
- C. ensure that instructors are qualified;
- D. ensure that evaluators are qualified;
- E. ensure that appropriate certification procedure is followed;
- F. maintain training records;
- G. submit to audits; and
- H. ensure that training facilities, supplies and equipment are acceptable to the Board.

These requirements are discussed in more detail below. Agencies that are inactive (no training delivered) for two years as evidenced by their annual report will be considered inactive and removed from the provider list.

There are two types of courses that may be taught: Board-developed courses and courses developed by others that the Board accepts as equivalent. Course equivalency criteria is determined by the Board. The process for determining equivalency is discussed further below.

The Board is responsible for updating standards, course content and training materials for Board-developed courses. The Board intends to conduct a provincial job task analysis every 5 years to determine whether the current standards meet the needs of industry. The information will be used for course revision of Board-developed materials and will be forwarded to the agencies that have developed equivalent courses in order to facilitate their course revision.

References to the OHSR are to Part 3, Occupational First Aid, sections 3.14 to 3.21, effective March 30, 2004.

## **A. Agency registration agreements**

To register as a training agency, a person or organization must

1. Provide:
  - (a) the type of agency status requested (in-house or public)
  - (b) which levels of first aid will be taught
  - (c) a notarized document declaring the registered owner of the company
  - (d) the signed (by registered owner) Agency Agreement
  - (e) the signed (by registered owner) Examination Materials Agreement
  - (f) a copy of an organizational chart of the Agency, listing each official and position by title (e.g. Training Coordinator, Assistant Instructor, etc.)
  - (g) company policies and procedures not limited to, but including: appeal procedures for examination results; instructor misconduct; student misconduct; monitoring procedures; acceptable standards of performance for instructors
  - (h) company health and safety program and written procedures as required by the Occupational Health and Safety Regulation
2. Arrange to have the agency's facility, equipment and supplies inspected by a Board officer; and
3. Sign the registered Agency Agreement and return it to the Board.

Where, in this guideline, there is a duty or obligation on the agency, the Board will hold the agency owner or representative, or the person that signed the agency agreement responsible for those duties.

In order for an agency to purchase or teach Board-developed courses, a signed registered agency agreement must be on file with the Board. In order for an agency-developed course to be recognized for equivalency, a signed registered agency agreement must be on file with the Board. The agency must comply with the standards set by the Board and the conditions in the agreement. A breach may result in termination of the registration of the agency.

## **B. Course delivery and evaluation**

### 1. A training agency must:

- (a) ensure that Board-developed courses or equivalent first aid courses are taught in accordance with training materials developed or approved by the Board;
- (b) ensure that evaluation of candidate competency is conducted in accordance with evaluation criteria approved by the Board;
- (c) ensure that infection control procedures are practiced when conducting Occupational First Aid (OFA) courses as outlined in the OFA training and reference guide;
- (d) sign a confidentiality agreement that restricts the use of the examinations to the intended purpose; and
- (e) in the event of complaints and/or perceived inappropriate conduct by candidates, instructors, or evaluators, investigate and, if warranted, take appropriate corrective action and cooperate with any Board investigators. If requested by the Board, the agency must communicate directly with the Board regarding the results of the investigation and the action taken.

### 2. Instructor Monitoring

- (a) The agency is responsible for monitoring instructor performance to ensure:
  - i. instructors adhere to the prescribed curriculum;
  - ii. instructor classroom conduct is appropriate;
  - iii. instructors complete required attendance and achievement records; and
  - iv. Level 1 and Transport Endorsement instructors ensure candidates achieve required competencies prior to issuing certification.

- (b) The agency is responsible for eliciting and analyzing candidate feedback about instructor performance for every course. Feedback summaries should be recorded and placed in instructor files.
- (c) An instructor should be monitored at least once a month as follows:
- In-class observation (could be as short as half an hour, but must be documented) – documentation can be informal, anecdotal – and does not require the use of assessment of competency forms. For example: I watched instructor XY demonstrate obstructed airway protocol, demo was accurate and seen by all students. XY used military drill followed by student practice and all students were checked and errors corrected.
- OR
- Review of feedback forms (student course evaluations). This will provide information on class room management issues but will not give much information on instructor ability as the students are not usually qualified observers.
- PLUS
- Exam analysis – the practical exam sheets for every Level 2 and 3 class must be analyzed to provide information regarding class performance and how it relates to instructor performance. Examination results (pass/fail ratio, most or all students making errors in the same content area etc.) can provide a benchmark for instructor performance. Individual agency policy will describe the parameters of expectation for instructor performance for the agency.
- (d) The monitoring process and outcome must be recorded and kept on file. If inconsistencies are observed by the agency representative or reported by others, then further monitoring must be conducted.
- (e) Agencies may conduct other assessments in addition to those required under this Guide. If an instructor does not receive an acceptable rating in any of the assessments conducted, the employing agency must develop and initiate a remediation plan. All assessment activity must be recorded and placed on the instructor's file.
- (f) It is the agency's responsibility to correct unacceptable instructor behaviour. Failure to do so may result in the agency agreement being revoked.

## C. Instructor qualifications

### 1. Instructor Pre-requisites

Instructor candidates for Occupational First Aid must be qualified with respect to experience relevant to the subject matter of the course and must meet the prerequisites and criteria as outlined below for the level they wish to instruct. The agency is responsible for performing a background check of credentials and work or previous teaching experience. Instructor candidates for equivalent courses must meet pre-requisites and criteria relevant to the equivalent course deemed to meet or exceed the OFA requirements.

- (a) To be a Level 1 instructor of a Board-developed course, a candidate must:
  - i. hold an OFA Level 2 certificate (or a nationally recognized Standard First Aid certificate or higher);
  - ii. be at least 19 years of age;
  - iii. have participated in or observed a complete Level 1 course prior to instructor training.
  
- (b) To be a Transportation Endorsement instructor of a Board-developed course, a candidate must:
  - i. hold an OFA Level 1 instructor certificate;
  - ii. hold an OFA Level 3 certificate (or equivalent);
  - iii. have participated in or observed a complete Transportation Endorsement course prior to instructor training;
  
- (c) To be a Level 2 and 3 instructor of a Board-developed course, a candidate must:
  - i. hold an OFA Level 3 certificate or a current emergency pre-hospital care attendant (course consisting of approximately 70 hours) certificate (or license) and have held it for at least the preceding four years;

**Note:** if a candidate has not held an OFA L3 for the preceding four years a sponsoring agency can give consideration to candidates who meet all of the following criteria:

- have held an OFA Level 3 certificate or a current emergency pre-hospital care (course consisting of approximately 70 hours or more) certificate or license for at least the preceding two years, and
  - been employed as a designated OFA attendant or pre-hospital responder (ambulance etc.) for the preceding two years, and
  - have taught more Level 1 or equivalent courses than the minimum required for instructor recertification
- ii. hold a Level 1 instructor certificate;
  - iii. participate as a student in a complete Level 3 course, including successful completion of the examination prior to participating in the instructor training process;

## 2. Initial instructor Training

- (a) Initial instructor training can be accomplished by two different methods. Agencies may choose to train instructors by either
  - i. a formal WorkSafeBC Occupational First Aid instructor course, either Level 1 (TE may be added) or Level 2/3, or
  - ii. a structured mentoring process as outlined in the Instructor Training Home Study Guide.
- (b) Prior to an agency issuing instructor certification the agency will ensure individuals have demonstrated all competencies. The agency will have a file for each candidate that includes:
  - i. documentation of all pre-requisites (as outlined in C.1. above)
  - ii. all monitoring forms and candidate performance evaluations. This will include at least one for each primary skill area that confirms competency. Skill areas include:
    - classroom management
    - lecture technique
    - media techniques

- demonstration technique
  - questioning technique
  - critique/positive corrective feedback
  - military drill
  - student practice
  - priority action drill
  - situation practical (Level 2/3 only)
- (c) Upon successful completion of (b) i & ii above the agency will issue instructor certification (either in certificate or letter form) to the candidate indicating the:
- i. The name of the agency granting the certification
  - ii. Full name of candidate
  - iii. Instructor Level (L1, TE, L2/3)
  - iv. Issuance and expiry date (two year qualification)
- (d) A copy of the instructor certificate or letter issued to the candidate confirming instructor status will be added to the instructor file.
- (e) All agencies must ensure that an instructor is competent before an instructor is permitted to teach on his/her own. If an agency plans to employ an instructor they did not originally train then the agency must confirm competency.
- (f) The process used is the responsibility of the agency however it will typically include review of documentation from certifying agency, (copies to be placed in instructor's file) and in-class observation with appropriate documentation on file. Co-teaching may also be required at an agency's discretion.
- (g) Instructors for equivalent Level 1, 2, 3 or Transportation Endorsement courses must meet equivalent requirements.

### C. Instructor Terms and Conditions

- (a) To ensure a high standard of instructor conduct, instructors must sign a standard application or agreement with the certifying agency. The agreement must include the terms and conditions as set out in the OFA Instructor guides for level 1, 2, and 3 and any other terms and conditions required by the Agency.
- (b) The ability to instruct Board-developed courses may be denied or restricted by the agency or the Board for a breach of a term or condition of the instructor agreement.
- (c) The agency must document any situation in which an instructor's conduct was inconsistent with required procedures and record what corrective action was taken, or the reasons if none was taken, and how improvement is to be measured.

### D. Instructor Certificate Renewal

Instructor certificates must be renewed every two years.

- (a) To renew Level 1 instructor certification, the instructor must:
  - i. teach two courses every year;
  - ii. hold an OFA Level 2 certificate (or a nationally recognized Standard level certificate or higher);
  - iii. attend instructors' updates required by the Board; and
  - iv. be assessed for competency by a qualified person on behalf of the agency.
- (b) To renew Transportation Endorsement instructor certification, the instructor must:
  - i. teach two courses every year;
  - ii. hold an OFA Level 1 instructor certificate
  - iii. hold an OFA Level 3 certificate (or equivalent);

- iv. attend instructors' updates required by the Board; and
  - v. be assessed for competency by a qualified person on behalf of the agency.
- (c) To renew Level 2 or 3 instructor certification, the instructor must:
- i. instruct a minimum of one Level 2 or 3 class per year of 6 or more candidates;
  - ii. maintain an OFA Level 3 certificate;
  - iii. attend instructors' updates required by the Board;
  - iv. be assessed for competency by a qualified person on behalf of the agency.
- (d) Agency Responsibility for instructor renewal
- i. assessment of competency:
    - o preferably conducted within two months prior to the expiry of instructor certificate;
    - o in-class observation of a minimum of 3.5 hours (for L2/3 this means one lesson, usually a review lesson) or longer to ensure accurate assessment;
    - o must include completion of assessment of competency form, with sufficient evidence documented to show competency;
    - o must be done by a qualified person, meaning a person of equal or higher level of instructor certification who has assessment training or experience;
    - o should include the performance of the instructor's classes, and feedback from students and agency staff
  - ii. the agency is responsible for performing a background check of credentials and work/teaching experience, ensuring that first aid certification is continuous and requirements for renewal are met.
  - iii. the agency must maintain documentation on all instructors in their employ, either full-time or part-time; including qualifications, certificate history, classes taught and pass/fail ratios.
  - iv. the agency must issue instructor re-certification (either in certificate or letter form) to the instructor who is deemed competent. If an instructor is not deemed competent the employing agency must develop and initiate a remediation plan.

- v. an assessment of competency may also be conducted sooner if issues of conduct arise.

## 5. Instructor Re-instatement

- (a) Instructors who do not renew their certificates within 6 months from the date of expiration and wish to be re-instated must be assessed by the agency as follows:
  - i. agency must ensure knowledge of current course materials and document the process used;
  - ii. agencies may also consider length of time since last course taught and require team teaching to determine readiness to be assessed for competency;
  - iii. in-class observation of a minimum of 3.5 hours or longer to ensure accurate assessment (ensure alternate instructor available to complete course if competency not demonstrated);
  - iv. assessment of competency form must be completed, with sufficient evidence documented to show competency.

## **D Evaluator qualifications and performance criteria**

1. All evaluations must be conducted by persons authorized by the Board.
2. Prerequisites for becoming an evaluator. The agency is responsible for ensuring that potential evaluators meet the prerequisites. Evaluator candidates must:
  - (a) hold a valid OFA Level 3 instructor certificate;
  - (b) have held a Level 3 instructor certificate for 2 years and/or have taught at least four Level 2 or 3 courses (with at least 6 candidates in each class); and

- (c) Score 90% or higher on a grading criteria examination acceptable to the Board.

### 3. Evaluator competencies

- (a) The agency must ensure that evaluators are competent before allowing them to certify OFA attendants. A person may qualify as an evaluator by:
  - (i) successfully completing an evaluator training program acceptable to the Board, OR
  - (ii) participate in a mentoring program with a qualified evaluator that will include activities designed to meet evaluator competencies.
- (b) Prior to issuing evaluator qualification the agency must:
  - i. ensure documentation is on file that provides evidence the candidate has met the competency criteria as outlined in Appendix F. Specifically, the record should include: achievement, assessment checklists or notes, the length of participation in each activity, how verification of competency was ultimately made and when the evaluator was permitted to start examining on his/her own;
  - ii. ensure copies of practical exam sheets for at least one group (minimum 3 exams) of students evaluated by the candidate with a qualified evaluator shadow marking. The marks assigned by the candidate and qualified evaluator must be within 15% and the failure or success of the student consistent; and
  - iii. ensure the candidate has signed an agreement with the agency to act as an evaluator.
- (c) The criteria used by the agency to determine an evaluator's competency must be kept in writing and must be maintained by the agency.

### 4. Ongoing assessment (re-qualification) of evaluators

- (a) In order to maintain evaluator designation evaluators must be assessed by a qualified agency representative at least every 6 months, or more often if issues of conduct arise. Evaluators must:
  - i. maintain Level 3 instructor certification; and
  - ii. obtain favourable performance appraisals conducted for the agency by a qualified evaluator that includes monitoring exams\*, shadow

marking\*\* and exam analysis\*\*\*. Observations and reviews must be documented and kept in the evaluator's file.

\* In the event that there are no exams in a region to allow for the assessment of an evaluator, a workshop designed to refresh and assess the evaluator's competency could be substituted, providing the facilitator is qualified, and the workshop content is acceptable to the Board.

\*\* Shadow marking consists of one evaluator conducting exams and grading the candidates while another evaluator simply grades the candidate with no interaction. For shadow marking the marks assigned by the evaluator being assessed and the qualified evaluator must be within 15% and the failure or success of the student consistent

\*\*\* See appendix G for a description of examination analysis for evaluator competency

## E. Certifying OFA candidates

In order to be certified the agencies must ensure:

1. Age
  - (a) Candidates must be at least 16 years old at the time of examination. Proof of age may be required by the evaluator. If an underage candidate takes the examination and is successful, the examination will be considered void and any certification cancelled.
  - (b) If an OFA Level 2 or 3 candidate is under 19 years of age, the certificate must have "*age restriction*" recorded on the back side of the certificate.
2. Medical certificate of fitness for OFA Level 2 or 3 candidates
  - (a) Each candidate must provide a medical certificate of fitness from a physician on a form acceptable to the Board (OHSR s. 3.21(2)).

- (b) A medical certificate of fitness must not be older than 6 months prior to the date received by the agency. In addition, the medical certificate of fitness will only be valid for the purpose of certification if it was completed within one year of the exam date.
- (c) A physician may elect to forward a medical certificate of fitness directly to an agency. The agency must advise a candidate as soon as possible if the candidate is ineligible for first aid certification due to medical reasons.
- (d) The agency must keep the medical certificate of fitness on file for two years from the date of a candidate's exam.

### 3. Health Care Workers

On written request from an employer of a health care facility, a Level 2 certificate may be issued by an agency to a physician or registered nurse under the following conditions:

- (a) The applicant must have at least 6 months experience in an emergency department, or successfully completed a recognized course of training in emergency procedures. A "recognized course of training in emergency procedures" for physicians includes advanced trauma life support. For registered nurses, it includes post basic graduate emergency nursing and critical care nursing; and
- (b) The experience or training required must have been completed not more than 24 months before the request for certification.
- (c) The agency must ensure it has:
  - a. proof that the employee has the required status as a physician or nurse and the required experience or training
  - b. proof that the physician or registered nurse to whom a Level 2 certificate is issued is licensed to practice in B.C

- (e) The Level 2 certification granted is restricted for use in health care facilities and is not transferable to other industries. The words *“restricted to health care facilities”* must be written on the certificate
- (f) The certificates issued are valid for 24 months from the date of issue.
- (g) Renewal of the certificates is obtained in the same way as the initial request. The requirements of OHSR Section 3.15 must be met prior to each renewal.

#### 4. Firefighters

On written request from an employer, to a person or organization authorized by the Board, a Level 1 or 2 certificate may be issued by an agency to a firefighter who holds an EMA FR License as follows:

- EMA FR Level II License = Level 1 certificate
- EMA FR Level III License = Level 2 certificate

"EMA FR" means an Emergency Medical Assistant First Responder license issued under the *Health Emergency Act*.

The following conditions apply:

- (a) The agency must ensure it has:
  - i. Proof that the applicant has a valid EMA FR Level 2 or 3 licence;
  - ii. A completed medical certificate of fitness on a form acceptable to the Board.
- (b) The certificates issued by authorized persons or organizations are valid for 24 months from the date of issue as long as the firefighter has a valid EMA FR Level 2 or 3 license.
- (c) The certificates granted are restricted to the fire service industry and are not transferable to other industries. "Fire service industry" means municipal fire departments. It does not cover crews engaged in forest fire fighting. The words *“restricted to fire service industry”* must be written on the certificate

- (d) Renewal of the certificates is obtained in the same way as the initial request.

## 5. Identification

- (a) Each candidate must sign an application form that contains, but is not limited to, the following information:
- candidate's name, mailing address, phone number and date of birth;
  - a statement whereby the candidate agrees to perform his/her duties as an attendant according to the principles of first aid and abide by the terms and conditions as outlined in the course training materials; and
  - date of application.

Additional information that may be considered includes:

- social insurance number;
  - previous certificate number or history;
  - occupation; and
  - employer's name, mailing address and phone number.
- (b) Candidates for Level 1, 2 or 3 certification must produce one piece of acceptable photographic identification. (Please see Appendix A for acceptable proof of identification.) Candidates have the right to refuse to disclose any identification information; however, candidates refusing or failing to provide appropriate identification must not be issued certification.

## 6. Examination and Certification

- (a) To qualify for a Level 1 certificate or a certificate endorsement a candidate must successfully complete the training course or its equivalent as taught and evaluated by a person authorized by the Board. Instructors must ensure candidates achieve required competencies prior to issuing certification. The Level 1 and the Transportation Endorsement courses are each 7 hours in length.

- (b) To qualify for an initial Level 2 or 3 certificate, a candidate must successfully complete a Level 2 or 3 training course or its equivalent, and achieve a grade of at least 70% on each of the written, oral, and practical portions of the examination conducted by a person authorized by the Board. The length of the Level 2 course is 36 hours and the Level 3 course is 70 hours.
  - i. Failure in any part of the written, oral, or practical examination or failure to complete an examination is considered a failure of the whole examination. Candidates will be required to sit the examination again in its entirety (written, oral, and practical), regardless of marks obtained in various segments in the first exam.
  - ii. Should the second examination also result in failure, the candidate must undergo a full course of instruction prior to being eligible for another examination.
  - iii. Persons holding a current advanced first aid certificate (a first aid or pre-hospital emergency care course consisting of approximately 70 hours) may challenge the exam. Candidates are advised that, depending on the nature of the course, there may be equipment, protocol, and procedure (e.g. patient record) differences that impact exam results.
- (c) Certification must be issued by an instructor (for Level 1) or evaluator (for Level 2 & 3) representing an agency authorized by the Board using evaluation material and content acceptable to the Board.

7. Certification will be renewed as follows:

- (a) Extensions of certificates are not available.
- (b) To renew a Level 1 certificate or transportation endorsement, a candidate must meet the same application, training and examination requirements as for initial certification (successfully retake the course or its equivalent and achieve required competencies).
- (c) To renew a Level 2 or 3 certificate or equivalent, a candidate may take the examination without retaking the initial certification course if less than two years has elapsed since the expiry of the certificate (candidate must achieve a grade of at least 70% on each of the written and practical, including oral, portions of the examination).

## 8. Appeals

- (a) An agency must have a written appeal procedure in place, and communicated to candidates, that indicates how to address issues regarding the deduction of exam marks, evaluator conduct, or application of the grading criteria. The procedure must also describe a course of action for a complainant who is not satisfied with the agency's investigative conduct, the conclusions reached, or resolution offered.
- (b) The agency must maintain records of appeals and resolution.

## F. Maintenance of training records

- 1. A training agency must maintain an accurate record of the attendance and classroom achievement of registered candidates, examination results and certificates issued. This will include the following depending on the Level:
  - (a) Signed application form (all)
  - (b) Record of attendance (all)
  - (c) Record of classroom achievement (practical checklists) (all)
  - (d) Exam documentation (practical mark sheets, patient assessment chart & first aid record) (L2 & 3)
  - (e) Homework marks (L2 & 3)
  - (f) Midterm written exam marks (L3)
  - (g) Written exam marks (all)
  - (h) Completed first aid record (all)
  - (i) Certificate number issued
  - (j) Candidate feedback forms or summary of forms

2. All training records must be kept by the agency for two years or the life of the certificate.
3. The aforementioned information must be forwarded to the Board, if required, within time limits set by the Board

## **G. Audits**

1. For the purpose of ensuring that the terms of the registration agreement, the *Workers Compensation Act* and the OHSR have been complied with, any person authorized by the Board may, without prior notice, and at any time:
  - (a) audit the performance and the exercise of the powers, duties and functions of the agency as they relate to the registration agreement;
  - (b) inspect and make copies of any document relating to the carrying out of the delegated powers, duties and function of the agency;
  - (c) inspect the premise, supplies and equipment of the agency; and
  - (d) interview staff or candidates.

## **H. Training facility requirements**

1. A training agency must ensure that the required first aid equipment and supplies are clean and ready for use in each class. (Please see Appendix B for equipment lists.) Equipment that makes direct contact with class participants must be kept in a sanitary condition according to standards specified in the OFA training materials.
2. The classroom used for instructing first aid candidates must meet the standards of the Board for floor space for practical demonstration and class practice (500 sq. feet of working space per 18 candidates).

3. The facility and faculty must comply with all relevant sections of the OHSR. The classroom(s) used for first aid instruction must be illuminated, heated and ventilated as required for an office in Part 4 (General Conditions) of the OHSR.
4. For OFA Level 1 and transportation endorsement courses, or equivalent courses, the class size must not exceed 12 candidates except with the permission of the Board, and provided the instructor to candidate ratio does not exceed 1:12.
5. For OFA Level 2 and 3 training courses, or equivalent courses, the class size must not exceed 18 candidates.

## **I. Program equivalency process**

1. Section 3.15(b) of the Regulation states “The employer must ensure that a person who is designated as a first aid attendant has successfully completed the first aid training course or first aid examination developed or approved by the board.” First aid programs offered by training agencies and not developed by the Board may be granted equivalency for Level 1 certification, qualification for certificate endorsement, or a Level 2 or 3 certificate.
2. Agencies requesting equivalency must consider the following:
  - (a) Acceptance of a program is conditional upon its being used for the designed purpose and meeting any conditions specified by the Board. If there is a change in the contents of the course, a further request must be made to the Board to review it.
  - (b) Courses submitted for equivalency must generally be accompanied by an evaluation fee as follows:

One or two day course	\$ 5,000
One week course	\$ 7,500
Two week course	\$10,000

- (c) Courses recognized as equivalent must be reviewed and resubmitted to the Board every five years. A review may be required at an earlier time if complaints are received by the Board regarding the course or for other appropriate reasons.
- (d) Equivalency may be revoked if the content, instructor training or evaluator training does not maintain standards acceptable to the Board.
- (e) Agencies teaching equivalent courses must adhere to the same facility, equipment, and supply requirements of the comparable level of OFA course.
- (f) Equivalent course material must contain terms and conditions of certification that specify the candidate is required to follow the protocols as specified and give examples of unacceptable conduct.

## Appendix A – Student Identification

**IDENTIFICATION**

Acceptable photographic identification:

- Valid Canadian or U.S. Driver's License.
- Valid passport.
- Valid BC student identification card issued for the current school year.
- Employee picture identification card.
- Native status picture identification card.
- BC photo identification (digital) issued November 1996 or later.

If a candidate does not possess valid photographic identification as listed, they must provide the following. The candidate must present one primary and two secondary pieces of identification.

The following will be considered acceptable:

one primary piece + two secondary pieces are required	
PRIMARY IDENTIFICATION	SECONDARY IDENTIFICATION
Birth certificate	Naturalization certificate
Canadian citizenship ID	Marriage certificate
Canadian record of landing	Change of name certificate
Canadian student visa	Parole certificate

Canadian work visa	Correctional service conditional release card
Returning resident permit	Valid credit card (if name is on card)
	Bank card (if name is on card)
	Vehicle registration
	Firearms acquisition certificate
	Social insurance card (if offered)
	BC care card (if offered)
	Occupational First Aid certificate Level 1, 2 or 3 or transportation endorsement

If a candidate cannot produce appropriate identification, compliance may be achieved if they produce one of the following:

- A letter from the candidate's employer typed on the firm's letterhead and signed by an official of the company. This letter must state that the employee is who he or she claims to be.
- A letter from the sponsoring agency (if the candidate is unemployed), typed on the agency's letterhead and signed by an official of the agency, stating the candidate is who he or she claims to be.

## Appendix B – Classroom equipment and supplies

**OFA LEVEL 1 COURSE****EQUIPMENT AND SUPPLIES REQUIRED**

Media presentation system	(TV/VCR or DVD or PC Viewer etc.)
Level 1 training video	(VHS or DVD)
Blankets	1 per 2 students
Antiseptic towelettes (14 cm x 19 cm)	1 per student
Hand cleansing towelettes	3 per student
Assorted adhesive dressings <ul style="list-style-type: none"> <li>• anchor; fingertip</li> <li>• skin closures</li> <li>• 2.5 cm x 7.5 cm adhesive dressings</li> </ul>	Ensure several of each variety for each student
Sterile Gauze squares (10 cm x 10 cm) individually packaged	2 per student
Pressure bandages (10 cm x 16.5 cm) with elastic crepe ties	1 per 2 students
Crepe bandage (7.5 cm x 4.5m)	1 roll per 2 students
Adhesive tape (2.5 cm x 4.5m)	1 roll per 2 students
Drainage dressings (20 cm x 25 cm)	1 per student
Triangular bandage (cloth) min. 1.25 m base	1 per 2 students
Stainless steel scissors (bandage) 14 cm	1 per 2 students
Stainless steel sliver forceps (11.5 cm)	1 pair per class
Cotton tip applicators	2 per student
Pocket mask (with 1-way valve)	1 per student
Disposable medical gloves	sufficient of various sizes to allow ongoing classroom use
Adult resuscitation mannequin	1 per 3 students & cleansing solution
Gauze sponges (7.5 cm x 7.5 cm) (100/pkg.) (non-sterile)	1 pkg.
First aid records	2 per student
OFA Level 1 Training Manual	1 per student

**OFA TE COURSE  
EQUIPMENT AND SUPPLIES REQUIRED**

Blankets	6 per 3 students
Collars	1 set of sized collars or 1 adjustable collar per 3 students
Spine boards with straps	1 per 3 students
Basket stretcher	1 per class
Triangular bandages	2 per student
Adhesive tape (5 cm x 4.5 m)	1 roll per 3 students
Drainage dressings	2 per student
Pocket masks	1 per 3 students*
Latex gloves	sufficient of various sizes to allow ongoing classroom use

\*recommend 1 pocket mask per student unless adequate cleaning and disinfecting supplies are available for use between students

**OFA LEVEL 2 COURSE  
EQUIPMENT AND SUPPLIES REQUIRED**

12.5 cm x 22 cm, sterile abdominal dressings, individually pkg.	6 per student
20 cm x 25 cm, sterile abdominal dressings, individually pkg.	6 per student
25 cm x 30 cm, sterile abdominal dressings, individually pkg	6 per student
Cold packs	1 per student
4.5 kg sand bags	2 per 3 students
Expanded metal splints, minimum length 60 cm or equivalent	6 per student
Padding (foam rubber 2.5 cm x 10 cm x 60 cm)	1 per student
Blankets	3 per 3 students
Bifocal magnifier with head strap, 12.5 cm focus	1 per class
2.5 cm x 4.5 m adhesive tape	1 roll per student
5 cm x 4.5 m adhesive tape	1 roll per student
7.5 cm x 4.5 m crepe roller bandage	2 rolls per student
Esmarch gum rubber bandage	1 per 3 students
Cotton triangular bandage, minimum length of base 1.25 m	8 per student
10 cm x 16.5 cm sterile pressure dressings, with crepe ties	1 per 3 students
7.5 cm x 7.5 cm gauze sponges, 100/pkg.	1 per 3 students
7.5 cm x 7.5 cm sterile gauze dressings, individually pkg. (25/box)	1 box per 2 students
10 cm x 10 cm sterile gauze dressings, individually pkg. (25/box)	1 box per 2 students
Penlight or flashlight with batteries	1 per 3 students
Oxygen: portable oxygen therapy units complete with tubing and non-rebreathing or partial rebreathing masks and sufficient oxygen to allow practice of physically administering oxygen during scenario practice throughout course	1 unit per 3 students
Manually operated self-inflating bag-valve mask unit with an oxygen reservoir	1 per 3 students
Oropharyngeal airway kit (soft plastic)	1 per 3 students
Adult resuscitation manikin and appropriate cleansing solution	1 per 3 students
Cold instrument sterilizer	1 per classroom

**OFA LEVEL 2 COURSE (continued)**

Pocket mask with oxygen inlet	1 per student
Latex or vinyl medical exam gloves (assorted sizes)	sufficient of various sizes to allow ongoing classroom use
Sterile eye pads, individually pkg	1 box per class
Hand cleansing towelletes, individually pkg.	100 per class
Cotton tipped applicators (15 cm)	100 per class
Safety pins (large)	2 per student
Rubber bands ( #33) 100 box	1 box per class
Universal scissors	1 per 2 students
15 cm stainless steel thin nosed plier-type forceps	1 per class
11.5 cm stainless steel sliver forceps	1 per class
14 cm stainless steel bandage scissors, blunt/sharp	1 per 2 student
Eye cup	1 per 2 students
5 cm x 1.8 m conforming gauze roller bandage	1 roll per student
7.5 cm x 1.8 m conforming gauze roller bandage	1 roll per student
7.5 cm x 7.5 cm or 10 cm x 10 cm non-adherent sterile dressing, individually pkg. 100/box	1 box per class
Sterile adhesive dressings, assorted sizes, individually pkg.: knuckle; fingertip; skin closures 2.5 cm x 7.5 cm individuals	2 boxes of each variety per class
#01 – 4.5 m tubular finger bandages with applicator (cage type)	1 per 2 students
Tongue depressors	48 per class
First aid records & patient assessment charts	Enough for continuous use throughout the class for all students
Antibacterial liquid soap	500 ml per class
Sterile saline	500 ml per class
Sharps container	1 per class
Wash basin	1 per class
Kidney basin	1 per 3 students

**OFA LEVEL 3 COURSE  
EQUIPMENT AND SUPPLIES REQUIRED**

12.5 cm x 22 cm, sterile abdominal dressings, individually pkg.	6 per student
20 cm x 25 cm, sterile abdominal dressings, individually pkg.	6 per student
25 cm x 30 cm, sterile abdominal dressings, individually pkg	6 per student
Cold packs	1 per student
4.5 kg sand bags	2 per 3 students
Expanded metal splints, minimum length 60 cm or equivalent	6 per student
Padding (foam rubber 2.5 cm x 10 cm x 60 cm)	1 per student
Wooden splints – femur (padded)	1 per 2 students
Wooden splints – leg (padded)	1 per student
Blankets	6 per 3 students
Bifocal magnifier with head strap, 12.5 cm focus	1 per class
2.5 cm x 4.5 m adhesive tape	1 roll per student
5 cm x 4.5 m adhesive tape	1 roll per student
7.5 cm x 4.5 m crepe roller bandage	2 rolls per student
Esmarch gum rubber bandage	1 per 3 students
Cotton triangular bandage, minimum length of base 1.25 m	8 per student
10 cm x 16.5 cm sterile pressure dressings, with crepe ties	1 per 3 students
7.5 cm x 7.5 cm gauze sponges, 100/pkt.	1 per 3 students
7.5 cm x 7.5 cm sterile gauze dressings, individually pkg. (25/box)	1 box per 2 students
10 cm x 10 cm sterile gauze dressings, individually pkg. (25/box)	1 box per 2 students
Penlight or flashlight with batteries	1 per 3 students
Oxygen: portable oxygen therapy units complete with tubing and non-rebreathing or partial rebreathing masks and sufficient oxygen to allow practice of physically administering oxygen during scenario practice throughout course	1 unit per 3 students
Manually operated self-inflating bag-valve mask unit with an oxygen reservoir	1 per 3 students
Oropharyngeal airway kit (soft plastic)	1 per 3 students

**OFA LEVEL 3 COURSE (continued)**

Adult resuscitation manikin and appropriate cleansing solution	1 per 3 students
Basket stretcher	1 per 9 students
Spine board with hand holds & 7 Velcro straps (5 cm x 1.8 m) or, spider straps or nylon straps with buckles	1 per 3 students
Hard cervical collars – a set of collars consists of one each of tall, regular, short, and no-neck sizes, or 2 adjustable collars	1 set per 3 students
Suction unit (portable, and acceptable for pre-hospital care)	1 per 6 students
Pocket mask with oxygen inlet	1 per student
Latex or vinyl medical exam gloves (assorted sizes)	sufficient of various sizes to allow ongoing classroom use
Cold instrument sterilizer	1 per classroom
Sterile eye pads, individually pkg	1 box per class
Hand cleansing towelettes, individually pkg.	100 per class
Cotton tipped applicators (15 cm)	100 per class
Safety pins (large)	2 per student
Rubber bands ( #33) 100 box	1 box per class
Universal scissors	1 per 2 students
15 cm stainless steel thin nosed plier-type forceps	1 per class
11.5 cm stainless steel sliver forceps	1 per class
14 cm stainless steel bandage scissors, blunt/sharp	1 per 2 student
Eye cup	1 per 2 students
5 cm x 1.8 m conforming gauze roller bandage	1 roll per student
7.5 cm x 1.8 m conforming gauze roller bandage	1 roll per student
7.5 cm x 7.5 cm or 10 cm x 10 cm non-adherent sterile dressing, individually pkg. 100/box	1 box per class
Sterile adhesive dressings, assorted sizes, individually pkg.: knuckle; fingertip; skin closures 2.5 cm x 7.5 cm individuals	2 boxes of each variety per class
#01 – 4.5 m tubular finger bandages with applicator (cage type)	1 per 2 students
Tongue depressors	48 per class
First aid records & patient assessment charts	Enough for continuous use throughout the class for all students

**OFA LEVEL 3 COURSE (continued)**

Antibacterial liquid soap	500 ml per class
Sterile saline	500 ml per class
Sharps container	1 per class
Wash basin	1 per class
Kidney basin	1 per 3 students

## Appendix C – Level 1 Instructor Course

**OFA LEVEL 1 INSTRUCTOR COURSE CONTENT**

This outline provides an overview of the content for the Occupational First Aid Level 1 instructor course. The focus is on participants becoming familiar with the OFA Level 1 content, the presentation of the course, and the evaluation of first aid skills. The content must be delivered, and the candidates evaluated, by a competent instructor.

**Course Purpose**

The Occupational Level 1 instructor course should provide participants with the knowledge, skills and hands-on experience in the preparation and use of lesson plans, use of media and practice of basic instructional skills to present the OFA Level 1 course. The instructor course should also prepare participants to evaluate the knowledge and skills required for certification of candidates

**Certification**

Certification as a Level 1 instructor will be issued by the agency and will be renewed according to re-certification requirements. It is expected that candidates meet the course objectives before certification is issued.

**Course Goals**

The specific goals of this course are:

- describe and use appropriate types of instructional methods;
- demonstrate the evaluation of practical first aid skills;
- demonstrate the use of training aids;
- plan and conduct a presentation; and
- administer and mark written theory exam

**Course Objectives**

1. The candidate will identify the components of the instructional process.

2. The candidate will describe and select appropriate instructional techniques.
  - (a) The candidate will accurately demonstrate an assigned first aid skill to the standard in the Level 1 video using the demonstration method as outlined in the training guide.
  - (b) The candidate will demonstrate the correct use of the overhead questioning technique as outlined in the training guide.
  - (c) The candidate will demonstrate the ability to field questions on an assigned topic as outlined in the training guide.
  - (d) The candidate will demonstrate the correct use of military drill and student practice during practical sessions as outlined in the training guide.
3. The candidate will view the OFA Level 1 video.
4. The candidate will review the content and layout of the OFA Level 1 instructor guide and student training guide.
5. The candidate will identify and discuss effective presentation techniques.
6. The candidate will evaluate first aid skill performance as outlined in the training guide.
7. The candidate will plan and conduct an assigned presentation as outlined in the Level 1 instructor guide, including an accurate demonstration (to the standard set by the Level 1 video) and conduct a practical session.
8. The candidate will describe the administration process for the OFA Level 1 course.

**Key Topics**

Practical techniques

    Military drill

    Student practice

Instruction process

Instructional techniques

    Lecture

    Questioning

    Demonstration

Media techniques

Evaluation

Classroom management

## Appendix D – Level 2/3 Instructor Course

**OFA LEVEL 2/3 INSTRUCTOR COURSE CONTENT**

This outline provides an overview of the content for the Occupational First Aid Level 3 instructor course. The focus is on participants becoming familiar with the OFA Level 3 content, the presentation of the course, and the evaluation of first aid skills. The content must be delivered, and the candidates evaluated, by a competent instructor.

**Course Purpose**

The course should provide participants with the knowledge, skills and hands-on experience in the preparation and use of lesson plans, use of media, and practice of instructional and evaluative skills leading to the delivery of the OFA Level 2 and 3 courses.

The course should provide opportunities for independent study, group work, class exercises and formal assignments to candidates so they can meet course goals and objectives.

**Certification**

Certification as a Level 2/3 instructor will be issued by the agency and will be renewed according to re-certification requirements. It is expected that candidates meet the course objectives before certification is issued.

**Course Goals**

The specific goals of this course are to develop and demonstrate the ability to:

- transfer first aid knowledge;
- communicate;
- evaluate;
- maintain a learning environment; and
- portray professionalism.

## Course Objectives

1. The candidate will identify the components of the instructional process.
2. The candidate will design and use personal lesson plans and demonstrate the ability to use prepared lesson plans from the OFA Level 3 Instructor Guide.
3. The candidate will select and demonstrate appropriate instructional techniques:
  - The candidate will accurately demonstrate first aid skills as described in the OFA manual and OFA Level 3 instructor guide.
  - The candidate will demonstrate the correct use of the overhead questioning technique and the ability to field questions during presentations, as outlined in the instructor reference guide.
  - The candidate will demonstrate the correct use of military drill format, student practice format, priority action drill format, team practice format and situation practical format (including startup sheet and checklist) as outlined in the instructor reference guide.
  - The candidate will demonstrate the ability to prepare and deliver an effective lecture as outlined in the instructor reference guide.
4. The candidate will demonstrate the use of a variety of instructional media, of which one will be the overhead projector and transparencies.
5. The candidate will identify and discuss effective presentation techniques and relate them to the course goals.
6. The candidate will demonstrate effective evaluation skills as outlined in the instructor reference guide.
7. The candidate will discuss and be able to locate and describe Part 3 (OFA) of the Occupational Health and Safety Regulation.

8. The candidate will review the content and layout of the OFA Level 2 and 3 (including renewal and transportation endorsement courses) instructor guides and student training guides.
9. The candidate will be aware of the administration process for all OFA courses.
10. The candidate will combine the abilities described in the above objectives in a way that indicates that the candidate has met the course goals and is ready to instruct OFA Levels 2 and 3.

### **Key Topics**

#### Practical session techniques

Military drill

Student practice

Priority action drills

Situation practicals

Team practical

#### Principles of instruction

Media techniques

Evaluation

Classroom management

Communication

#### Instructional techniques

Questioning

Lecture

Demonstration

Role play

## Appendix E – TE Instructor Course

**TRANSPORTATION ENDORSEMENT INSTRUCTOR COURSE CONTENT**

This outline provides an overview of the content for the Transportation Endorsement instructor course. The content must be delivered, and the candidates evaluated, by a competent instructor.

**Course Purpose**

The Transportation Endorsement Course focuses on preparing participants to teach and evaluate patient handling techniques and patient securing procedures.

**Certification**

Certification as a Transportation Endorsement (T.E.) instructor will be issued by an agency and will be renewed according to the same re-certification requirements as an OFA Level 1 instructor certificate. It is expected that candidates meet course objectives before certification is issued.

**Course Goals**

The specific goals of this course are:

- To ensure candidates can demonstrate handling techniques with spinal precautions to move and secure an injured worker,
- To describe and use appropriate types of instructional methods from the T.E. Instructor Guide,
- Demonstrate the evaluation of practical first aid skills for the purpose of certification; and
- Demonstrate the use of training aids.

## Course Objectives

1. The candidate will describe and select appropriate instructional techniques.
  - (a) The candidate will accurately demonstrate an assigned first aid skill to the standard in the *Occupational First Aid Training and Reference Manual* using the demonstration method as outlined in the training guide.
  - (b) The candidate will demonstrate the correct use of the overhead questioning technique as outlined in the training guide.
  - (c) The candidate will demonstrate the ability to field questions on an assigned topic as outlined in the training guide.
  - (d) The candidate will demonstrate the correct use of military drill and student practice during practical sessions as outlined in the training guide.
2. The candidate will review the content and layout of the Transportation Endorsement instructor guide and student training guide.
3. The candidate will identify and discuss effective presentation techniques.
4. The candidate will evaluate first aid skill performance as outlined in the training guide and the *Occupational First Aid Training and Reference manual*.
5. The candidate will describe the administration process for the Transportation Endorsement course.

## Key Topics

Practical techniques

Military drill

Media techniques

Evaluation criteria

Student practice  
Instruction process  
Instructional techniques  
Lecture  
Questioning  
Demonstration

Classroom management

## Appendix F – Evaluator Training

### **EVALUATOR TRAINING COURSE CONTENT**

This outline provides an overview of the content for the Evaluator Training Course. The content must be delivered, and the candidates evaluated, by a competent evaluator.

#### **Course Purpose**

To provide participants with the knowledge, skills and hands-on experience necessary to evaluate candidates for Occupational First Aid Level 2 and Level 3 certification. The participant will evaluate these candidates in simulated scenarios based on provincial exam grading standards.

Participants must be provided with opportunities for individual study, observation of candidates and evaluators, role play, co-marking exam performances and marking complete exam performances.

#### **Evaluator Qualification**

Qualification as a Level 2/3 evaluator will be issued by the agency in accordance with the Agency Guideline, and will be renewed according to re-qualification requirements. It is expected that candidates meet the objectives outlined in Appendix F before qualification will be granted.

#### **Course Goals**

- Evaluate candidate performances
- Develop evaluator communication techniques
- Manage exam processes
- Explain elements of professional behavior

## Course Objectives

1. Implement observational techniques
2. Identify performance errors
3. Adhere to provincial grading criteria
4. Apply grading criteria consistently
5. Evaluate a single performance
6. Evaluate multiple performances
7. Communicate accurate scenario information
8. Use probing questions
9. Use non-disclosure language
10. Use respectful language
11. Communicate exam results to candidates
12. Plan exam physical layout
13. Master scenario details
14. Identify critical steps in scenarios
15. Plan timing of scenarios
16. Manage flow of exams<sup>1</sup>
17. Administer exams
18. Document time and action observations
19. Record analysis of overall performance
20. Justify evaluation decisions
21. Relate real-world consequences to exam performance
22. Describe ways to reduce subjectivity
23. Describe techniques for managing candidate emotions
24. Discuss professional ethics
25. Recognize potential ethical conflicts

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<sup>1</sup> Flow refers to the assignment of scenarios to individual candidates to maximize observation and minimize time e.g. six students examined in 3.5 hours, with all critical elements of scenarios observed.

## Appendix G – Exam Analysis – Evaluator Competency

### Examination Analysis for Evaluator Competency

A practical examination analysis must be performed by a qualified person in accordance with the Agency Guideline Section D 5 (a). Usually the person conducting the analysis is a current qualified Evaluator.

Unless this analysis is conducted on an ongoing basis, the analysis must be conducted as part of the 6-month evaluator assessment of competency that will determine, in part, if an agency will re-qualify an evaluator for the next 6-month period.

This analysis must be conducted on a variety of randomly selected evaluation sheets from several evaluation sessions conducted by the Evaluator over the past 6 months. The number of evaluation sheets analyzed will vary depending on the number of evaluations conducted by the evaluator and the findings of the analysis. For example, if the evaluator has conducted a large number of evaluations over the past 6 months, many more evaluation sheets should be analyzed than for an evaluator who has conducted evaluations for a single class of 12. In addition, if inconsistencies are found, the number of evaluation sheets analyzed must be increased to confirm or rule out a problem.

The analysis must address at least the following areas:

#### 1. General readability

- The evaluation sheet should be completed in legible handwriting or printing.
- There should be an easily identifiable system of sequencing the actions of the examination candidate during each scenario on the evaluation sheet.
- Each sequence step recorded on the evaluation sheet should list what was done by the candidate at that point and should correspond to the major steps in the first aid protocol for that injury. For example, a sequence step for “Breathing Intervention” was recorded on the evaluation sheet and the candidate “assisted breathing”, “trained a helper to vent”, “inserted an oral airway” and “applied oxygen”. All these actions should be listed, at least in abbreviated form, under that sequence step.
- There should be an indication if a candidate was prompted or coached at points throughout the patient management for each scenario.

## 2. Time frames

Times should be recorded when each scenario started and when the candidate performed various required skills or assessments including:

- completion of the Primary Survey
- assessment and subsequent reassessment of the ABCs
- securing Rapid Transport completed
- assessment and subsequent reassessment of the Vital Signs
- completion of the Secondary Survey
- non-RTC patient ready for transport
- end of the scenario

## 3. Deductions

- Mark deductions must be recorded in the appropriate space on the evaluation sheet and must correspond to the major steps of the scenario.
- There must be clear concise reasons recorded for each deduction made.
- The deduction must be consistent with the Standard Grading Criteria.
- If the deduction differs from the deduction as listed in the Standard Grading Criteria, specific reasons must be recorded as to why the appropriate deduction was not assessed.

## 4. Adherence to the appropriate First Aid protocols

The objective of the practical examination is to determine if a candidate has adhered to the appropriate First Aid protocols during all phases of patient management. For each candidate performance it must be evident, from analyzing an evaluator's evaluation sheets, that:

- protocols were performed in the appropriate sequence
- time-sensitive protocols were accomplished within the allowable time frames
- all required critical interventions were performed
- all appropriate assessments were performed
- the correct interpretation of the these assessments was made
- no unnecessary injury aggravation occurred during the management

- RTC decisions were correctly made at the appropriate time
  - all treatments accomplished the objectives for the assigned scenario
  - the correct decision as to referral to medical aid vs. return to work was made
5. It is the evaluator's job to ensure that all critical skills are evaluated for a class of candidates. To this end, the evaluator should select a variety of examination problems to maximize critical skill evaluation coverage based on the number of candidates for each class.

For example, for a class of 18 candidates the evaluator should utilize 12 to 18 different examination bank problems to ensure most critical skills, taught in the course, are evaluated. One examination bank is not reused 3 times.

A further example, for smaller classes of up to 7 or 8 candidates or when an evaluator elects not to use the sequential set from the exam disk, the evaluator should select examination problems that cover as wide a variety of critical skills as possible.

Critical Skills, as grouped on the student checklists include:

- Basic life support (CPR/obstructed airway)
- Airway management
- Breathing interventions
- Hemorrhage control
- RTC securing
- Transportation decisions
- Vital sign monitoring and interpretation
- Patient and injury assessment
- Immobilization skills
- Minor wound management
- Documentation

## Appendix H – Exam Analysis – Instructor Monitoring

### Examination Analysis for Instructor Monitoring (OFA Level 2 and 3 instructors)

A practical examination analysis must be performed by a qualified person in accordance with the Agency Guideline Section B 2 (c). The practical exam sheets for every Level 2 and 3 class must be analyzed to provide information regarding class performance and how it relates to instructor performance. Usually the person conducting the analysis is a current qualified Instructor of the same level or higher or an evaluator.

#### Key areas

- Overall class examination results, including an assessment of mitigating circumstances not relevant to instructor performance that may have impacted class results. Mitigating factors may include ESL students, class size, student background and experience. This may require further investigation.
- Identification of weak areas. For example if 5 out of 7 students lost marks for immobilization skills. This may be an indicator instructional error, for example:
  - o the instructor could have missed part of a lesson,
  - o may not have provided adequate practice time,
  - o insufficient corrective feedback during practice
- identification of a specific error by multiple students. If more than one student is making the same specific protocol or skill error. For example every student with a scenario requiring the insertion of an oral airway shows a deduction for incorrect measurement and size. As opposed to the above listed instructional errors, this is more likely an indication the instructor taught the skill incorrectly, either due to lack of knowledge or misinterpretation of the instructor guide.

The analysis provides information that may indicate an instructor requires review or remediation in a specific protocol or skill area. Poor overall results with no obvious mitigating factors may suggest the need for in class observation to further assess instructor performance.

## Appendix I – Accommodation Guidelines

### **Accommodation Guidelines**

If a candidate requires accommodation it is important to document:

- Why does the candidate require accommodation?
- What did the accommodation consist of?
- How long was accommodation necessary?

#### **Practical**

Accommodation for all candidates and conditions is not always possible in occupational first aid classes. The courses are physically demanding and require prolonged kneeling, working in stooped positions, and rolling patients into various positions on the floor. Depending on the level and length of the course, physical demands can become rigorous. In Level 3 and Transportation Endorsement courses, maneuvering and securing a patient to a spine board under time constraints is very strenuous activity.

Accommodation may be made for participants that indicate a problem with some of the aforementioned activities. For example, a claustrophobic candidate may be excused from being a patient in practice sessions requiring him/her to be immobilized on a spine board. Participants may be permitted to adopt “comfort” positions on the floor to avoid kneeling or stooping for prolonged periods, even though the positions may not facilitate optimum patient care.

All L2/3 candidates are responsible for providing medical certification that confirms their ability to perform demanding physical activities in challenging environments. If during the training program the instructor identifies a situation where a candidate, through physical inability or disability could potentially cause injury to themselves, a helper or an injured worker they may need to request further information from the candidate’s physician.

Regardless of accommodation made during the class, participants will be required to demonstrate specific skills according to an accepted standard before certification is issued. It is essential for the instructor to document the circumstances and extent to which accommodation was made.

## Theory

Level 1, 2, and 3 courses all have written exams. Statistics have shown that Level 2 & 3 students who are successful in the practical are generally successful in the written. The exceptions are typically students the instructor has identified as having a learning disability, low levels of literacy, or English as an additional language.

Accommodation on the written exam is more likely to be required for Level 1 students. It may be more difficult for the instructor to determine students' language skills during the day prior to the written exam. Instructors should ensure students are aware of the written exam early in the day and allow opportunity for students to approach them privately with concerns.

### Criteria for conducting an oral written examination

- The student has attempted the written exam and was unsuccessful<sup>2</sup>;
- The instructor believes that the student's performance on the written exam is a result of a learning disability, low levels of literacy, or English as an additional language;
- Instructor has documentation providing evidence that the student has shown an understanding of the concepts and demonstrated the ability to apply the skills during the course; and
- In the case of a Level 2 or 3 student, he or she has demonstrated competency of the practical requirements (70% or higher on the practical exam). Level 1 students will have demonstrated competency in each of the critical skill areas during the course.

**Please Note:** In the event a Level 2 or 3 student requires an oral exam it must be conducted by a qualified Level 2/3 evaluator. A Level 1 oral exam may be conducted by a Level 1 instructor.

### Procedure of conducting an oral written examination

- The recommended approach to determine a candidate's understanding of first aid concepts is to ask the question (stem) without providing the responses (distracters). Have the candidate provide the answer in his or her own words and compare to correct response.
- It would be beneficial from the candidate's perspective to ask all of the questions that were answered incorrectly (providing a more accurate measure

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<sup>2</sup> In the case of a pre-determined condition, arrangements may be made to conduct the complete written exam orally without the candidate attempting the written format.

of the candidate's knowledge). However, from a practical perspective this may take longer than really necessary. When or if the student correctly answers enough incorrect questions that, together with already correct questions, a passing grade is achieved (70%), certification can be awarded.

- The written exam sheet must show the results of the oral exam and include the name and signature of the instructor (for Level 1) or evaluator (Level 2 &3) who conducted the oral exam.