



Level Two Award in Paediatric First Aid

QUALIFICATION SPECIFICATION

This qualification specification provides information for Centres about the delivery of the Level 2 Award in Paediatric First Aid and includes the unit information, assessment methods and quality assurance arrangements.

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Appendix 1: Qualification Units



1. Qualification Overview

This qualification is based on the Ofsted guidelines for people who work with, or look after, children to enable them to have a basic knowledge of how to deal with emergency first aid situations.

1.1 Aim of Qualification

The aim of the qualification is to enable learners to attain the knowledge and competencies needed to deal with a range of first aid situations which can arise when working with or looking after children. Learners should be able to demonstrate the practical administration of safe, prompt, effective first aid in emergency situations with an understanding of the role of the paediatric first aider.

1.2 Structure of the Qualification

This qualification is comprised of 2 single credit units with 10 guided learning hours per unit* (see further information below). The unit details can be found on Appendix 1.

Mandatory units

| Unit Number | Unit Title | Level | Credit Value | Guided Learning Hours* |
|-------------|--|-------|--------------|------------------------|
| F/600/2036 | Paediatric Emergency First Aid | 2 | 1 | 10 |
| J/600/2037 | Managing Paediatric Illness and Injury | 2 | 1 | 10 |

There are no optional units in this qualification.

*Guided learning hours are provided as a guide to the estimated hours an average learner would study to gain the unit. This does not have to be face to face instructional time and can include self directed study at home, such as reading course handouts and further self study. Ofsted specify that the minimum face to face time that the Paediatric First Aid qualification should be delivered in is 12 hours.

1.3 Intended Audience

The qualification is designed for people who have a specific responsibility at work, or in voluntary and community activities, to provide First Aid to children (including babies) when dealing with an emergency situation.

1.4 Entry Requirements

There are no formal entry requirements but in order to benefit from the learning, learners should possess communication skills sufficient to allow them to address the assessment requirements of the qualification.

1.5 Requalification Requirements

The Level 2 Award in Paediatric First Aid is only valid for a period of 3 years, within which time the learner will need to re-take the course and the assessment in order to remain qualified. This is in line with the guidance from Ofsted. It is also recommended that learners undertake an annual refresher on the main points of First Aid, however, this is not mandatory and does not form part of a QCF unit or qualification.

1.6 Qualification Expiry Date

Final registrations for this qualification are 31.08.2014 with final certification 31.12.2014.



1.7 Relationship With Other Related Qualifications

The Level 2 Award in Paediatric First Aid contains units that appear in a number of qualifications offered by other Awarding Organisations. Therefore the units achieved in this qualification can be transferred to these qualifications.

2. Qualification Delivery and Support

2.1 Trainer Requirements

All Trainers should have the skills to teach and be able to demonstrate first aid knowledge and experience, preferably in respect of paediatric first aid. Each Trainer must be approved by Qualsafe Awards and have submitted a personal portfolio (including copies of any certificates) that contain:

- i. A current and valid:
 - First Aid at Work certificate; **OR**
 - NMC or a GMC Certificate with evidence of current first aid knowledge; **OR**
 - HPC registered Paramedic Certificate.
- ii. A formal teaching or training qualification (see table of acceptable qualifications below). Note: Paediatric First Aid Trainers who do not hold a formal teaching qualification, but can demonstrate significant experience in this role may be considered on production of a chronological list of training delivered (see iii. below).
- iii. A chronological list of training delivered that shows the Trainer has regularly provided Paediatric First Aid or HSE approved First Aid at Work training during the previous 3 years, including copies of any verification records during that time. Note: If the Trainer has delivered less than 6 Paediatric First Aid, FAW or FAW requalification courses in the previous 3 years, evidence of other first aid training experience is required, i.e. copies of verification records covering at least two practical and two theoretical first aid training sessions, duly completed and signed by another qualified (and Qualsafe Awards Approved) Trainer or Assessor.

2.2 Assessor Requirements

There is no requirement for a separate Assessor when delivering the Paediatric qualification. Once Trainers have been approved as competent to deliver this course, they will be able to conduct the assessment of the learners.

2.3 Teaching and Training Qualifications

The following qualifications are accepted for delivery and assessment of the Paediatric qualification. If a Trainer's qualifications do not appear on this list, please let us have the details as they may still be acceptable.

| Teaching Qualifications | |
|---|--|
| Further Education Teachers Certificate | Vocational Trainer |
| B.Ed/M.Ed | Workplace Trainer |
| PGCE/PCET/Cert Ed | Direct Trainer |
| NVQ Level 3 in Learning and Development | IHCD Instructional Methods |
| NVQ Level 4 in Learning and Development | IHCD Instructor Certificate |
| PTTLS, CTLLS, DTLLS | First Aid at Work Lay Instructor Certificate |
| Skills Trainer | |



2.4 Venue and Equipment Requirements

Quality training involves using premises that are conducive to learning and it is a Centre's responsibility to ensure that all premises used for training and assessment purposes are suitable and adequate (whether these are hired or in-house training rooms). They must also comply with all current legislation. The minimum standards for venues are:

| Area | Requirements |
|------------------------|--|
| Room Size | Each learner should have a minimum of 1.25 sq metres, e.g. a minimum room size of 4 x 4 metres for 12 learners. |
| Toilets | Separate, clean facilities for male and female learners. |
| Ventilation | Should be adequate. |
| Lighting | Suitable for reading. |
| Heating | The room temperature should maintain a 'shirt sleeve' environment. |
| Access/Exits | Should be safe, well lit and cater for people with special needs. |
| Floor coverings | Should be clean and carpeted or mats/blankets provided for use during practical sessions. |
| Cleanliness | Should maintain a clean, tidy and hygienic environment. |
| Noise | The training environment should be sufficiently quiet to allow learners to hear the trainer clearly and not distract from the learning activities (such as frequent tannoy announcements). |

In addition, it is important that there is a wide range of resources and that these are appropriate to the active process of learning. The minimum standards required for equipment and other resources are:

| Area | Requirements |
|-------------------------------|---|
| Seating | 1 per learner |
| Writing surfaces | Adequate for each learner to take notes (resting on a book is sufficient but we recommend clip boards as a minimum). |
| Learning materials | Flipcharts, PowerPoint, OHPs etc. should be available and appropriate to the lesson plan and the aims, objectives and outcomes. A current reference book or handout should be provided for each learner to keep after the course. |
| Audio-visual equipment | An OHP, slides, PowerPoint, and other audio-visual equipment appropriate to the lesson plan/ objectives. |
| CPR Manikins | A minimum of 1 junior and/or baby manikin to every 4 learners, plus sufficient adult sized manikins to allow learners to practice on all sizes. |
| Dressings/Bandages | 1 per learner is recommended. |
| Hygiene | There should be effective procedures in place for maintaining hygiene when using equipment, particularly CPR manikins. |

2.5 Learning Materials

It is important that all learners are provided with a suitable reference book to accompany this qualification. Whilst Qualsafe Awards do not insist that Centres use specific publications during the delivery of qualifications, we do make recommendations for publications that most closely follow the lesson plans and learning outcomes for each qualification. The publication recommended for the Level 2 Award in Paediatric First Aid is:

- Paediatric First Aid Made Easy by Nigel Barraclough (published by Qualsafe Limited)

Should a Centre wish to use alternative publications or learning materials, they must first provide details of the material to be used to Qualsafe Awards and, where necessary (i.e. if it is not a nationally recognised publication), submit a copy of this for approval prior to use.



2.6 Ongoing Support

Qualsafe Awards Centres should provide appropriate levels of support to learners, before, during and following the training. The purpose of the support is to:

- Assess knowledge and competence in relation to learning outcomes and the detailed assessment criteria of the unit within the qualification;
- Give learners feedback on their progress and how they might be able to improve.

2.7 Learner to Trainer Ratio

In order to ensure that classes are of a size that Trainers can effectively deliver and invigilate both the practical and theory assessments for this qualification, the learner to Trainer ratio should not exceed 12:1.

3. Centre Requirements

3.1 Delivery Plan

The qualification will appear on the QCF and therefore Centres are required to submit a delivery plan prior to delivering this qualification (unless the Centre opts to use the plans provided by Qualsafe Awards). The delivery plan should show a course timetable, showing that the required subjects are covered and the minimum 12 direct contact teaching hours are met.

3.2 Access to Assessment

Centres should ensure that all learners have access to assessment and are given equal opportunities to demonstrate their competence. Learners should be informed of the availability of appeals procedures and how they can access these. If a learner has special requirements for assessment, the Centre may need to obtain approval from Qualsafe Awards about any variation in assessment arrangements that are being proposed to meet the needs of particular learners. Centres should refer to the Qualsafe Awards *Access to Assessment Policy*.

Specific Equality Issues Relevant to this Qualification

By necessity, First Aid qualifications require the learner to be assessed performing practical tasks such as CPR. To pass the assessment, the learner must demonstrate the required practical skills.

When choosing who should become a first aider in the workplace, the HSE provide the following advice for employers:

When selecting someone to take up the role of a first-aider, a number of factors need to be taken into account, including an individual's:

- (a) reliability, disposition and communication skills;*
- (b) aptitude and ability to absorb new knowledge and learn new skills;*
- (c) ability to cope with stressful and physically demanding emergency procedures;*
- (d) normal duties. These should be such that they may be left to go immediately and rapidly to an emergency.*

It is important that no learner is turned away from a training course due to a physical impairment. To assess competence and gain certification however, the learner will need to demonstrate certain practical skills:



CPR Assessment

The learner must demonstrate CPR on a resuscitation manikin on the floor. If the learner has difficulty kneeling on the floor, they may practise with the manikin on a table or chair if it is safe to do so. Padding may be provided to kneel on. In real life of course, the casualty is likely to fall to the floor, so the learner must demonstrate CPR as per *Qualsafe Awards Assessment Guidance* at least once, which requires the manikin to be placed on the floor. Padding such as a folded coat may be provided to kneel on during the assessment.

Unconscious Casualty Assessment

The learner must demonstrate the treatment of an unconscious casualty who is on the floor as per *Qualsafe Awards Assessment Guidance*. The learner does not necessarily have to kneel on the floor to achieve this, but must perform the required skills without assistance from a third party.

Wounds and Bleeding Assessment

The learner must demonstrate the treatment of bleeding including the application of a bandage. The learner must perform the skill without assistance from a third party as per *Qualsafe Awards Assessment Guidance*.

Management of Fractures, Dislocations and Neck/Spinal Injury

The learner must demonstrate the management and treatment of Fractures, Dislocations and Neck/Spinal injuries. The learner should be assessed in the use of support sling, elevated sling and Manual in line Stabilisation (MILS). The learner must perform the skill without assistance from a third party as per *Qualsafe Awards Assessment Guidance*.

Informal Record of Achievement

If a physically impaired learner cannot perform one or more of the practical tasks required, it may be possible for the Centre to provide a letter recording the learning outcomes that the learner achieved. For example, a learner may be able to demonstrate 'chest compression only CPR', instruct a third party how to place a casualty in the recovery position and pass the theoretical assessments. The letter should clearly state that "this record of achievement does not constitute a Level 2 Award in Paediatric First Aid Certificate and does not meet the Ofsted requirements".

3.3 Registering Learners

Learners should be registered with Qualsafe Awards in accordance with the guidance in the *Centre Handbook*.

There must be an efficient administrative system for recording, storing and retrieving training and assessment information. This information should be retained for a minimum of 5 years. Records should include:

- Course dates including the names of Trainers used;
- Names and details of learners;
- Requalification dates of learners;
- Proof of achievement of learning outcomes (assessment records).

3.4 Centre Internal Verification

The Centre is required to have in place arrangements for sampling a reasonable amount of assessments as part of the quality assurance of the qualification. This standardisation of assessment across learners and Trainers is to ensure that there is fairness and consistency in assessment practices. The arrangements for this should be



described in the Centre's approved Internal Verification policy. Centres should retain all learner documents and records for a period of five years and ensure these are made available for review by Qualsafe Awards or their representatives (e.g. External Verifiers) on request. Full details of the Centre's requirements for Internal Verification can be found in the Qualsafe Awards *Internal Verification Guidelines* document.

3.5 Qualsafe Awards External Verification

Qualsafe Awards operates a regional model of External Verification on a rolling basis. Centres are selected for verification on a random basis combined with a risk assessment process. Additional External Verification may be undertaken following feedback from third parties. Further details of the Qualsafe Awards External Verification policy and procedures can be found in the *Centre Handbook*.

3.6 Certification

Centres must enter all learners' details and assessment results via the Customer Portal on www.qualsafeawards.org, indicating when a learner has successfully completed a unit or qualification shown through the assessment and Internal Verification process. Centres will be provided with login details and guidance on how to use the Customer Portal when they are approved to deliver a QCF qualification.

The learner will receive two certificates on achieving the qualification. One will detail the qualification itself, whilst the other will list the units that make up the qualification. Centres will also have the option of having wallet sized plastic cards printed, which include a very brief pictorial guide to CPR and details of when refresher and requalification courses should be undertaken by the learner.

4. Qualification Assessment

4.1 Assessment Overview

Paediatric First Aid skills and knowledge should be taught and assessed in accordance with currently accepted first aid practice in the UK.

4.2 Assessment Methods

There are two methods of assessment to be used to ensure that learners have gained the required knowledge, skills and understanding relating to Paediatric First Aid.

- Practical assessment – this is observed by the Trainer throughout the course, with the results of each learning outcome recorded on the Practical Assessment paperwork provided by Qualsafe Awards, as specified in the Qualsafe Awards *Assessment Guidance* document.
- Theoretical assessment – this consists of a multiple choice written assessment paper which a Centre must download from the Qualsafe Awards website prior to the course. There is one paper for each learner and learners should answer all of the questions under 'examination' conditions, as specified in the Qualsafe Awards *Assessment Guidance* document.

4.3 Mandatory Units

The Paediatric qualification consists of 2 single credit units, both of which are mandatory in order for the full qualification to be achieved.

4.4 Other Units

There are no other units which can be combined to count towards the Paediatric qualification.



Qualification Units

The Level 2 Award in Paediatric First Aid is comprised of two units. Learners are required to complete both of these units in order to achieve the qualification.

Unit 1

| | |
|--|---|
| Title: | Paediatric Emergency First Aid |
| Unit ref: | F/600/2036 |
| GLH: | 10 |
| Level: | 2 |
| Credit value: | 1 |
| Learning outcomes <i>The Learner will:</i> | Assessment criteria <i>The learner can:</i> |
| 1. Understand the role of the paediatric first aider. | <ul style="list-style-type: none"> 1.1 Identify the responsibilities of a paediatric first aider. 1.2 Describe how to minimise the risk of infection to self and others. 1.3 Describe suitable first aid equipment, including personal protection, and how it is used appropriately. 1.4 Identify what information needs to be included in an accident report/incident record, and how to record it. 1.5 Define an infant and a child for the purposes of first aid treatment. |
| 2. Be able to assess an emergency situation and act safely and effectively. | <ul style="list-style-type: none"> 2.1 Demonstrate how to conduct a scene survey. 2.2 Demonstrate how to conduct a primary survey on an infant and a child. 2.3 Identify when and how to call for help. |
| 3. Be able to provide first aid for an infant and a child who is unresponsive and breathing normally. | <ul style="list-style-type: none"> 3.1 Demonstrate how to place an infant and a child into the appropriate recovery position. 3.2 Describe how to continually assess and monitor an infant and a child whilst in your care. |
| 4. Be able to provide first aid for an infant and a child who is unresponsive and not breathing normally. | <ul style="list-style-type: none"> 4.1 Identify when to administer CPR to an unresponsive infant and an unresponsive child who is not breathing normally. 4.2 Demonstrate how to administer CPR using an infant and a child manikin. 4.3 Describe how to deal with an infant and a child who is experiencing a seizure. |
| 5. Be able to provide first aid for an infant and a child who has a foreign body airway obstruction. | <ul style="list-style-type: none"> 5.1 Differentiate between a mild and a severe airway obstruction. 5.2 Demonstrate how to treat an infant and a child who is choking. 5.3 Describe the procedure to be followed after administering the treatment for choking. |
| 6. Be able to provide first aid to an infant and a child who is wounded and bleeding. | <ul style="list-style-type: none"> 6.1 Describe common types of wounds. 6.2 Describe the types and severity of bleeding and the affect that it has on an infant and a child. 6.3 Demonstrate the safe and effective management for the control of minor and major external bleeding. 6.4 Describe how to administer first aid for minor injuries. |
| 7. Know how to provide first aid to an infant and a child who is suffering from shock. | <ul style="list-style-type: none"> 7.1 Describe how to recognise and manage an infant and a child who is suffering from shock. 7.2 Describe how to recognise and manage an infant and a child who is suffering from anaphylactic shock. |



Unit 2

| | |
|--|--|
| Title: | Managing Paediatric Illness and Injury |
| Unit ref: | J/600/2037 |
| GLH: | 10 |
| Level: | 2 |
| Credit value: | 1 |
| Learning outcomes The Learner will: | Assessment criteria The learner can: |
| 1. Be able to provide first aid to an infant and a child with a suspected fracture and a dislocation. | <p>1.1 Describe the common types of fractures.</p> <p>1.2 Describe how to manage a fracture.</p> <p>1.3 Describe how to manage a dislocation.</p> <p>1.4 Demonstrate the application of a support sling and an elevation sling.</p> |
| 2. Be able to provide first aid to an infant and a child with a head, a neck and a back injury. | <p>2.1 Describe how to recognise and manage head injuries including:</p> <ul style="list-style-type: none"> • Concussion; • Skull fracture; • Cerebral compression. <p>2.2 Demonstrate how to manage a suspected spinal injury.</p> |
| 3. Know how to provide first aid to an infant and a child with conditions affecting the eyes, ears and nose. | <p>3.1 Describe how to manage an infant and a child with foreign bodies in their eyes, ears and nose.</p> <p>3.2 Describe how to recognise and manage common eye injuries.</p> |
| 4. Know how to provide first aid to an infant and a child with a chronic medical condition or sudden illness. | <p>4.1 Describe how to recognise and manage chronic medical conditions including:</p> <ul style="list-style-type: none"> • Sickle cell anaemia; • Diabetes; • Asthma. <p>4.2 Describe how to recognise and manage serious sudden illnesses including:</p> <ul style="list-style-type: none"> • Meningitis; • Febrile convulsions. |
| 5. Know how to provide first aid to an infant and a child who is experiencing the effects of extreme heat and cold. | <p>5.1 Describe how to recognise and treat the effects of extreme cold for an infant and a child.</p> <p>5.2 Describe how to recognise and treat the effects of extreme heat for an infant and a child.</p> |
| 6. Know how to provide first aid to an infant and a child who has sustained an electric shock. | <p>6.1 Describe how to safely manage an incident involving electricity.</p> <p>6.2 Describe first aid treatments for electric shock incidents.</p> |
| 7. Know how to provide first aid to an infant and a child with burns or scalds. | <p>7.1 Describe how to recognise the severity of burns and scalds to an infant and a child and respond accordingly.</p> <p>7.2 Describe how to treat burns and scalds to an infant and a child.</p> |
| 8. Know how to provide first aid to an infant and a child who has been poisoned. | <p>8.1 Describe how poisons enter the body.</p> <p>8.2 Describe how to recognise and treat an infant and a child affected by common poisonous substances, including plants.</p> <p>8.3 Identify sources of information that provide procedures for treating those affected by poisonous substances.</p> |
| 9. Know how to provide first aid to an infant and a child who has been bitten or stung | <p>9.1 Describe how to recognise the severity of bites and stings to an infant and a child and respond accordingly.</p> <p>9.2 Describe how to recognise and treat bites and stings.</p> |