

**NCFE**

**CACHE**

# Qualification specification

**NCFE CACHE Level 3 Award in Paediatric First  
Aid  
QN: 603/0752/3**

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## Summary of changes

This document summarises the changes to this qualification specification since version 5.0 January 2018.

Version	Publication Date	Summary of amendments
v5.0	January 2018	<p>Additional tracking documentation has been created and added to the qualification specification to support assessors when making decisions around practical competence.</p> <p>The additional documentation requires the assessor to record brief comments to evidence how the learner meets the practical assessment criteria. This provides the learner with meaningful feedback and contributes to effective quality assurance.</p> <p>The guidance for the physical resources required has also been updated to add clarity for centres/assessors.</p> <p style="text-align: center;"><b>There are no changes to the content of the qualification. This additional information has been included in the specification to add further clarity for assessment.</b></p>
v6.0	December 2018	<p>Revised units for PFA 1 and PFA 2 within the qualification have replaced the previous units that were available in the last version (version 5.0 January 2018).</p> <p>We have also reviewed the suitability of the age range of learners for these qualifications and have made the decision to lower the entry age to 14. This will ensure that the qualifications are available to young people who perhaps are taking on the role of babysitters for the first time.</p> <p>These changes were reviewed and agreed as part of a collaborative approach by the First Aid Awarding Organisation Forum and the revisions bring the units in-line with the revised Emergency First Aid at Work (EFAW) and First Aid at Work (FAW) units, which were developed both with a sub-group and then fully debated/amended at the full forum meeting.</p> <p>All previous versions of these qualifications meet statutory requirements and do not require updating outside of the usual renewal cycle.</p>
v6.1	May 2019	<p>Modified layout of record form for units <a href="#">PFA 1</a> and <a href="#">PFA 2</a>. A record is required to show how each of the 'Be able to' assessment criteria has been met by the learner.</p>
v6.2	February 2020	<p>Information regarding the wellbeing and safeguarding of learners added to <a href="#">Resources</a>.</p>

Version	Publication Date	Summary of amendments
v7.0	August 2022	<p>Amendments to <a href="#">PFA1 Emergency paediatric first aid</a>:</p> <ul style="list-style-type: none"> <li>• non guided learning hours have been reduced from 2 to 1</li> <li>• amendments made to assessment criteria 3.3, 4.1, 5.1 and 7.1</li> <li>• additional unit assessment requirements updated</li> <li>• indicative content added</li> <li>• relationship to occupational standards updated</li> </ul> <p>Amendments to <a href="#">PFA2 Managing paediatric illness, injuries and emergencies</a>:</p> <ul style="list-style-type: none"> <li>• amendments made to assessment criteria 4.1 and 4.2</li> <li>• indicative content added</li> <li>• relationship to occupational standards updated</li> </ul> <p><a href="#">Regulation information</a> added to the qualification summary table.</p> <p>The overall <a href="#">total qualification time (TQT)</a> has been reduced from 16 to 15.</p> <p>Further information added to the <a href="#">assessment requirements</a> section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>In the <a href="#">recommended assessment methods</a> section 'emergency at owkr' has been amended to just 'emergency' to cover all emergencies as they do not just happen at work.</p> <p>Information added to the <a href="#">entry guidance</a> section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the <a href="#">mandatory documents</a> section about how to access support handbooks.</p>
v7.1	June 2023	<p>Information regarding <a href="#">UCAS</a> added to About this qualification, Qualification Summary</p>

## **Section 1: General introduction**

### About this Qualification Specification

This Qualification Specification contains details of all the units and assessments you will be required to complete to gain this qualification. It also contains extra information for Tutors and Assessors.

### How the qualification works

This qualification is made up of units, each representing a small step of learning. This allows the qualification/s to be completed at your own pace.

Each unit has:

- a **unit reference** number – the unique number given to each unit at qualification approval by Ofqual
- a **level** – shows how difficult it is
- a **credit value** – one credit represents about 10 hours' work
- **guided learning** (GL) – the average number of hours of supervised or directed study time or assessment required to achieve the unit
- a **unit aim** – explains what is covered in the unit
- **learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **assessment criteria**– what you need to show (evidence)

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit. Grades are not awarded.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know substances which are commonly misused.	1.1. List <b>categories</b> of substances which are commonly misused.		
	1.2. Identify substances which are commonly misused.		

### Total Qualification Time/Guided Learning: Definitions

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT comprises the following two elements:

- the number of hours which we have allocated to a qualification for guided learning
- an estimated number of hours a Learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a Tutor or Assessor.

Guided Learning (GL)

- GL and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

### Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Advisor.

Please refer to Section 5 for additional information related to RPL for this qualification.

### Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our Centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications [register.ofqual.gov.uk](http://register.ofqual.gov.uk) and on our website if a decision has been made to withdraw a qualification. After this date, we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date, we can no longer process certification claims.



## Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

### Competence/Skills-based learning outcomes:

- Begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

### Knowledge-based learning outcomes:

- Begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, knowledge-only units are indicated by a star in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

### **Our website**

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualifications, including a qualification factsheet and other support materials.

### **The Public Website**

The NCFE website contains information about all our qualifications, which contains:

- Key Facts
- Qualification Specifications
- other support materials

There are also some other key documents that can be referred to when required. For example:

- Complaints Policy
- Enquiries and Appeals Policy
- Diversity and Equality Policy.

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

### **The Centre Secure Website**

More specific information to support Centre delivery can be found on our secure website.

To access the secure website, click on the link on the NCFE website and log in using the details provided by the Centre administrator.

### **Plagiarism**

Plagiarism means claiming work that has been copied from someone or somewhere else to be your own. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your Tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's disciplinary procedure or ours. If this happens you will have to submit an additional piece of work for assessment.

#### **Buying and selling assignments**

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

### **Equal opportunities**

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website

### **Diversity, access and inclusion**

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the six diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations Policy for guidance. For more information on the Reasonable Adjustments and Special Considerations Policy, please see the NCFE website.

## **Section 2: About this qualification**

<b>Qualification summary</b>	
<b>Title</b>	NCFE CACHE Level 3 Award in Paediatric First Aid
<b>Qualification number</b>	603/0752/3
<b>Aim</b>	<p>This qualification provides learners with the first aid skills they require when working in the children's workforce.</p> <p>The qualification is designed for learners who have responsibility for children, whether at work in their setting or within a domestic environment.</p> <p>The aim of the qualification is to guide and assess the development of knowledge and skills relating to paediatric first aid.</p>
<b>Purpose Code and description</b> (where applicable)	<p>D. Confirm occupational competence and/or 'licence to practice'.</p> <p>D1. Confirm competence in an occupational role to the standards required.</p>
<b>Total Qualification Time (hours)</b>	15
<b>Guided Learning (Hours)</b>	12
<b>Credit value</b>	2
<b>UCAS</b>	This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.
<b>Renewal of Qualification</b>	<p>Current guidelines require that first aid qualifications are renewed every three years.</p> <p>Credit for learning can only be gained once. Therefore, where this qualification is repeated for renewal purposes, a certificate will be provided but no further credit will be gained.</p>
<b>Minimum age of learner</b>	14 years
<b>Age ranges covered by the qualification</b>	<p>0 – Puberty</p> <p>For the purpose of paediatric first aid:</p>

	<ul style="list-style-type: none"> <li>• an infant is defined as being under 12 months of age</li> <li>• a child is defined as between one year and puberty.</li> </ul>
<b>Real work environment (RWE) requirement / recommendation</b>	Learners do not need to be working or undertaking practical placements to take this qualification.
<b>Rules of combination</b>	<p>In order to achieve the Level 3 Award in Paediatric First Aid, learners must achieve the two mandatory units.</p> <p>The units must be completed within 6 weeks of each other.</p>
<b>Progression</b>	<p>This qualification is for learners who have responsibility for young children in any setting.</p> <p>This qualification must be retaken within three years from the date of certification to ensure the learner updates their knowledge and practice in line with changes in procedures and protocols.</p>
<b>Assessment Requirements</b>	<p>Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Knowledge-based learning outcomes can be met using a range of assessment methods. We have provided non-mandatory tasks that include all knowledge-based learning outcomes. The diagram on <b>Page 24</b> clearly explains the requirements for skills-based learning outcomes. Skills-based learning outcomes and assessment criteria must be assessed by observing the learner carrying out a practical demonstration of competencies on both infant <b>and</b> child manikins, such as CPR, dealing with severe choking, and recovery positions. The units must be assessed in line with Assessment Principles for regulated First Aid qualifications.</p> <p>The current Resuscitation Council (UK) guidelines should always be referred to when assessing this qualification.</p> <p>Assessors for the paediatric first aid units must hold a current certificate in Paediatric First Aid or First Aid at Work in order to assess these two units. This agreement applies to all awarding organisations offering the units.</p> <p>The following are exempt from this requirement:</p> <ul style="list-style-type: none"> <li>• doctors currently registered with the General Medical Council (GMC)</li> <li>• nurses currently registered with the Nursing and Midwifery Council (NMC)</li> <li>• paramedics currently registered with the Health and Care Professions Council (HCPC).</li> </ul>

	For these exemptions to apply, the trainer should demonstrate current (within the last two years) experience of first aid skills by producing sufficient evidence in their portfolio.
<b>Grading system</b>	Achieved/Not Yet Achieved.  It is <b>not</b> possible to receive an Achieved in either knowledge or skills components only. All criteria for each of the two mandatory units must be Achieved in order to gain the qualification. Both units must be taken within 6 weeks of each other.
<b>Entry guidance</b>	Learners should be at least 14 years old.  Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 603/0752/3.

### Qualification introduction and purpose

The Level 3 Award in Paediatric First Aid has been developed to meet the standards for paediatric first aid and the Assessment Principles for Regulated First Aid Qualifications. It covers the relevant criteria in the Early Years Foundation Stage Statutory Framework. The qualification also complies with the National Minimum Standards for Regulated Childcare for children up to the age of 12 years Quality of care' (developed by the regulatory body, The Care and Social Services Inspectorate Wales – CSSIW). Furthermore, the Social Care and Early Years Qualification Panel (SCEYQP) asked for and received advice from the Northern Ireland Childcare Partnership on the content and relevance of this qualification to the Northern Ireland Early Years sector who have confirmed they feel that 'this qualification is fit for purpose'. It is also suitable for international delivery. It provides learners with the first aid skills they need to work in the children's workforce.

The qualification is designed for learners who have responsibility for children, whether at work in their setting or within a domestic environment. The aim of the qualification is to guide and assess the development of knowledge and skills relating to paediatric first aid. This qualification will give learners an understanding of the more common illnesses that occur in children and give them confidence to deal with emergencies within all early years settings in a professional manner. Incidents and accidents with children can occur at any time and this qualification covers the type of situations that may occur, and will give learners knowledge and understanding of how to deal with such situations in a safe and appropriate manner.

This qualification is for all learners aged 14 and above who are capable of reaching the required standards.

The qualification confirms competence in paediatric first aid. For the purposes of **paediatric first aid**:

- an infant is defined as being under 12 months of age
- a child is defined as between one year and puberty.

To continue to administer paediatric first aid in a childcare setting or domestic environment, you will need to renew this qualification within three years from the date of certification. This is due to regular changes in procedures and protocols based on updated clinical knowledge; the continual improvement and changes in paediatric emergency care; and the need to maintain up-to-date skills.

The certification date will appear on your certificate to enable you to evidence to your employer the currency of your qualification.

Credit for learning can only be gained once. Therefore, where this qualification is repeated for renewal purposes, a certificate will be provided but no further credit will be gained.

### Rules of combination

Learners must complete the two mandatory units.

When completing the units, there must be no more than a 6 week gap between the completion of each unit.



**Explanation of terms used at Level 3:  
(not all verbs are used in this qualification)**

<b>Apply</b>	Explain how existing knowledge can be linked to new or different situations in practice.
<b>Analyse</b>	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
<b>Clarify</b>	Explain the information in a clear, concise way.
<b>Classify</b>	Organise according to specific criteria.
<b>Collate</b>	Collect and present information arranged in sequence or logical order.
<b>Compare</b>	Examine the subjects in detail and consider the similarities and differences.
<b>Critically compare</b>	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
<b>Consider</b>	Think carefully and write about a problem, action or decision.
<b>Demonstrate</b>	Show an understanding by describing, explaining or illustrating using examples.
<b>Describe</b>	Write about the subject giving detailed information in a logical way.
<b>Develop (a plan/idea which....)</b>	Expand a plan or idea by adding more detail and/or depth of information.
<b>Diagnose</b>	Identify the cause based on valid evidence.
<b>Differentiate</b>	Identify the differences between two or more things.
<b>Discuss</b>	Write a detailed account giving a range of views or opinions.
<b>Distinguish</b>	Explain the difference between two or more items, resources, pieces of information.
<b>Draw conclusions (which....)</b>	Make a final decision or judgment based on reasons.
<b>Estimate</b>	Form an approximate opinion or judgment using previous knowledge or considering other information.

<b>Evaluate</b>	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
<b>Explain</b>	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
<b>Extrapolate</b>	Use existing knowledge to predict possible outcomes which might be outside the norm.
<b>Identify</b>	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
<b>Implement</b>	Explain how to put an idea or plan into action.
<b>Interpret</b>	Explain the meaning of something.
<b>Judge</b>	Form an opinion or make a decision.
<b>Justify</b>	Give a satisfactory explanation for actions or decisions.
<b>Perform</b>	Carry out a task or process to meet the requirements of the question.
<b>Plan</b>	Think about and organise information in a logical way using an appropriate format.
<b>Provide</b>	Identify and give relevant and detailed information in relation to the subject.
<b>Review and revise</b>	Look back over the subject and make corrections or changes.
<b>Reflect</b>	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
<b>Select</b>	Make an informed choice for a specific purpose.
<b>Show</b>	Supply evidence to demonstrate accurate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences or paragraphs.
<b>Summarise</b>	Give the main ideas or facts in a concise way.

<b>Unit achievement log – Level 3 Award in Paediatric First Aid</b>
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Unit ref.	Unit no.	Unit title	Unit type	Level	Hours*	GL	Notes
M/615/3440	PFA 1	Emergency paediatric first aid	Knowledge/ Skills	3	8	6	
K/615/3436	PFA 2	Managing paediatric illness, injuries and emergencies	Knowledge/ Skills	3	8	6	

\* This table shows the estimated total hours for each unit. Please see the unit details for a breakdown of guided learning and non-guided learning hours.

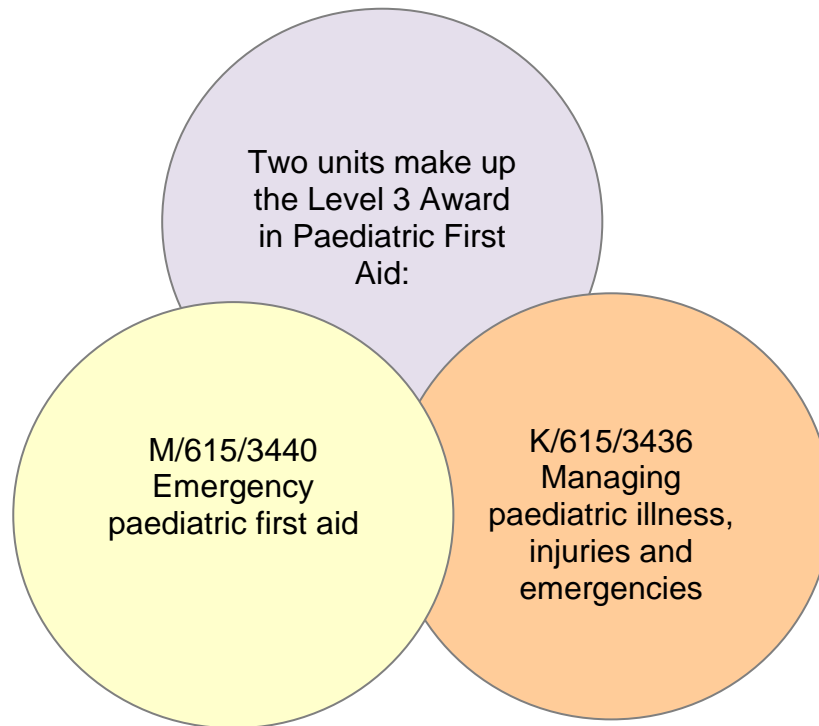
<b>Unit layout</b>
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<b>For each unit the following material has been provided:</b>	
Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by the owner of the unit.
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit guided learning hours	Estimated number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Unit non-guided learning hours	Estimated number of hours of private study, or other unsupervised activities, required to achieve a qualification, or a unit of a qualification.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional information	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance	Any additional guidance provided to support the assessment of the unit.
Assessment task	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge-only learning outcomes.

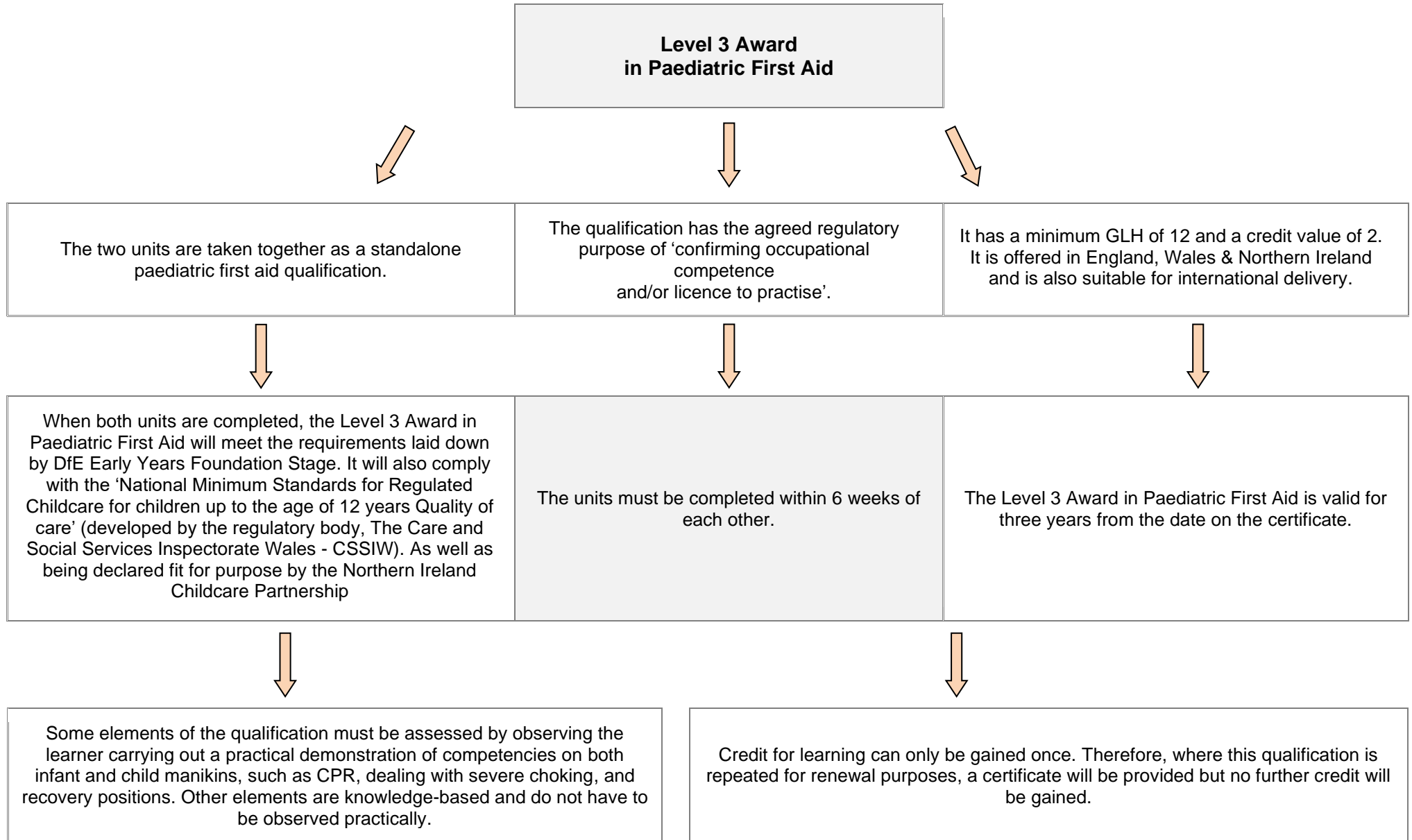
NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information on them can be found.

## **Section 3: Additional guidance**

**Level 3 Award in Paediatric First Aid units**



The units must be completed within 6 weeks of each other.



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## Section 4: Units

This section includes assessment tasks for Tutors' convenience. They are not mandatory.

Knowledge-based learning outcomes can be met using a range of assessment methods. We have provided non-mandatory tasks that include all knowledge-based learning outcomes.

Skills-based learning outcomes and assessment criteria must be assessed by observing the learner carrying out a practical demonstration of competencies on both infant **and** child manikins, such as CPR, dealing with choking, and recovery positions as appropriate.

<b>PFA 1: Emergency paediatric first aid</b>
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<b>Unit reference</b>	M/615/3440		
<b>Unit level</b>	3	<b>Credit</b>	1
<b>Unit hours</b>	Guided learning	6	Non-guided learning 1
<b>Unit aim</b>	The purpose of the unit is for the learner to attain the knowledge and practical competences required to deal with a range of paediatric first aid situations.		
<b>Assessment Requirements</b>	<p>Knowledge-based learning outcomes can be met using a range of assessment methods. We have provided non-mandatory tasks that include all knowledge-based learning outcomes.</p> <p>Skills-based learning outcomes and assessment criteria must be assessed by observing the learner carrying out a practical demonstration of competencies on both infant <b>and</b> child manikins, such as CPR, dealing with choking, and recovery positions as appropriate.</p>		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the role and responsibilities of the paediatric first aider	1.1 Identify the <b>role and responsibilities</b> of a paediatric first aider		
	1.2 Identify how to minimise the risk of infection to self and <b>others</b>		
	1.3 Differentiate between <b>an infant and a child</b> for the purposes of first aid treatment		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to assess an emergency situation safely	2.1. Conduct a scene survey		
	2.2. Conduct a primary survey on an infant and a child		
	2.3. Summon appropriate assistance <b>when necessary</b>		
3. Be able to provide first aid for an infant and a child who are unresponsive	3.1 Identify <b>when to administer Cardiopulmonary Resuscitation (CPR)</b> to an infant and a child		
	3.2 Demonstrate <b>CPR</b> using an infant and a child manikin		
	3.3 Identify when to place <b>an infant and a child</b> into the <b>recovery position</b>		
	3.4 Demonstrate how to place an infant and a child into the recovery position		
	3.5 Demonstrate continual monitoring of breathing for an infant and a child whilst they are in the recovery position		
	3.6 Identify how to <b>administer first aid</b> to an infant or a child who is experiencing a <b>seizure</b>		
4. Be able to provide first aid for an infant and a child who are choking	4.1 Identify when an infant or a child is choking		
	4.2 Demonstrate how to administer first aid to an infant and a child who is choking		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
5. Be able to provide first aid to an infant and a child with external bleeding	5.1 Identify whether external bleeding is life-threatening		
	5.2 Demonstrate how to administer first aid to an infant or a child with external bleeding		
6. Know how to provide first aid to an infant or a child who is suffering from shock	6.1 Recognise when an infant or a child is suffering from shock		
	6.2 Identify how to administer first aid to an infant or a child who is suffering from <b>shock</b>		
7. Know how to provide first aid to an infant or a child with bites, stings and minor injuries	7.1 Identify how to administer first aid to an infant or a child for: <ul style="list-style-type: none"> <li>• <b>bites</b></li> <li>• <b>stings</b></li> <li>• small cuts</li> <li>• grazes</li> <li>• bumps and bruises</li> <li>• small splinters</li> <li>• nose bleeds</li> </ul>		

<b>Additional information about the unit:</b>	
Relationship to occupational standards.	<p>This unit is written to meet the requirements within Statutory Frameworks for the Early Years.</p> <p>Department for Education: Early Years Foundation Stage Statutory Framework – September 2021</p> <p>Health and Social Care Board (NI): Childminding and Day Care for Children Under Age 12: Minimum Standards</p> <p>Welsh Government: National Minimum Standards for Regulated Childcare for Children up to the age of 12 years</p>
Additional unit assessment requirements	<p>This unit should be delivered, assessed and quality assured in accordance with <i>Assessment Principles for Regulated First Aid Qualifications</i>, published by the First Aid Awarding Organisation Forum.</p> <p>Simulation is permitted in this unit. The following assessment criteria must be assessed by practical demonstration: 3.2, 3.4, 3.5, 4.2 and 5.2</p>
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance	<p><b>Others:</b> may include: infant or child receiving first aid; work colleagues; parents; carers; other people within the infant or child’s environment</p> <p><b>Infant and a child:</b> the learner must apply their skills or knowledge to <b>both</b> infant (baby) <b>and</b> child first aid situations</p> <p><b>Infant or a child:</b> the learner may apply their skills or knowledge to <b>either</b> an infant (baby) <b>or</b> a child first aid situation because the recognition/treatment would be the same</p> <p><b>When necessary:</b> learners should be able to evaluate a situation to determine when to summon further assistance and what type of assistance to request</p> <p><b>When to administer Cardio Pulmonary Resuscitation:</b> must include agonal gasps</p> <p><b>CPR:</b> must demonstrate correct placement of AED (Automated External Defibrillator) pads on a child manikin and identify where to place AED pads on an infant manikin. The learner must also demonstrate ‘following AED instructions’</p> <p><b>Recovery Position:</b> a position that maintains a stable open draining airway</p> <p><b>Administer first aid:</b> provide appropriate help for an infant (baby) or a child, manage the situation and seek appropriate assistance when necessary</p>

	<p><b>Seizure:</b> relates to a generalised seizure. <i>First aiders should be suspicious of cardiac arrest in any casualty presenting with seizure</i></p> <p><b>Shock:</b> hypovolemic shock (resulting from blood loss)</p> <p><b>Bites:</b> human and animal bites</p> <p><b>Stings:</b> bee and wasp stings</p>
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Indicative Content
LO1 Understand the role and responsibilities of the paediatric first aider
<p><b>1.1</b> Identification of the roles and responsibilities of a paediatric first aider may include:</p> <ul style="list-style-type: none"> <li>• preventing cross infection</li> <li>• recording incidents and actions</li> <li>• safe use of available equipment</li> <li>• knowledge of paediatric first aid contents</li> <li>• assessing an incident</li> <li>• summoning appropriate assistance</li> <li>• prioritising treatment</li> <li>• dealing with post incident stress</li> </ul> <p><b>1.2</b> Minimising the risk of infection may include:</p> <ul style="list-style-type: none"> <li>• personal protective equipment (PPE)</li> <li>• hand hygiene</li> <li>• disposal of contaminated waste</li> <li>• using appropriate dressings</li> <li>• barrier devices during rescue breaths</li> <li>• covering own cuts</li> </ul> <p><b>1.3</b> Differentiating age ranges for first aid treatment may include:</p> <ul style="list-style-type: none"> <li>• infants (under 1 year old)</li> <li>• children (1 to 18 years' old)</li> </ul>
LO2 Be able to assess an emergency situation safely
<p><b>2.1</b> Conducting a scene survey may include:</p> <ul style="list-style-type: none"> <li>• checking for further danger</li> <li>• identifying the number of casualties</li> </ul>

### Indicative Content

- evaluating what happened
- prioritising treatment
- delegating tasks

#### 2.2 The primary survey sequence may include:

- danger
- response
- airway
- breathing
- circulation

#### 2.3 Summoning appropriate assistance may include:

- shouting for help
- calling 999/112 via speakerphone or bystander
- leaving the casualty to call 999/112
- calling an NHS emergency helpline such as 111

### LO3 Be able to provide first aid for an infant and a child who are unresponsive

#### 3.1 Identifying when to administer CPR must include:

- when the casualty is unresponsive and:
  - not breathing
  - not breathing normally/agonal breathing

#### 3.2 Demonstrating CPR must include:

- 5 initial rescue breaths
- 30 chest compressions:
  - correct hand positioning
  - correct compression depth for infant and child
  - 100-120 per minute
- 2 rescue breaths:
  - correct rescue breath positioning
  - blowing steadily into mouth (about 1 sec to make chest rise)
  - taking no longer than 10 seconds to deliver 2 breaths
- automated external defibrillator (AED):
  - correct placement of AED pads
  - following AED instructions

**Indicative Content**

**3.3** Identifying when to place the casualty into the recovery position should include when the casualty has lowered levels of response and:

- does not need CPR
- is breathing normally
- is uninjured

An injured casualty may be placed in the recovery position if the airway is at risk (for example, fluids in the airway or you need to leave the casualty to get help).

**3.4** Placing a casualty into the recovery position may include:

- placing in a position that maintains a stable, open, draining airway at floor level or holding in position for infants
- continually monitoring airway and breathing
- turning the casualty onto the opposite side every 30 minutes

**3.5** Continually monitoring airway and breathing includes:

- continual checking for normal breathing to ensure that cardiac arrest can be identified immediately

**3.6** Administering first aid to a casualty having a generalised seizure may include:

- keeping the casualty safe (removing dangers)
- noting the time and duration of the seizure
- opening airway and checking breathing post seizure
- determining when to call 999/112

LO4 Be able to provide first aid for an infant and a child who are choking

**4.1** Identifying mild choking may include recognising the casualty is able to:

- speak
- cough
- cry
- breathe

Identifying severe choking may include recognising the casualty is:

- unable to cough effectively
- unable to speak or cry
- unable or struggling to breathe
- in visible distress
- unconscious



**Indicative Content**

**4.2** Administering first aid for choking should include the following:

- encouraging to cough
- up to 5 back blows
- up to 5 abdominal thrusts (chest thrusts for infants)
- calling 999/112 when required
- CPR if unconscious

**LO5** Be able to provide first aid to an infant and a child with external bleeding

**5.1** Identifying the severity of arterial bleeding may include recognising the blood:

- is under pressure
- spurts in time with the heartbeat

Note: recognition that arterial bleeding is a life-threatening emergency.

Identifying the severity of venous bleeding may include recognising the blood:

- volume in veins is comparable to arteries
- flows profusely from the wound

Note: recognition that venous bleeding is a life-threatening emergency.

For context: identifying capillary bleeding may include recognising that blood trickles from the wound. Capillary bleeding is not a life-threatening emergency.

**5.2** Administering first aid for external bleeding may include:

- maintaining aseptic technique
- sitting or laying the casualty
- examining the wound
- applying direct pressure onto (or into) the wound
- dressing the wound

Catastrophic bleeding treatment may include:

- wound packing
- tourniquet application
- improvised tourniquet application

<b>Indicative Content</b>
<p>LO6 Know how to provide first aid to an infant or a child who is suffering from shock</p>
<p><b>6.1</b> Hypovolaemic shock recognition may include:</p> <ul style="list-style-type: none"><li>• pale, clammy skin</li><li>• fast, shallow breathing</li><li>• rise in pulse rate</li><li>• cyanosis</li><li>• dizziness/passing out when sitting or standing upright</li></ul> <p><b>6.2</b> Administering first aid for hypovolaemic shock may include:</p> <ul style="list-style-type: none"><li>• treating the cause</li><li>• casualty positioning</li><li>• keeping the casualty warm</li><li>• calling 999/112</li></ul>
<p>LO7 Know how to provide first aid to an infant or a child with bites, stings and minor injuries</p>
<p><b>7.1</b> Administering first aid for bites may include:</p> <ul style="list-style-type: none"><li>• irrigation</li><li>• dressing</li><li>• seeking medical advice</li></ul> <p>Administering first aid for stings may include:</p> <ul style="list-style-type: none"><li>• scraping off the sting</li><li>• applying an ice pack</li><li>• giving sips of cold water (if the sting is in the mouth)</li><li>• monitoring for allergic reaction</li></ul> <p>Administering first aid for small cuts and grazes may include:</p> <ul style="list-style-type: none"><li>• irrigation</li><li>• dressing</li></ul> <p>Administering first aid for bumps and bruises may include:</p> <ul style="list-style-type: none"><li>• cold compress for 10 minutes</li></ul> <p>Small splinter removal may include the following steps:</p> <ul style="list-style-type: none"><li>• cleaning of area</li><li>• remove with tweezers</li><li>• dress</li></ul>

**Indicative Content**

Administering first aid for a nosebleed may include:

- sitting the casualty down, head tipped forwards
- pinching the soft part of the nose
- telling the casualty to breathe through their mouth

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: PFA 1**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Assessment task – PFA 1: Emergency paediatric first aid (M/615/440)**

**These tasks cover all knowledge learning outcomes (1, 6 and 7) for the PFA 1 unit .**

Knowledge-based learning outcomes can be met using a range of assessment methods. We have provided non-mandatory tasks that include all knowledge-based learning outcomes.

Skills-based learning outcomes and assessment criteria must be assessed by observing the learner carrying out a practical demonstration of competencies on both infant **and** child manikins, such as CPR, dealing with choking, and recovery positions as appropriate

**Task 1** links to assessment criteria 1.1–1.3

Produce a booklet or online resource that can be used as a guide for trainee paediatric first aiders. In the booklet or resource give the following information about the role of the paediatric first aider:

- identify the role and responsibilities of a paediatric first aider
- identify how to minimise the risk of infection to self and others
- differentiate between an infant and a child for the purposes of first aid treatment.

**Task 2** links to assessment criteria 6.1–6.2

It is essential that paediatric first aiders are able to recognise and respond to shock.

As a paediatric first aider:

- identify signs of 'shock' relevant to first aid
- identify how to administer first aid to an infant or child who is suffering from shock.

Information could be produced as fact sheets with illustrations to support your work.

**Task 3** links to assessment criterion 7.1

Identify how to administer first aid for:

- **bites**
- **stings**
- small cuts
- grazes
- bumps and bruises
- small splinters
- nose bleeds.

Information could be presented as a factsheet.

**The following lists the practical, skills-based outcomes for PFA 1: Emergency paediatric first aid (M/615/3440)(**

These skills must be met using appropriate assessment methods and must provide evidence of practical application of the skills and knowledge gained in this unit. A mark scheme has been included to support the assessment process. Assessors are required to offer qualitative feedback for the learners in the comment boxes provided.

All skills-based and knowledge-based assessment criteria must be achieved before this unit is complete. Both PFA1 and PFA2 must be achieved in order to gain the qualification. Both units must be achieved within six weeks of each other and the Paediatric First Aid qualification is renewable every three years.

**Physical requirements for the delivery of this qualification include:**

- Infant and child manikins
  - We suggest at least one child resuscitation and one infant manikin
- Hygienic practice
  - Facilities to sterilise the manikin faces at the end of each course and the use of appropriate face wipes following each learner's practical demonstration/use of face shields that can be sterilised after use when learners are demonstrating CPR.
  - Ensure the manikin is effectively maintained in line with prescribed hygiene practices and industry/manufacturers requirements.
- Resources and materials
  - Access to:
    - a training defibrillator or pictorial resource if a defibrillator is not accessible
    - dressing and bandages
    - disposable gloves
    - complete first aid kit
    - face shields that can be used when learners are demonstrating CPR.
- The physical environment: the training room
  - sufficient training rooms to comfortably assess learners
  - appropriate flooring such as carpet or mats/blanket
  - safe, well lit and ventilated to an appropriate temperature.

***Training rooms should be adaptable for people with special educational needs and/or disabilities as appropriate.***

**NCFE CACHE Level 3 Award in Paediatric First Aid – 603/0752/3**

**Learner Name:**.....**Assessor Name:**.....

PFA 1 – Emergency paediatric first aid - M/615/3440		
Learning outcome	Assessment criteria	Mark scheme for guidance
2. Be able to assess an emergency situation safely	2.1 <b>Conduct</b> a scene survey	<p><b>Under simulation with an appropriately qualified Assessor</b></p> <p>The learner has been able to carry out a scene survey to risk assess the situation.</p> <p>Achieved: Yes/No</p> <p>If you have ticked 'Yes' <b>you must record how this criteria was achieved.</b> Please comment in the box below.</p>
	2.2 a) <b>Conduct</b> a primary survey on an infant	<p>The learner has been able to undertake a primary survey of an infant to assess the situation.</p> <p>Achieved: Yes/No</p> <p>If you have ticked 'Yes' <b>you must record how this criteria was achieved.</b> Please comment in the box below.</p>

PFA 1 – Emergency paediatric first aid - M/615/3440		
Learning outcome	Assessment criteria	Mark scheme for guidance
		<b>Under simulation with an appropriately qualified Assessor</b>
	2.2 b) <b>Conduct</b> a primary survey on a child	<p>The learner has been able to undertake a primary survey of a child to assess the situation.</p> <p>Achieved: Yes/No</p> <p>If you have ticked 'Yes' <b>you must record how this criteria was achieved.</b> Please comment in the box below.</p>

<b>PFA 1 – Emergency paediatric first aid - M/615/3440</b>		
<b>Learning outcome</b>	<b>Assessment criteria</b>	<b>Mark scheme for guidance</b>
	2.3 Summon appropriate assistance <b>when necessary</b>	<p><b>Under simulation with an appropriately qualified Assessor</b></p> <p>The learner is able to name at least two (2) situations that require a call for help and is able to demonstrate how help can be sought.</p> <p>Achieved: Yes/No</p> <p>If you have ticked 'Yes' <b>you must record how this criteria was achieved.</b> Please comment in the box below.</p>
3. Be able to provide first aid for an infant and a child who are unresponsive	3.1 a) Identify <b>when to administer Cardiopulmonary Resuscitation (CPR)</b> to an infant	<p>The learner is able to identify signs of unresponsiveness in an infant in need of CPR.</p> <p>Achieved: Yes/No</p> <p>If you have ticked 'Yes' <b>you must record how this criteria was achieved.</b> Please comment in the box below.</p>



PFA 1 – Emergency paediatric first aid - M/615/3440		
Learning outcome	Assessment criteria	Mark scheme for guidance
		<b>Under simulation with an appropriately qualified Assessor</b>
	3.1 b) Identify <b>when to administer Cardiopulmonary Resuscitation (CPR)</b> to a child	<p>The learner is able to identify signs of unresponsiveness in a child in need of CPR.</p> <p>Achieved: Yes/No</p> <p>If you have ticked 'Yes' <b>you must record how this criteria was achieved.</b> Please comment in the box below.</p>
	3.2 a) Demonstrate <b>CPR</b> using an infant manikin	<p>The learner can successfully simulate CPR on an infant manikin</p> <p>Achieved: Yes/No</p> <p>If you have ticked 'Yes' <b>you must record how this criteria was achieved.</b> Please comment in the box below.</p>

PFA 1 – Emergency paediatric first aid - M/615/3440		
Learning outcome	Assessment criteria	Mark scheme for guidance
		<b>Under simulation with an appropriately qualified Assessor</b>
	3.2 b) Demonstrate <b>CPR</b> using a child manikin	<p>The learner can successfully simulate CPR on a child manikin.</p> <p>Achieved: Yes/No</p> <p>If you have ticked 'Yes' <b>you must record how this criteria was achieved.</b> Please comment in the box below.</p>

<b>PFA 1 – Emergency paediatric first aid - M/615/3440</b>		
<b>Learning outcome</b>	<b>Assessment criteria</b>	<b>Mark scheme for guidance</b>
	3.3 Identify when to place <b>an infant and a child</b> into the <b>recovery position</b>	<p><b>Under simulation with an appropriately qualified Assessor</b></p> <p>The learner is able to give an accurate account of why an infant and a child must be placed in the recovery position. The response will be strengthened by including examples of what could happen if the recovery position is not used.</p> <p>Achieved: Yes/No</p> <p>If you have ticked 'Yes' <b>you must record how this criteria was achieved.</b> Please comment in the box below.</p>
	3.4 a) Demonstrate how to place an infant into the <b>recovery position</b>	<p>The learner is able to place an infant in the recovery position.</p> <p>Achieved: Yes/No</p> <p>If you have ticked 'Yes' <b>you must record how this criteria was achieved.</b> Please comment in the box below.</p>

PFA 1 – Emergency paediatric first aid - M/615/3440		
Learning outcome	Assessment criteria	Mark scheme for guidance
		<b>Under simulation with an appropriately qualified Assessor</b>
	3.4 b) Demonstrate how to place a child into the <b>recovery position</b>	<p>The learner is able to place a child in the recovery position.</p> <p>Achieved: Yes/No</p> <p>If you have ticked 'Yes' <b>you must record how this criteria was achieved.</b> Please comment in the box below.</p>

<b>PFA 1 – Emergency paediatric first aid - M/615/3440</b>		
<b>Learning outcome</b>	<b>Assessment criteria</b>	<b>Mark scheme for guidance</b>
	3.5 a) Demonstrate continual monitoring of breathing for an infant whilst they are in the <b>recovery position</b>	<p><b>Under simulation with an appropriately qualified Assessor</b></p> <p>The learner monitors the infant, tracking any changes as appropriate.</p> <p>Achieved: Yes/No</p> <p>If you have ticked 'Yes' <b>you must record how this criteria was achieved.</b> Please comment in the box below.</p>
	3.5 b) Demonstrate continual monitoring of breathing for a child whilst they are in the <b>recovery position</b>	<p>The learner monitors the child, tracking any changes as appropriate.</p> <p>Achieved: Yes/No</p> <p>If you have ticked 'Yes' <b>you must record how this criteria was achieved.</b> Please comment in the box below.</p>

PFA 1 – Emergency paediatric first aid - M/615/3440		
Learning outcome	Assessment criteria	Mark scheme for guidance
		<b>Under simulation with an appropriately qualified Assessor</b>
	3.6 Identify how to <b>administer first aid</b> to an infant or a child who is experiencing a <b>seizure</b>	<p>The learner is able to show that they know the action to take should an infant or a child begin to have a seizure.</p> <p>Achieved: Yes/No</p> <p>If you have ticked 'Yes' <b>you must record how this criteria was achieved.</b> Please comment in the box below.</p>

PFA 1 – Emergency paediatric first aid - M/615/3440		
Learning outcome	Assessment criteria	Mark scheme for guidance
4. Be able to provide first aid for an infant and a child who are choking	4.1 Identify when an infant or a child is choking	<p><b>Under simulation with an appropriately qualified Assessor</b></p> <p>The learner is able to recall the difference between airway obstruction that is:</p> <ul style="list-style-type: none"> <li>• mild</li> <li>• severe.</li> </ul> <p>Achieved: Yes/No</p> <p>If you have ticked 'Yes' <b>you must record how this criteria was achieved.</b> Please comment in the box below.</p>
	4.2 a) Demonstrate how to administer first aid to an infant who is choking	<p>The learner is able to demonstrate the appropriate technique when an infant is choking.</p> <p>Achieved: Yes/No</p> <p>If you have ticked 'Yes' <b>you must record how this criteria was achieved.</b> Please comment in the box below.</p>

PFA 1 – Emergency paediatric first aid - M/615/3440		
Learning outcome	Assessment criteria	Mark scheme for guidance
		<b>Under simulation with an appropriately qualified Assessor</b>
	4.2 b) Demonstrate how to administer first aid to a child who is choking	<p>The learner is able to demonstrate the appropriate technique when a child is choking.</p> <p>Achieved: Yes/No</p> <p>If you have ticked 'Yes' <b>you must record how this criteria was achieved.</b> Please comment in the box below.</p>



PFA 1 – Emergency paediatric first aid - M/615/3440		
Learning outcome	Assessment criteria	Mark scheme for guidance
5. Be able to provide first aid to an infant and a child with external bleeding	5.1 Identify whether external bleeding is life-threatening	<p><b>Under simulation with an appropriately qualified Assessor</b></p> <p>The learner is able to provide accurate information to show understanding of different types and levels of seriousness in relation to bleeding in an infant and a child.</p> <p>Achieved: Yes/No</p> <p>If you have ticked 'Yes' <b>you must record how this criteria was achieved.</b> Please comment in the box below.</p>
	5.2 Demonstrate how to administer first aid to an infant or a child with external bleeding.	<p>The learner is able to demonstrate how to administer first aid on an infant or a child with external bleeding.</p> <p>Achieved: Yes/No</p> <p>If you have ticked 'Yes' <b>you must record how this criteria was achieved.</b> Please comment in the box below.</p>

<b>PFA 1 – Emergency paediatric first aid - M/615/3440</b>		
<b>Learning outcome</b>	<b>Assessment criteria</b>	<b>Mark scheme for guidance</b>
		<b>Under simulation with an appropriately qualified Assessor</b>

<b>Action plan to be completed with the learner as appropriate.</b>
Agreed date for completion:
Assessor signature:
Learner signature:

<b>Confirmation of completion of the practical assessment of PFA 1</b>	
Learner signature:	Date:
Assessor signature:	Date:
Internal Quality Assurer:	Date:

**PFA 2: Managing paediatric illness, injuries and emergencies**

<b>Unit reference</b>	K/615/3436		
<b>Unit level</b>	3	<b>Credit</b>	1
<b>Unit hours</b>	Guided learning	6	Non-guided learning 1
<b>Unit aim</b>	The purpose of the unit is for the learner to attain the knowledge and practical competences required to deal with a range of paediatric first aid situations.		
<b>Assessment Requirements</b>	<p>Knowledge-based learning outcomes can be met using a range of assessment methods. We have provided non-mandatory tasks that include all knowledge-based learning outcomes.</p> <p>Skills-based learning outcomes and assessment criteria must be assessed by observing the learner carrying out a practical demonstration of competencies on both infant <b>and</b> child manikins, such as CPR, dealing with choking, and recovery positions as appropriate.</p>		

<b>Learner name:</b>		<b>Centre no:</b>	
<b>PIN:</b>		<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Be able to provide first aid to an <b>infant or a child</b> with suspected injuries to bones, joints and muscles	1.1. Recognise a suspected: <ul style="list-style-type: none"> <li>fracture or dislocation</li> <li>sprain or strain</li> </ul>		
	1.2. Identify how to <b>administer first aid</b> for an infant or a child with a suspected: <ul style="list-style-type: none"> <li>fracture or dislocation</li> <li>sprain or strain</li> </ul>		
	1.3. Demonstrate how to apply: <ul style="list-style-type: none"> <li>a support sling</li> <li>an elevated sling</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to provide first aid to an infant or a child with suspected head and spinal injuries	2.1. Recognise a suspected: <ul style="list-style-type: none"> <li>• <b>head injury</b></li> <li>• spinal injury</li> </ul>		
	2.2. Identify how to administer first aid for an infant or a child with a suspected head injury.		
	2.3 Demonstrate how to administer first aid for an infant or a child with a suspected spinal injury		
3. Know how to provide first aid to an infant or a child with conditions affecting the eyes, ears and nose.	3.1. Identify how to administer first aid for an infant or a child with a <b>foreign body</b> in the: <ul style="list-style-type: none"> <li>• eye</li> <li>• ear</li> <li>• nose</li> </ul>		
	3.2. Identify how to administer first aid for an infant or a child with an eye injury		
4. Know how to provide first aid to an infant or a child with an acute medical condition or sudden illness.	4.1. Recognise suspected: <ul style="list-style-type: none"> <li>• <b>diabetic hypoglycaemic emergency</b></li> <li>• asthma attack</li> <li>• allergic reaction</li> <li>• meningitis</li> <li>• febrile convulsions</li> </ul>		
	4.2. Identify how to administer first aid for an infant or a child who is suspected to be suffering from: <ul style="list-style-type: none"> <li>• diabetic hypoglycaemic emergency</li> <li>• <b>asthma attack</b></li> <li>• allergic reaction</li> <li>• meningitis</li> <li>• febrile convulsions</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
5. Know how to provide first aid to an infant or a child who is experiencing extremes of body temperature	5.1. Recognise when an infant or a child is suffering from: <ul style="list-style-type: none"> <li>• extreme heat</li> <li>• extreme cold</li> </ul>		
	5.2. Identify how to administer first aid for an infant or a child who is suffering from: <ul style="list-style-type: none"> <li>• extreme heat</li> <li>• extreme cold</li> </ul>		
6. Know how to provide first aid to an infant or a child who has sustained an electric shock	6.1. Identify how to safely manage an incident involving electricity		
	6.2. Identify how to administer first aid for an infant or a child who has suffered an electric shock		
7. Know how to provide first aid to an infant or a child with burns and scalds.	7.1. Identify how to recognise the severity of burns and scalds		
	7.2. Identify how to administer first aid for an infant or a child with burns and scalds		
8. Know how to provide first aid to an infant or a child with suspected poisoning	8.1. Identify how <b>poisonous substances</b> can enter the body		
	8.2. Identify how to administer first aid for an infant or a child with suspected sudden poisoning		
9. Be able to provide first aid to an infant or a child with anaphylaxis	9.1. Recognise suspected anaphylaxis in an infant or a child		
	9.2. Identify how to administer first aid for an infant or a child with suspected anaphylaxis		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	9.3 Demonstrate the use of a 'training device' adrenaline auto-injector		

**Additional information about the unit:**

Relationship to occupational standards	<p>This unit is written to meet the requirements within Statutory Frameworks for the Early Years.</p> <p>Department for Education: <i>Early Years Foundation Stage Statutory Framework – September 2021</i></p> <p>Health and Social Care Board (NI) <i>Childminding and Day Care for Children Under Age 12 Minimum Standards</i></p> <p>Welsh Government: <i>National Minimum Standards for Regulated Childcare for Children up to the age of 12 years</i></p>
Additional unit assessment requirements	<p>This unit should be delivered, assessed and quality assured in accordance with <i>Assessment Principles for Regulated First Aid Qualifications</i>, published by the First Aid Awarding Organisation Forum</p> <p>Simulation is permitted in this unit. The following ACs must be assessed by practical demonstration: 1.3, 2.3, 9.3</p>

**Guidance for developing assessment arrangements for the unit:**

Unit assessment guidance.	<p><b>Infant or a child:</b> the learner may apply their skills or knowledge to <b>either</b> an infant (baby) <b>or</b> a child first aid situation because the treatment would be the same</p> <p><b>Recognise:</b> to include signs and/or symptoms of the condition and/or where appropriate mechanism of injury</p> <p><b>Fracture:</b> should include possibility of 'green stick' fracture</p> <p><b>Administer first aid:</b> Provide appropriate help to a child or infant (baby), manage the situation and seek appropriate assistance when necessary</p> <p><b>Head injury:</b> includes concussion, compression and skull fracture. The learner is not expected to differentiate between these conditions</p> <p><b>Foreign body:</b> includes dust/sand/a fly etc. on the eye</p>
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	<p><b>Diabetic emergency:</b> should focus on the condition of hypoglycaemia</p> <p><b>Asthma attack:</b> must include assisting a child to use a spacer device and to take their own inhaler</p> <p><b>Poisonous substances</b> may include: plants; fungi; medication; cleaning products; food; airborne pollutants; drugs; alcohol</p> <p><b>The use of a ‘training device’ adrenaline auto-injector:</b> must be demonstrated using a training device and NOT a live auto-injector</p>
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### Indicative Content

LO1 Be able to provide first aid to an infant or a child with suspected injuries to bones, joints and muscles

**1.1** Recognising fractures, dislocations, sprains or strains may include:

- pain
- loss of power
- unnatural movement
- swelling or bruising
- deformity
- irregularity
- crepitus
- tenderness

**1.2** Administering first aid for fractures or dislocations may include:

- immobilising
- calling 999/112
- arranging transport to hospital

Administering first aid for sprains or strains may include:

- R: rest
- I: ice
- C: compression/comfortable support
- E: elevation

**1.3** Demonstrating the application of a sling **must** include:

- a support sling
- an elevated sling

Indicative Content
<p>LO2 Be able to provide first aid to an infant or a child with suspected head and spinal injuries</p>
<p><b>2.1</b> Recognising concussion, compression and fractured skull may include:</p> <ul style="list-style-type: none"> <li>• mechanism of injury</li> <li>• signs and symptoms</li> <li>• conscious levels</li> </ul> <p>Recognising spinal injury may include:</p> <ul style="list-style-type: none"> <li>• mechanism of injury</li> <li>• pain or tenderness in the neck or back</li> </ul> <p><b>2.2</b> Administering first aid for head injury may include:</p> <ul style="list-style-type: none"> <li>• determining when to call 999/112</li> <li>• maintaining airway and breathing</li> <li>• monitoring response levels</li> <li>• dealing with fluid loss</li> </ul> <p><b>2.3</b> Demonstrating first aid for spinal injury may include:</p> <ul style="list-style-type: none"> <li>• calling 999/112</li> <li>• keeping the head and neck in-line</li> <li>• safe methods of placing the casualty into the recovery position whilst protecting the spine (if the airway is at risk)</li> </ul>
<p>LO3 Know how to provide first aid to an infant or a child with conditions affecting the eyes, ears and nose.</p>
<p><b>3.1</b> Administering first aid for a foreign body in the eye may include:</p> <ul style="list-style-type: none"> <li>• washing small particles of dust or dirt out of the eye</li> <li>• ensuring the water runs away from the good eye</li> </ul> <p>Administering first aid for a foreign body in the ear or nose may include:</p> <ul style="list-style-type: none"> <li>• transportation to hospital for the safe removal of the object</li> </ul> <p><b>3.2</b> Administering first aid for an embedded object in the eye may include:</p> <ul style="list-style-type: none"> <li>• covering the injured eye</li> <li>• ensuring the good eye is not used (cover if needed)</li> <li>• calling 999/112 or arranging transport to hospital</li> </ul>



**Indicative Content**

Administering first aid for a chemical in the eye may include:

- irrigation with large volumes of clean water (unless contraindicated due to the chemical involved)
- ensuring the water runs away from the good eye
- calling 999/112

LO4 Know how to provide first aid to an infant or a child with an acute medical condition or sudden illness.

**4.1** Recognising a diabetic hypoglycaemic emergency may include:

- fast onset
- lowered levels of response
- pale, cold and sweaty skin
- normal or shallow breathing
- rapid pulse

Recognising an asthma attack may include:

- difficulty breathing and speaking
- wheezy breathing
- pale and clammy skin
- cyanosis
- use of accessory muscles

Recognising an allergic reaction may include:

- red, itchy, raised skin rash (hives)
- red, itchy eyes
- swelling (often under the eyes)

Recognising meningitis may include:

- fever (high temperature)
- dislike of bright lights
- stiff neck
- sleepy or vacant
- slurred speech
- rash (if progressed to sepsis)
- tense or bulging soft spot on the head (infants)

Recognising febrile convulsions may include:

- rapid rise in body temperature (above 38 degrees celsius)
- seizure

### Indicative Content

- stoppage of breathing during the seizure
- blue lips (cyanosis)

**4.2** Administering first aid for a diabetic hypoglycaemic emergency may include:

- giving 10g of glucose for conscious casualties (subject to sufficient response levels)
- providing further food or drink if casualty responds to glucose quickly
- determining when to call 999/112

Administering first aid for an asthma attack may include:

- correct casualty positioning
- assisting a casualty to take their reliever inhaler and use a spacer device
- calming and reassurance
- determining when to call 999/112

Administering first aid for an allergic reaction may include:

- moving the casualty away from the trigger (allergen)
- contacting parents/following care plan
- closely monitoring for the signs of anaphylaxis and treating accordingly

Administering first aid for meningitis may include:

- calling 999/112 and informing concerns of meningitis
- knowledge that early hospital treatment might be vital

LO5 Know how to provide first aid to an infant or a child who is experiencing extremes of body temperature

**5.1** Recognising extreme cold (hypothermia) may include:

- pale skin
- cold to the touch
- shivering (followed by muscle stiffness as body cools further)
- slowing down of bodily functions
- lethargy and confusion
- eventually unconsciousness

Recognising extreme heat (heat exhaustion) may include:

- pale, sweaty skin
- nausea or vomiting
- hot to the touch

**Indicative Content**

Recognising extreme heat (heat stroke) may include:

- high body temperature
- confusion and agitation
- hot, dry and flushed skin
- no sweating
- fitting
- throbbing headache
- lowered levels of consciousness

**5.2** Administering first aid for extreme cold (hypothermia) may include:

- sheltering from the environment
- replacing wet clothing with dry garments
- wrapping in warm blankets
- covering the head
- giving a warm drink
- maintaining airway and breathing
- if unconscious, place in recovery position with insulating materials under and around the casualty
- calling 999/112

Administering first aid for extreme heat (heat exhaustion) may include:

- moving the casualty to a cool shaded area
- remove excessive clothing
- correct casualty positioning
- rehydrating with water or oral rehydration solutions

Administering first aid for extreme heat (heat stroke) may include:

- moving the casualty away from the heat source
- calling 999/112
- rapid cooling using the fastest method possible

LO6 Know how to provide first aid to an infant or a child who has sustained an electric shock

**6.1** Identifying how to safely manage an incident involving electricity may include:

- preventing anyone approaching the casualty when the electricity is still live
- taking safe steps to isolate the power
- only approaching once the scene is safe

**6.2** Administering first aid for electric shock may include:

- checking airway and breathing

Indicative Content
<ul style="list-style-type: none"> <li>• resuscitation</li> <li>• treating burns and other injuries</li> <li>• calling 999/112</li> </ul>
LO7 Know how to provide first aid to an infant or a child with burns and scalds.
<p><b>7.1</b> Recognising the severity of burns and scalds may include:</p> <ul style="list-style-type: none"> <li>• cause</li> <li>• age</li> <li>• burn/scald size</li> <li>• depth</li> <li>• location</li> </ul> <p><b>7.2</b> Administering first aid for dry/wet heat burns may include:</p> <ul style="list-style-type: none"> <li>• cooling the burn for 20 minutes</li> <li>• removing jewellery and loose clothing</li> <li>• covering the burn</li> <li>• determining when to call 999/112</li> </ul> <p>Administering first aid for chemical burns may include:</p> <ul style="list-style-type: none"> <li>• ensuring safety</li> <li>• brushing away dry/powder chemicals</li> <li>• irrigating with copious amounts of water (unless contraindicated)</li> <li>• treating the face/eyes as priority</li> </ul> <p>Administering first aid for electrical burns may include:</p> <ul style="list-style-type: none"> <li>• ensuring it is safe to approach/touch the casualty</li> <li>• checking DRABC (danger, response, airway, breathing and circulation) and treating accordingly</li> <li>• cooling the burns</li> </ul>
LO8 Know how to provide first aid to an infant or a child with suspected poisoning
<p><b>8.1</b> Identification of the following routes a poison can enter the body may include:</p> <ul style="list-style-type: none"> <li>• ingested (swallowed)</li> <li>• inhalation (breathed in)</li> <li>• absorbed (through the skin)</li> <li>• injected (directly into skin tissue, muscles or blood vessels)</li> </ul>

**Indicative Content****8.2** Administering first aid for corrosive substances may include:

- ensuring your own safety
- substances on the skin (diluting and washing away with water)
- swallowed substances (rinsing out the mouth then giving frequent sips of milk or water (subject to sufficient levels of response))
- calling 999/112 and giving information about the poison if possible
- protecting airway and breathing
- resuscitation if necessary using personal protective equipment (PPE)/barrier devices

## Administering first aid for non-corrosive substances may include:

- ensuring your own safety
- calling 999/112, and giving information about the poison if possible
- protecting airway and breathing
- resuscitation if necessary using PPE/barrier devices

## LO9 Be able to provide first aid to an infant or a child with anaphylaxis

**9.1** Recognising anaphylaxis may include rapid onset and rapid progression of a life-threatening airway, breathing and circulation problem:

- airway:
  - swelling of the tongue, lips or throat
- breathing:
  - difficult
  - wheezy breathing
  - tight chest
- circulation:
  - dizziness, feeling faint or passing out
  - pale, cold clammy skin and fast pulse
  - nausea, vomiting, stomach cramps or diarrhoea

Note: There may also be skin rash, swelling and/or flushing.

**9.2** Administering first aid for anaphylaxis may include:

- calling 999/112
- correct casualty positioning
- assisting to use their adrenaline auto-injector
- resuscitation if required

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: PFA 2**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Assessment task - PFA 2: Managing paediatric illness, injuries and emergencies.**

**These tasks cover all knowledge-based learning outcomes (3, 4, 5, 6, 7 and 8) for the PFA 2 unit.**

Knowledge-based learning outcomes can be met using a range of assessment methods. We have provided non-mandatory tasks that include all knowledge-based learning outcomes.

Skills-based learning outcomes and assessment criteria must be assessed by observing the learner carrying out a practical demonstration of competencies on both infant **and** child manikins, such as CPR, dealing with choking, and recovery positions as appropriate

**Task 1** links to assessment criteria 3.1–3.2.

Provide information to enable paediatric first aiders to be able to recognise conditions affecting the eyes, ears and nose and know what action to take.

- Identify how to administer first aid for an infant or a child with a **foreign body** in the:
  - eye
  - ear
  - nose
- Identify how to administer first aid for an infant or a child with an eye injury.

Information could be presented in a leaflet.

**Task 2** links to assessment criteria 4.1–4.2.

From time to time the paediatric first aider may be involved in the care of children who present chronic medical conditions or sudden illnesses.

- Collate information about each of the conditions listed to recognize suspected:
  - diabetic emergencies
  - asthma attack
  - allergic reaction
  - meningitis
  - febrile convulsion.
- Identify how to administer first aid for an infant or a child who is suspected to be suffering from:
  - diabetic emergencies
  - asthma attack
  - allergic reaction
  - meningitis
  - febrile convulsion.

Learners could present their findings to the Assessor/group.

**Task 3** links to assessment criteria 5.1–5.2.

A paediatric first aider must know how to provide first aid to an infant or a child who is experiencing extremes of body temperature.

Present information in the form of advice cards for parents/carers, staff and paediatric first aiders.

- Describe how to recognise when an infant or a child is suffering from:
  - extreme heat
  - extreme cold.
- Identify how to administer first aid for an infant or a child who is suffering from:
  - extreme heat
  - extreme cold.

**Task 4** links to assessment criteria 6.1–6.2.

The paediatric first aider needs to know how to provide first aid to an infant or a child who has sustained an electric shock.

Present information to:

- Identify how to safely manage an incident involving electricity
- Identify how to administer first aid for an infant or a child who has suffered an electric shock.

Information could be presented as a leaflet with illustrations.

**Task 5** links to assessment criteria 7.1–7.2.

Burns and scalds must be treated effectively by the paediatric first aider.

Provide information which will:

- identify how to recognise the severity of:
  - burns
  - scalds.
- identify how to administer first aid for an infant or a child with:
  - burns
  - scalds.

Information could be presented as a poster with comments and images.



**Task 6** links to assessment criteria 8.1–8.2

The paediatric first aider needs to know how to provide first aid to an infant or a child with suspected poisoning.

Provide information for staff and parents/carers to help them:

- identify how **poisonous substances** can enter the body
- identify how to administer first aid for an infant or a child with suspected sudden poisoning.

Information could be presented as a display.

**The following lists the practical, skills-based outcomes for PFA 2: Managing paediatric illnesses, injuries and emergencies – K/615/3436.**

These skills must be met using appropriate assessment methods and must provide evidence of practical application of the skills and knowledge gained in this unit. A mark scheme has been provided to support the assessment process. Assessors are required to offer qualitative feedback for the learners in the comment boxes provided.

All skills-based and knowledge-based assessment criteria must be achieved before this unit is complete. Units PFA 1 and PFA 2 must be achieved in order to gain the qualification. Both units must be achieved within six weeks of each other and the Paediatric First Aid qualification is renewable every three years.

**Physical requirements for the delivery of this qualification include:**

- Infant and child manikins
  - We suggest at least one child resuscitation and one infant manikin
- Hygienic practice
  - Facilities to sterilise the manikin faces at the end of each course and the use of appropriate face wipes following each learner's practical demonstration/use of face shields that can be sterilised after use when learners are demonstrating CPR.
  - Ensure the manikin is effectively maintained in line with prescribed hygiene practices and industry/manufacturers requirements.
- Resources and materials
  - Access to:
    - a training defibrillator or pictorial resource if a defibrillator is not accessible
    - dressing and bandages
    - disposable gloves
    - complete first aid kit
    - face shields that can be used when learners are demonstrating CPR
    - a training device – adrenaline auto-injector.
- The physical environment: the training room
  - sufficient training rooms to comfortably assess learners
  - appropriate flooring such as carpet or mats/blanket
  - safe, well lit and ventilated to an appropriate temperature.

***Training rooms should be adaptable for people with special educational needs and/or disabilities as appropriate.***

**NCFE CACHE Level 3 Award in Paediatric First Aid – 603/0752/3**

**Learner Name:**.....**Assessor Name:**.....

PFA 2 – Managing paediatric illnesses, injuries and emergencies – K/615/3436		
Learning outcome	Assessment criteria	Mark scheme for guidance
1. Be able to provide first aid to an <b>infant or a child</b> with suspected injuries to bones, joints and muscles	1.1 <b>Recognise</b> a suspected: <ul style="list-style-type: none"> <li>• <b>fracture</b> or dislocation</li> <li>• sprain or strain</li> </ul>	<p><b>Under simulation with an appropriately qualified Assessor</b></p> <p>The learner is able to provide relevant and accurate information about fractures, dislocations, and sprains to show that they know the difference.</p> <p>Achieved: Yes/No</p> <p>If you have ticked 'Yes' <b>you must record how this criteria was achieved.</b> Please comment in the box below.</p>
	1.2 a) Identify how to <b>administer first aid</b> for an infant or a child with a suspected: <ul style="list-style-type: none"> <li>• fracture or dislocation</li> <li>• sprain or strain</li> </ul>	<p>The learner is able to simulate appropriate first aid techniques for an infant or a child for suspected:</p> <ul style="list-style-type: none"> <li>• fractures</li> <li>• dislocations</li> <li>• sprains and strains.</li> </ul> <p>Achieved: Yes/No</p>

PFA 2 – Managing paediatric illnesses, injuries and emergencies – K/615/3436		
Learning outcome	Assessment criteria	Mark scheme for guidance
		<p><b>Under simulation with an appropriately qualified Assessor</b></p> <p>If you have ticked 'Yes' you must record how this criteria was achieved. Please comment in the box below.</p>
	<p>1.3 Demonstrate how to apply:</p> <ul style="list-style-type: none"> <li>• a support sling</li> <li>• an elevated sling</li> </ul>	<p>The learner is able to demonstrate correct technique in applying:</p> <ul style="list-style-type: none"> <li>• a support sling</li> <li>• an elevated sling.</li> </ul> <p>Achieved: Yes/No</p> <p>If you have ticked 'Yes' you must record how this criteria was achieved. Please comment in the box below.</p>

PFA 2 – Managing paediatric illnesses, injuries and emergencies – K/615/3436		
Learning outcome	Assessment criteria	Mark scheme for guidance
2. Be able to provide first aid to an infant or a child with suspected head and spinal injuries	2.1 Recognise a suspected: <ul style="list-style-type: none"> <li>• <b>head injury</b></li> <li>• spinal injury</li> </ul>	<p>The learner is able to recognise a suspected:</p> <ul style="list-style-type: none"> <li>• head injury</li> <li>• spinal injury .</li> </ul> <p>Achieved: Yes/No</p> <p>If you have ticked 'Yes' <b>you must record how this criteria was achieved.</b> Please comment in the box below.</p>
	2.2 Identify how to administer first aid for an infant or a child with a suspected head injury	<p>The learner is able to show the appropriate action to take when providing first aid to an infant or a child for a suspected head injury.</p> <p>Achieved: Yes/No</p> <p>If you have ticked 'Yes' <b>you must record how this criteria was achieved.</b> Please comment in the box below.</p>

PFA 2 – Managing paediatric illnesses, injuries and emergencies – K/615/3436		
Learning outcome	Assessment criteria	Mark scheme for guidance
		Under simulation with an appropriately qualified Assessor
	2.3 Demonstrate how to administer first aid for an infant or a child with a suspected spinal injury	<p>The learner is able to show the appropriate action to take when providing first aid to an infant or a child with a suspected spinal injury.</p> <p>Achieved: Yes/No</p> <p>If you have ticked 'Yes' <b>you must record how this criteria was achieved.</b> Please comment in the box below.</p>

PFA 2 – Managing paediatric illnesses, injuries and emergencies – K/615/3436		
Learning outcome	Assessment criteria	Mark scheme for guidance
9. Be able to provide first aid to an infant or a child with anaphylaxis	9.1 Recognise suspected anaphylaxis in an infant or a child	<p>The learner is able to recall how to identify the signs and characteristics in an infant or a child with anaphylaxis.</p> <p>Achieved: Yes/No</p> <p>If you have ticked 'Yes' <b>you must record how this criteria was achieved.</b> Please comment in the box below.</p>
	9.2 Identify how to administer first aid for an infant or a child with suspected anaphylaxis	<p>The learner is able to show the appropriate action to take when providing first aid to an infant or a child with suspected anaphylaxis</p> <p>Achieved: Yes/No</p> <p>If you have ticked 'Yes' <b>you must record how this criteria was achieved.</b> Please comment in the box below.</p>

PFA 2 – Managing paediatric illnesses, injuries and emergencies – K/615/3436		
Learning outcome	Assessment criteria	Mark scheme for guidance
		Under simulation with an appropriately qualified Assessor
	9.3 Demonstrate the use of a 'training device' adrenaline auto-injector	<p>The learner is able to demonstrate the use of a 'training device' adrenaline auto-injector.</p> <p>Achieved: Yes/No</p> <p>If you have ticked 'Yes' <b>you must record how this criteria was achieved.</b> Please comment in the box below.</p>



<b>Action plan to be completed with the learner as appropriate.</b>	
Agreed date for completion:	
Assessor signature:	
Learner signature:	

<b>I confirm that I have met all assessment requirements as detailed above, including the practical assessment of my skills</b>	
Learner signature:	Date:
Assessor signature:	Date:
Internal Quality Assurer:	Date:

## **Section 5: Assessment and quality assurance information**

### Recommended assessment methods

A recommended range of assessment methods have been identified, which may be used for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list you should contact your External Quality Assurer (EQA) with full details of your proposed method. It will need formal approval from us before it can be used.

Please refer to the notes relating to **Expert Witness testimony** and **simulation** which follow this table.

Ref.	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
A	Direct observation of learner by an Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice.	Yes may include simulation.**	Yes but may need to be complemented by another method
B	Professional discussion	Yes When accompanied by direct observation.	Yes
C	Expert Witness evidence* <ul style="list-style-type: none"> <li>when directed by the Sector Skills Council or other assessment strategy/principles.</li> </ul>	No	No
D	Learner's own work products	No	Yes
E	Learner log or reflective diary	No	No
F	Activity plan or planned activity	No	No
G	Observation of children, young people or adults by the learner	No	No
H	Portfolio of evidence	No	Yes

Ref.	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in a real work environment	No	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No when used as part of a practical observation to demonstrate skills in line with assessment strategy. Eg setting the scene of an accident or incident.	Yes
M	Task set by CACHE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes When accompanied by direct observation.	Yes

\* **Expert Witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations – such as safeguarding strategy meetings – where it would be inappropriate for an Assessor to observe the learner's performance.

\*\* **Simulation.** A learner's Portfolio of Evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

The assessment should determine a learner's ability to act safely, promptly and effectively when an emergency occurs and to deal with a casualty. All learning outcomes in the unit(s) must be achieved. Assessment may take place at any time during the delivery of the qualification and does not need to be done as a final assessment. It is however a requirement for the learner to be aware that assessment is taking place.

Skills and knowledge must be taught and assessed in accordance with currently accepted first aid practice in the United Kingdom as laid down:

- by the Resuscitation Council (UK)  
**and**
- in other publications; provided that they are supported by a responsible body of medical opinion.

## Recognition of Prior Learning (RPL)

### RPL

*“A method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.”*

RPL is an alternative route to recognition and not a short cut. RPL must therefore be an integrated part of a quality-assured assessment process. If using any St John, Red Cross or St Andrew's accredited training as RPL towards the two paediatric first aid units, organisations must ensure that the content of the course meets the learning outcomes of each unit. Where learning outcomes are not fully met they may be covered by written questions or professional discussion. This must be carried out by a qualified Assessor who is occupationally competent.

The learner being assessed for credits through RPL must still comply with all the standards and requirements as stated within the units, including the learning outcomes, assessment criteria and any additional information provided within the unit in relation to sector assessment strategies and principles.

Centres need to retain documentary evidence of the assessment and internal quality assurance of every individual using RPL as an assessment method. This will be monitored by their External Quality Assurer (EQA). The Assessor also needs to meet the requirements of Assessors listed over page.

Centres must ensure that the paediatric first aid learning subject to RPL was or is delivered by an appropriate qualified paediatric first aid trainer who meets the appropriate criteria.

### Paediatric first aid specific assessment requirements

When using this guidance, Centres should additionally refer to our publication 'Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance', which is available on our secure website.

### Requirements of Assessors

There are three requirements of Assessors of these units. These apply regardless of whether the Assessor is a Centre member of staff or a representative from a voluntary organisation such as St John, Red Cross or St Andrew's. As a minimum, they must:

1. be qualified to make assessment decisions
2. hold a current and valid First Aid at Work or Paediatric First Aid certificate
3. be able to show they are occupationally knowledgeable/competent in relation to the learning outcome

**and EITHER:**

provide an acceptable log of first aid assessments conducted within the last three years

**OR:**

provide an acceptable record of competently assessing theoretical and practical first aid qualifications under the supervision of a suitably qualified Assessor.

skills and knowledge should be assessed in accordance with currently accepted first aid practice in the United Kingdom.

#### 1. Qualified to make assessment decisions

Within the Assessment Principles it is specified that each Assessor must be occupationally competent, and hold a qualification suitable to support the making of appropriate and consistent assessment decisions. In conjunction with other awarding organisations, we have prepared a provisional and indicative list of qualifications to include any of the following:

- D32 Assess candidate performance
- D33 Assess candidate using differing sources of evidence
- A1 Assess candidate performance using a range of methods
- A2 Assessing candidates' performance through observation
- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement
- Qualified Teacher Status
- Certificate in Education in Post Compulsory Education (PCE)
- Certificate in Teaching in the Lifelong Learning Sector (CTLTS)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS).

If a Centre wishes to make an application to include other qualifications on this list, which they feel additionally reflect that an individual is qualified to make assessment decisions, they should contact their Centre Advisor with full details. The application will be considered in liaison with other awarding organisations and the SSC to ensure a consistency of approach.

## **2. Hold a current and valid First Aid at Work or Paediatric First Aid certificate**

The Assessment Principles for Regulated First Aid Qualifications state Assessors for the Level 3 in paediatric first aid units must hold a current First Aid at Work or Paediatric First Aid certificate in order to assess these two units. This agreement applies to all awarding organisations offering the units.

Any course to achieve a Paediatric First Aid certificate must have a Total Qualification Time of at least 16 hours, and meet the criteria for Paediatric First Aid Courses for Early Years and Childcare Settings, in line with Statutory requirements.

## **3. Occupationally knowledgeable/competent in relation to the learning outcome**

The Assessor will need to be occupationally knowledgeable to assess knowledge learning outcomes. For competence learning outcomes they must also be occupationally competent.

### **Occupationally knowledgeable:**

This means that the Assessor or Quality Assurer should possess relevant knowledge and understanding. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

### **Occupationally competent:**

This means that the Assessor or Quality Assurer must be capable of carrying out the full requirements within the competency learning outcomes they are assessing or quality assuring. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development. In this case, the occupational competence required is in paediatric first aid and not in care or childcare.

It is accepted that the role of an Assessor and Trainer may be performed by the same person, providing that the qualifications and experience requirements for both roles are met.



### Requirements of Trainers

There are three requirements of trainers for these units. As a minimum, they must:

- hold a current and valid First Aid at Work or Paediatric First Aid certificate
- be able to show they are occupationally knowledgeable/competent in relation to the learning outcome
- hold an acceptable teaching/training qualification as detailed in Section 6
- maintain relevant CPD

**and EITHER:**

provide an acceptable log of teaching first aid within the last three years

**OR:**

provide an acceptable record of competently teaching theoretical and practical first aid sessions under the supervision of a suitably qualified trainer/Assessor.

Centres may find it is expedient to use an Assessor to deliver the training who meets the additional assessment requirements outlined in the section above.

St John, Red Cross and St Andrew's are voluntary organisations that offer first aid courses. They are not awarding organisations and were not involved in the development of the two paediatric first aid units. However, they may be able to offer courses to meet the learning outcomes of the two units and are likely to have competent trainers or Assessors on their books.

All trainers should have a valid Paediatric First Aid or First Aid at Work certificate. The following are exempt from this requirement:

- doctors currently registered with the General Medical Council (GMC)
- nurses currently registered with the Nursing and Midwifery Council (NMC)
- paramedics currently registered with the Health and Care Professions Council (HCPC).

For these exemptions to apply, the trainer should demonstrate current (within the last two years) experience of first aid skills by producing sufficient evidence in their portfolio.

It is accepted that the role of an Assessor and trainer may be performed by the same person, providing the qualifications and experience requirements for both roles are met.

### Requirements of Internal Quality Assurers

There are three requirements of Internal Quality Assurers of these units. These apply regardless of whether the Quality Assurer is a Centre member of staff or a representative from a voluntary organisation such as St John, Red Cross or St Andrew's. They must:

1. hold a current and valid First Aid at Work or Paediatric First Aid certificate
2. be qualified to make quality assurance decisions
3. be occupationally knowledgeable and competent in relation to the learning outcome.

These requirements are no different from any other qualification IQA requirements: paediatric first aid should be treated in the same way.

The requirements are considered in more detail below.

#### 1. Hold a current and valid First Aid at Work or Paediatric First Aid certificate

Any course to achieve a Paediatric First Aid certificate must have a Total Qualification Time of at least 16 hours, and meet the criteria for Paediatric First Aid Courses for Early Years and Childcare Settings, in line with Statutory requirements.

#### 2. Be qualified to make quality assurance decisions

Within the Assessment Principles, it is specified that awarding organisations will determine which qualifications will qualify those undertaking and making decisions about internal quality assurance. We have defined these to include any of the following:

- V1 Conduct Internal Quality Assurance of the Assessment Process
- D34 Internally Verify the Assessment Process
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.

IQAs who do not hold a formal IQA qualification may alternatively attend Internal Quality Assurance CPD Training with an awarding organisation/body.

However, we recognise the need for flexibility in relation to those individuals with experience and expertise in undertaking quality assurance decisions but without an existing approved qualification, for example Internal Quality Assurers. The following approach has therefore been agreed:

- individuals should provide a CV to us for approval via their External Quality Assurer (EQA) which includes details to show assessment experience and a minimum of one year's experience in making quality assurance judgements
- individuals should commit to undertaking Continuing Professional Development (CPD) in assessment and quality assurance within three months of approval as an Internal Quality Assurer for us to ensure up-to-date working knowledge and experience of best practice in assessment and quality assurance.

### 3. Occupationally knowledgeable and competent in relation to the learning outcome

The Internal Quality Assurer will need to be occupationally knowledgeable and competent to quality assure these units.

Internal Quality Assurers must:

- have knowledge of the requirements of the qualification they are quality assuring at the time any assessment is taking place
- have knowledge and understanding of the role of Assessors
- visit and observe assessments
- carry out other related internal quality assurance.

## Requirements of External Quality Assurers

We will be responsible for externally quality assuring the qualification.

There are three requirements of External Quality Assurers of these units. They must:

1. hold a current and valid First Aid at Work or Paediatric First Aid certificate
2. be qualified to make quality assurance decisions
3. be occupationally knowledgeable and competent in relation to the learning outcome.

These requirements are no different from any other qualification EQA requirements: paediatric first aid should be treated in the same way.

### 1. Hold a current and valid First Aid at Work or Paediatric First Aid certificate

Any course to achieve a Paediatric First Aid certificate must have a Total Qualification Time of at least 16 hours, and meet the criteria for Paediatric First Aid Courses for Early Years and Childcare Settings, in line with Statutory requirements.

### 2. Be qualified to make quality assurance decisions

Within the Assessment Principles, it is specified that awarding organisations will determine which qualifications will qualify those undertaking and making decisions about internal quality assurance. This list is not exhaustive, but provides a guide to acceptable EQA qualifications:

- SQA Accredited Learning and Development Unit 12: Externally Monitor and Maintain the Quality of Workplace Assessment
- Regulated qualifications based on the Learning and Development NOS 12: Externally Monitor and Maintain the Quality of Assessment
- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice
- V2 or D35
- Externally Verify the Assessment Process SCQF Level 9 (SQA Unit).

### **3. Occupationally knowledgeable and competent in relation to the learning outcome**

The External Quality Assurer will need to be occupationally knowledgeable and competent to quality assure these units.

It is understood that not all EQAs will be qualified initially, and that sufficient time should be considered to achieve these qualifications. During this time awarding organisations must ensure that EQAs are following the principles set out in the current Learning and Development NOS 12 Externally monitor and maintain the quality of assessment.

External Quality Assurers must:

- have knowledge of the requirements of the qualification they are quality assuring at the time any assessment is taking place
- have knowledge and understanding of the role of Assessors and Internal Quality Assurers.

### CPD requirements in occupational competence and knowledge

Trainers, Assessors and, where appropriate, Quality Assurers, will need to retain evidence of CPD for the occupational requirements of the units that they are delivering, assessing or quality assuring.

This can be produced in a variety of ways, but you should always maintain an up-to-date working knowledge of first aid, including the current Resuscitation Council guidelines.

Centres should be aware that CPD is not a replacement for occupational competence, and that in this case the occupational competence required is in paediatric first aid and not in care or childcare.

### Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs), or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in 'Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance'.

The Centre needs to ensure that individuals undertaking Assessor or Quality Assurer roles within your Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

### Assessment Principles for Regulated First Aid Qualifications

#### Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

#### Competence/Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and competent as well as being qualified to make quality assurance decisions.

## **Section 6: Acceptable training/Assessor qualifications**

### Acceptable training/Assessor qualifications

This list is not exhaustive, but it provides a guide to acceptable training and/or Assessor qualifications. Trainers who also assess student competence must hold a qualification (or separate qualifications) to enable them to perform both functions. As well as holding an Assessor qualification or a qualification from the list below, the trainers/Assessors must also hold a current First Aid at Work or Paediatric First Aid qualification themselves in order to make decisions involving paediatric first aid.

- Cert Ed/PGCE/B Ed/M Ed
- CTLLS/DTLLS
- PTLLS with Unit Principles and Practice of Assessment – (12 credits)
- Further and Adult Education Teacher's Certificate
- IHCD Instructional Methods
- IHCD Instructor Certificate
- S/NVQ level 3 in training and development
- S/NVQ level 4 in training and development
- TQFE (Teaching Qualification for Further Education)
- English National Board 998
- Nursing mentorship qualifications
- NOCN Tutor Assessor Award
- Level 3 Award in Education and Training
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Regulated qualifications based on the Learning and Development NOS 7: Facilitate Individual Learning and Development
- Training Group A22, B22, C21, C23, C24
- SQA Accredited Planning and Delivering Learning Sessions to Groups
- A1 (D32/33) – Assess candidates using a range of methods
- A2 (D32) – Assess candidates' performance through observation
- Regulated Qualifications based on the Learning and Development NOS 9 Assess Learner Achievement
- SQA Accredited Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods – replacing Units A1 and D32/33
- SQA Accredited Learning and Development Unit 9D - Assess workplace competence using direct methods – replacing Units A2 and D32QA Carryout the Assessment Process
- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement

Assessors who do not hold a formal assessing qualification may alternatively attend First Aid Assessor CPD Training with an awarding organisation.

If the trainer/Assessor/IQA/EQA holds a non-regulated first aid qualification the awarding organisation should undertake due diligence to ensure current occupational knowledge and competence.

Registered healthcare professionals must act within their scope of practice and therefore have current expertise in first aid to teach/assess the subject.





## **Section 7: Documents and resources**

### Useful documents

This section refers to useful documents that can be found in the members area of the NCFE website, some of which may assist with the delivery of this qualification.

- Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance

### Mandatory Documents

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of the templates.

- Evidence Record
- Record of Assessment Cycle.

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle.

The forms and guidance documents are included within **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance** on the NCFE website.

### Resources

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

### Resource requirements

There are no specific resource requirements for these qualifications, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

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