



QA Level 2 Award in **Paediatric Emergency First Aid (QCF)**

Qualification Specification

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

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Key Qualification Information

Qualification Accreditation Number (QAN):	600/5675/7
Guided Learning Hours (GLH):	10
Contact Learning Hours (CTH):	6
Credit Value:	1
Number of Units:	1 mandatory unit
Assessment Methods:	Practical assessment: completed throughout the course Theory assessment: 1 x20 multiple choice question paper (minimum score 14)

1. Qualification Overview

This qualification is for people who work with or look after children, enabling them to have a basic knowledge of how to deal with paediatric emergency first aid situations.

1.1 Aim of Qualification

The aim of the qualification is to enable learners to attain the knowledge and competencies needed to deal with emergency first aid situations which can arise when looking after children.

Learners should be able to demonstrate the practical administration of safe, prompt, effective first aid in emergency situations.

1.2 Structure of the Qualification

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

***Minimum contact teaching hours apply to this qualification** – due to the practical nature of the subjects covered by this qualification, it is recommended that the QA Level 2 Award in Paediatric Emergency First Aid (QCF) qualification should be delivered over a minimum of 6 hours.

1.3 Intended Audience

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

Please note that this qualification does not fulfil Ofsted's first aid requirements for early years teachers, nursery workers and child minders (as defined within the Early Years Foundation Stage document and within The Child Care Register guide). The longer QA Level 2 Award in Paediatric First Aid (QCF) (2 units) is designed to cover Ofsted's minimum requirements for those who are subject to these guidelines.

1.4 Entry Requirements

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

1.5 Requalification Requirements

The QA Level 2 Award in Paediatric Emergency First Aid (QCF) is only valid for a period of 3 years, within which time the learner will need to re-take the course and the assessment in order to remain qualified. It is regarded as best practice for those holding first aid qualifications to undertake annual refresher training, this does not however form part of a QCF unit or qualification.

1.6 Relationship with Other Related Qualifications

The QA Level 2 Award in Paediatric Emergency First Aid (QCF) contains a unit that appears in a number of qualifications. This includes the QA Level 2 Award in Paediatric First Aid (QCF). The unit achieved in this qualification can be transferred to other qualifications, however, because of its nature, the use of this may be subject to time limits. Quallsafe Awards allows 10 weeks for this unit to be used as Recognised Prior Learning (RPL) towards the QA Level 2 Award in Paediatric First Aid (QCF).

1.7 Progression

The QA Level 2 Award in Paediatric Emergency First Aid (QCF) can be used towards other qualifications at the same and higher level, plus aid career progression in a relevant profession.

2. Qualification Delivery and Support

2.1 Trainer/Assessor Requirements

Each Trainer/Assessor must be pre-approved by Quallsafe Awards to ensure they have the appropriate skills, knowledge and experience to teach and assess this qualification. To gain approval, an acceptable portfolio must be submitted that shows:

i. **Occupational knowledge and skills in first aid - evidenced by:**

- Holding a First Aid at Work certificate (issued by an Awarding Organisation or HSE approved provider)

or

- Registration as a doctor with the General Medical Council (GMC).

or

- Registration as a nurse with the Nursing and Midwifery Council (NMC).

or

- Registration as a paramedic with the Health and Care Professions Council (HCPC).

ii. **Competency in teaching first aid - evidenced by:**

Holding an acceptable teaching qualification (see section 2.2).

and either:

- Provide an acceptable log of first aid courses taught in the last 3 years.

or

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

iii. **Competency in assessing first aid - evidenced by:**

Holding an acceptable assessing qualification or teaching qualification incorporating assessing theory (see section 2.2).

and either:

- Provide an acceptable log of first aid assessments conducted in the last 3 years. The log can include the role of assessor on HSE First Aid at Work courses and the role of a Trainer/Assessor on courses such as Emergency First Aid at Work and Paediatric first aid.

or

- Provide an acceptable record of competently assessing first aid sessions under the supervision of a suitably qualified assessor.

2.2 Acceptable Teaching/Assessing Qualifications

If a teaching/assessing qualification does not appear below, please contact us with details as it may still be acceptable.

- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- S/NVQ level 3 or Level 4 in Training and Development
- IHCD Instructional Methods/Instructor Certificate
- English National Board 998
- Training Group A22, B22, C21, C23, C24
- TQFE (Teaching Qualification for Further Education)

- Level 3 Award in Assessing Competence in the Work Environment (QCF)
- Level 3 Award in Assessing Vocationally Related Achievement (QCF)
- Level 3 Award in Understanding the Principles and Practices of Assessment (QCF)
- Level 3 Certificate in Assessing Vocational Achievement (QCF)
- A1/A2/D32/D33
- SQA Accredited Learning and Development Unit 9DI or Unit 9D
- NOCN Tutor Assessor Award

Note: A Trainer/Assessor without an acceptable qualification will be expected to register for an appropriate qualification within one year and achieve it within two years.

2.3 Venue and Equipment Requirements

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

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

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

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



2.4 Learning Materials

All learners should be provided with a suitable reference book that covers the lesson plans and learning outcomes for this qualification. We recommend:

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

Centres are free to choose alternative books or other learning materials but these must be approved by Quallsafe Awards prior to use.

2.5 Ongoing Support

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

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

2.6 Learner to Trainer Ratio

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

3. Centre Requirements

3.1 Delivery Plan

The qualification will appear on the QCF and therefore Centres are required to submit a delivery plan prior to delivering this qualification (unless the Centre opts to use the plans provided by Quallsafe Awards). The delivery plan should show a course timetable, showing that the required subjects are covered and the minimum 6 direct contact teaching hours are met.

3.2 Access to Assessment

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

Specific Equality Issues Relevant to this Qualification

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

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

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

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



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

CPR Assessment

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

Unconscious Casualty Assessment

The learner must demonstrate the treatment of an unconscious casualty who is on the floor as per Quallsafe Awards' *Guide to Assessing First Aid Qualifications*. The learner does not necessarily have to kneel on the floor to achieve this, but must perform the required skills without assistance from a third party.

Wounds and Bleeding Assessment

The learner must demonstrate the treatment of bleeding including the application of a bandage. The learner must perform the skill without assistance from a third party as per Quallsafe Awards' *Guide to Assessing First Aid Qualifications*.

Informal Record of Achievement

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

3.3 Registering Learners

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

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

Records should include:

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



3.4 Centre Internal Quality Assurance

The Centre is required to have in place arrangements for sampling a reasonable amount of assessments as part of the quality assurance of the qualification. This standardisation of assessment across learners and Trainers is to ensure that there is fairness and consistency in assessment practices. The arrangements for this should be described in the Centre's approved Internal Quality Assurance policy. Centres should retain all learner documents and records for a period of five years and ensure these are made available for review by Qualsafe Awards or their representatives (e.g. External Quality Assurers) on request. Full details of the Centre's requirements for Internal Quality Assurance can be found in the Qualsafe Awards *Internal Quality Assurance Guidelines* document.

3.5 Qualsafe Awards External Quality Assurance

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

3.6 Certification

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

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

4. Qualification Assessment

4.1 Assessment Overview

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

4.2 Assessment Methods

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

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

4.3 Mandatory Units

This Paediatric qualification consists of 1 single credit unit, which is mandatory in order for the full qualification to be achieved.

4.4 Other Units

There are no other units which can be combined to count towards the QA Level 2 Award in Paediatric Emergency First Aid (QCF) qualification.



Appendix 1

Qualification Unit

The QA Level 2 Award in Paediatric Emergency First Aid (QCF) has one unit that learners are required to complete in order to achieve the qualification.

Title:	Paediatric Emergency First Aid
Unit ref:	F/600/2036
GLH:	10
Level:	2
Credit value:	1
Learning outcomes The Learner will:	Assessment criteria The Learner can:
1. Understand the role of the paediatric first aider.	1.1 Identify the responsibilities of a paediatric first aider. 1.2 Describe how to minimise the risk of infection to self and others. 1.3 Describe suitable first aid equipment, including personal protection, and how it is used appropriately. 1.4 Identify what information needs to be included in an accident report/incident record, and how to record it. 1.5 Define an infant and a child for the purposes of first aid treatment.
2. Be able to assess an emergency situation and act safely and effectively.	2.1 Demonstrate how to conduct a scene survey. 2.2 Demonstrate how to conduct a primary survey on an infant and a child. 2.3 Identify when and how to call for help.
3. Be able to provide first aid for an infant and a child who is unresponsive and breathing normally.	3.1 Demonstrate how to place an infant and a child into the appropriate recovery position. 3.2 Describe how to continually assess and monitor an infant and a child whilst in your care.
4. Be able to provide first aid for an infant and a child who is unresponsive and not breathing normally.	4.1 Identify when to administer CPR to an unresponsive infant and an unresponsive child who is not breathing normally. 4.2 Demonstrate how to administer CPR using an infant and a child manikin. 4.3 Describe how to deal with an infant and a child who is experiencing a seizure.
5. Be able to provide first aid for an infant and a child who has a foreign body airway obstruction.	5.1 Differentiate between a mild and a severe airway obstruction. 5.2 Demonstrate how to treat an infant and a child who is choking. 5.3 Describe the procedure to be followed after administering the treatment for choking.
6. Be able to provide first aid to an infant and a child who is wounded and bleeding.	6.1 Describe common types of wounds. 6.2 Describe the types and severity of bleeding and the affect that it has on an infant and a child. 6.3 Demonstrate the safe and effective management for the control of minor and major external bleeding. 6.4 Describe how to administer first aid for minor injuries.
7. Know how to provide first aid to an infant and a child who is suffering from shock.	7.1 Describe how to recognise and manage an infant and a child who is suffering from shock. 7.2 Describe how to recognise and manage an infant and a child who is suffering from anaphylactic shock.



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