

**NCFE**

**CACHE**

# Qualification specification

**NCFE CACHE Level 3 Award in Emergency  
Paediatric First Aid  
QN: 603/3400/9**

## Contents

<b>Summary of changes</b>	<b>3</b>
<b>Section 1: General introduction</b>	<b>4</b>
About this Qualification Specification	5
How the qualification works	5
Total Qualification Time/Guided Learning: Definitions	6
Recognition of Prior Learning (RPL)	6
Qualification dates	6
Understanding learning outcomes	7
Making use of our websites	8
The Public Website	8
The Centre Secure Website	8
Plagiarism	9
Equal opportunities	9
Diversity, access and inclusion	9
<b>Section 2: About this qualification</b>	<b>10</b>
Qualification summary	11
Qualification introduction and purpose	14
<b>Section 3: Unit</b>	<b>15</b>
Unit achievement log – Level 3 Award in Emergency Paediatric First Aid	16
Explanation of terms used at Level 3: (not all verbs are used in this qualification)	17
PFA 1: Emergency paediatric first aid	19
Assessment task – PFA 1: Emergency paediatric first aid (M615/3440)	29
<b>Assessment task – PFA 1: Emergency paediatric first aid (M/615/440)</b>	<b>30</b>
<b>Section 4: Assessment and quality assurance information</b>	<b>44</b>
Recommended assessment methods	45
Recognition of Prior Learning (RPL)	47
Paediatric first aid specific assessment requirements	48
Requirements of Assessors	48
Requirements of Trainers	50
Requirements of Internal Quality Assurers	51
Requirements of External Quality Assurers	52
CPD requirements in occupational competence and knowledge	54
Assessment strategies and principles relevant to this qualification	54
Assessment principles for regulated first aid qualifications	54
<b>Section 5: Acceptable training/Assessor qualifications</b>	<b>55</b>
Acceptable training/Assessor qualifications	56
<b>Section 6: Documents and resources</b>	<b>57</b>
Useful documents	58
Mandatory documents	58
Resource requirements	58
Resources	59

## Summary of changes

This document summarises the changes to this qualification specification.

Version	Publication Date	Summary of amendments
v1.0	December 2018	First publication
v1.1	May 2019	Modified layout of record form for unit <a href="#">PFA 1</a> . A record is required to show how each of the 'Be able to' assessment criteria has been met by the learner.
v1.2	February 2020	Information regarding the wellbeing and safeguarding of learners added to <a href="#">Resources</a> .
v2.0	August 2022	<p>Amendments made to <a href="#">PFA1 Emergency paediatric first aid</a>:</p> <ul style="list-style-type: none"> <li>• non-guided learning hours have been added to the unit information and are now reduced from 2 to 1</li> <li>• amendments made to assessment criteria 3.3, 4.1, 5.1 and 7.1</li> <li>• relationship to occupational standards updated</li> <li>• additional unit assessment requirements updated</li> <li>• indicative content added</li> </ul> <p>The overall <a href="#">total qualification time (TQT)</a> has been reduced from 8 to 7.</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 work' 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>
v2.1	July 2023	Information regarding <a href="#">UCAS</a> added to About this qualification, Qualification Summary.

## **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 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 4 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](https://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.

#### **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.

### Making use of our websites

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 qualification, including a qualification factsheet and other support materials.

### The Public Website

Our public website address is [www.ncfe.org.uk](http://www.ncfe.org.uk). The 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 the 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**

Qualification summary	
<b>Title</b>	NCFE CACHE Level 3 Award in Emergency Paediatric First Aid
<b>Qualification number</b>	603/3400/9
<b>Aim</b>	<p>This qualification provides learners with the emergency 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 unit within this qualification is for the learner to attain the knowledge and practical skills required to deal with a range of paediatric first aid situations.</p>
<b>Regulatory purpose code</b>	<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>	7
<b>Guided Learning (hours)</b>	6
<b>Credit value</b>	1
<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>Minimum age of learner</b>	14
<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>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> </ul>

	<ul style="list-style-type: none"> <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>	In order to achieve the Level 3 Award in Emergency Paediatric First Aid, learners must achieve the one mandatory unit within this qualification.
<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> <p>Learners can progress on to the Level 3 Award in Paediatric First Aid which is a standalone qualification for learners who have responsibility for young children in any setting.</p>
<b>Assessment type</b>	Internal
<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 a non-mandatory task.</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 severe choking and recovery positions.</p> <p>This unit 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 Emergency Paediatric First Aid unit must hold a current certificate in Paediatric First Aid or First Aid at Work in order to assess this unit. This agreement applies to all awarding organisations offering this unit.</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> </ul>

	<ul style="list-style-type: none"> <li>paramedics currently registered with the Health and Care Professions Council (HCPC).</li> </ul> <p>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.</p>
<b>How is the qualification graded?</b>	<p>Achieved/Not Yet Achieved</p> <p>It is <b>not</b> possible to receive an Achieved in either knowledge or skills components only. All criteria within the mandatory unit must be Achieved in order to gain the qualification.</p>
<b>Entry guidance</b>	<p>Learners should be at least 14 years old.</p> <p>Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p>
<b>Regulation information</b>	<p>This is a regulated qualification. The regulated number for this qualification is 603/3400/9.</p>

### Qualification introduction and purpose

The Level 3 Award in Emergency 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. It provides learners with the first aid skills they need to work in the children's workforce.

This 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 emergency 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 types 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.

This qualification confirms competence in emergency paediatric first aid. For the purposes of emergency paediatric first aid:

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

The Early Years Foundation Stage 2017 states that all newly qualified entrants to the Early Years Workforce with a Level 2 or Level 3 qualification must also have either a full paediatric first aid or emergency paediatric first aid certificate within 3 months of starting work.

To continue to administer emergency 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.

### **Section 3: Unit**

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

**Unit achievement log – Level 3 Award in Emergency Paediatric First Aid**

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Notes
M/615/3440	PFA 1	Emergency paediatric first aid	Knowledge/ Skills	3	1	6	



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

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

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

## PFA 1: Emergency paediatric first aid

<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 skills 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> eg 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		
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		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
	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 an infant and a child 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		
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		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor judgement achieved</b> Initial and date
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>		

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): 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, 5.2</p>
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance	<p><b>Others:</b> may include infant or child receiving first aid, work colleagues, parents, carers, and 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 Cardiopulmonary 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 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>
--	--

### Indicative Content

#### LO1 Understand the role and responsibilities of the paediatric first aider

##### 1.1 Identification of the roles and responsibilities of a paediatric first aider may include:

- preventing cross infection
- recording incidents and actions
- safe use of available equipment
- knowledge of paediatric first aid contents
- assessing an incident
- summoning appropriate assistance
- prioritising treatment
- dealing with post incident stress

##### 1.2 Minimising the risk of infection may include:

- personal protective equipment (PPE)
- hand hygiene
- disposal of contaminated waste
- using appropriate dressings
- barrier devices during rescue breaths
- covering own cuts

##### 1.3 Differentiating age ranges for first aid treatment may include:

- infants (under 1 year old)
- children (1 to 18 years' old)

#### LO2 Be able to assess an emergency situation safely

##### 2.1 Conducting a scene survey may include:

- checking for further danger
- identifying the number of casualties

**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

**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



**Indicative Content**

- 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

**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

**Indicative Content**

- 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

**Indicative Content**

LO6 Know how to provide first aid to an infant or a child who is suffering from shock

**6.1** Hypovolaemic shock recognition may include:

- pale, clammy skin
- fast, shallow breathing
- rise in pulse rate
- cyanosis
- dizziness/passing out when sitting or standing upright

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

- treating the cause
- casualty positioning
- keeping the casualty warm
- calling 999/112

LO7 Know how to provide first aid to an infant or a child with bites, stings and minor injuries

**7.1** Administering first aid for bites may include:

- irrigation
- dressing
- seeking medical advice

Administering first aid for stings may include:

- scraping off the sting
- applying an ice pack
- giving sips of cold water (if the sting is in the mouth)
- monitoring for allergic reaction

Administering first aid for small cuts and grazes may include:

- irrigation
- dressing

Administering first aid for bumps and bruises may include:

- cold compress for 10 minutes

Small splinter removal may include the following steps:

- cleaning of area
- remove with tweezers
- dress

**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 (M615/3440)****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 a non-mandatory task that includes the 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 a child who is suffering from shock.

Information could be produced as factsheets 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.

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

#### 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 evidence must be provided 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 and knowledge-based assessment criteria must be achieved before this unit is complete. The Emergency 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 Emergency Paediatric First Aid 603/3400/9**

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	<b>Under simulation with an appropriately qualified Assessor</b>
		The learner has been able to carry out a scene survey to risk assess the situation.  Achieved: Yes/No  If you have ticked 'Yes' <b>you must record how this criteria was achieved.</b> Please comment in the box below.
	2.2 a) <b>Conduct</b> a primary survey on an infant	The learner has been able to undertake a primary survey of an infant to assess the situation.  Achieved: Yes/No  If you have ticked 'Yes' <b>you must record how this criteria was achieved.</b> Please comment in the box below.

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



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>
	2.3 Summon appropriate assistance <b>when necessary</b>	<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
		Under simulation with an appropriately qualified Assessor
	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
		Under simulation with an appropriately qualified Assessor
	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>

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

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

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>
	3.5 a) Demonstrate continual monitoring of breathing for an infant whilst they are in the <b>recovery position</b>	<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 learners 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
		Under simulation with an appropriately qualified Assessor
	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	<b>Under simulation with an appropriately qualified Assessor</b>  The learner is able to recall the difference between airway obstruction that is: <ul style="list-style-type: none"> <li>• mild</li> <li>• severe.</li> </ul> Achieved: Yes/No  If you have ticked 'Yes' <b>you must record how this criteria was achieved.</b> Please comment in the box below.
	4.2 a) Demonstrate how to administer first aid to an infant who is choking	The learner is able to demonstrate appropriate technique when an infant is choking.  Achieved: Yes/No  If you have ticked 'Yes' <b>you must record how this criteria was achieved.</b> Please comment in the box below.



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

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

**Action plan to be completed with the learner as appropriate.**

Agreed date for completion:

Assessor signature:

Learner signature:

**Confirmation of completion of the practical assessment of PFA 1**

Learner signature:

Date:

Assessor signature:

Date:

Internal Quality Assurer:

Date:

## **Section 4: Assessment and quality assurance information**

### Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the unit 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 Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

Each learner must generate evidence from appropriate assessment tasks which demonstrate achievement of all the learning outcomes associated with each unit.

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 Assessor 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	Yes
B	Professional discussion	Yes	Yes
C	Expert witness evidence* when directed by the Sector Skills Council or other assessment strategy/principles	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence may include simulation**	Yes	Yes
I	Recognition of prior learning	Yes	Yes

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by CACHE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	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 assessment criteria in the unit 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 Ambulance, Red Cross or St Andrew's accredited training as RPL to contribute to a paediatric first aid qualification, 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.

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 for this unit. These apply regardless of whether the Assessor is a Centre member of staff or a representative from a voluntary organisation such as St John Ambulance, 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 (CTLLS)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)

**Please refer to Section 5 for a more detailed list**



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 External Quality 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 that 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 this unit. This agreement applies to all awarding organisations offering this unit.

Any course to achieve an Emergency Paediatric First Aid certificate must have a Total Qualification Time of at least 8 hours and meet the criteria for Emergency 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 the qualifications and experience requirements for both roles are met.

### Requirements of Trainers

There are three requirements of Trainers/Tutors for this unit. 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 5
- 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 Ambulance, 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 that are within the Level 3 Award in Paediatric First Aid or the unit within this qualification for emergency paediatric first aid. 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

In summary, there are three requirements of Internal Quality Assurers for this unit. 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 Ambulance, 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 an Emergency Paediatric First Aid certificate must have a Total Qualification Time of at least 8 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

**Please refer to Section 5 for a more detailed list**

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 this unit.

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 for this unit. 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 an Emergency Paediatric First Aid certificate must have a Total Qualification Time of at least 8 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 external 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)

**Please refer to Section 5 for a more detailed list.**

**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 this unit.

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 Continuing Professional Development (CPD) for the occupational requirements of the units 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 unit we offer has 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 the unit 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 the Centre conform to the SSC assessment requirements for this **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 5: 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 emergency 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 Carry Out 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 6: 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 our 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.

### 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.

## Resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

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.

**NCFE © Copyright 2023 All rights reserved worldwide.**

Version 2.1 July 2023

Information in this qualification specification is correct at the time of publishing but may be subject to change.

NCFE is a registered charity (Registered Charity No. 1034808) and a company limited by guarantee (Company No. 2896700).

CACHE; Council for Awards in Care, Health and Education; and NNEB are registered trademarks owned by NCFE.

All the material in this publication is protected by copyright.

***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***

**Qualification title and reference number:**

NCFE CACHE Level 3 Award in Emergency Paediatric First Aid

QRN: 603/3400/9

**Publication date**

Version 1.0	December 2018
Version 1.1	May 2019
Version 1.2	February 2020
Version 2.0	August 2022
Version 2.1	July 2023

**Publisher**

Registered Office: NCFE, Q6

Quorum Park

Benton Lane

Newcastle upon Tyne

NE12 8BT

Registered Company No: 02896700 (England and Wales)

Registered Charity No: 1034808