

Specification

BTEC Specialist qualifications

Edexcel BTEC Level 2 Award in Paediatric First Aid (QCF)

For first teaching October 2010



Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

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BTEC Specialist qualification titles covered by this specification

Edexcel BTEC Level 2 Award in Paediatric First Aid

This qualification has been accredited to the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification title listed above feature in the funding lists published annually by the DfE and the regularly updated website www.education.gov.uk/. The QCF Qualifications Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The Qualification Accreditation Number for the qualification in this publication is:

Edexcel BTEC Level 2 Award in Paediatric First Aid 500/9646/1

This qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

Accreditation, funding and performance information

The following information about this qualification can also be found on the Edexcel website – see: 'Accreditation Information' (<http://www.edexcel.com/quals/Specialist/paediatric-first-aid-lvl2/Pages/default.aspx>).

Title	The accredited title of the qualification to which the following information relates.
Level	The level at which the qualification is positioned in the Qualifications and Credit Framework (QCF).
Qualifications Accreditation Number (QAN)	Unique reference number given to the qualification by the regulatory authorities on accreditation.
GLH	The number of teacher-supervised or directed study time required to teach a qualification or unit of a qualification.
Credits	The number of credits awarded to a learner who successfully achieves the designated learning outcomes of a unit.
Accreditation start/end date	The first/last dates that Edexcel can register learners for a qualification.
Certification end date	The last date on which a certificate may be issued by Edexcel.
Details	Link to the entry on the National Database of Accredited Qualifications (NDAQ) for a particular qualification. This database features detailed accreditation information for the particular qualification.
Learning Aim Reference	Unique reference number given to the qualification by the regulatory authorities on accreditation and used for funding purposes.
Section 96	Section 96 refers to the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.
Section 97	Section 97 refers to the Learning and Skills Act 2000. This shows whether the qualification is publicly funded for learners aged 19 and over.
Details	Link to the Learning Aim Database, which features detailed funding information by specific learning aim reference.

National Routes

This qualification is identified by the regulatory authorities and funding agencies as being the following National Routes:

- Apprenticeships

BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Professional and Specialist Qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 7 Advanced Professional Qualifications BTEC Advanced Professional Diploma, Certificate and Award	7	BTEC Level 7 Professional Qualifications BTEC Level 7 Diploma, Extended Certificate, Certificate, and Award	
BTEC Level 6 Professional Qualifications BTEC Professional Diploma, Certificate and Award	6	BTEC Level 6 Professional Qualifications BTEC Level 6 Diploma, Extended Certificate, Certificate and Award	
BTEC Level 5 Professional Qualifications BTEC Professional Diploma, Certificate and Award	5	BTEC Level 5 Professional Qualifications BTEC Level 5 Diploma, Extended Certificate, Certificate and Award	BTEC Level 5 Higher Nationals BTEC Level 5 HND Diploma
BTEC Level 4 Professional Qualifications BTEC Professional Diploma, Certificate and Award	4	BTEC Level 4 Professional Qualifications BTEC Level 4 Diploma, Extended Certificate, Certificate and Award	BTEC Level 4 Higher Nationals BTEC Level 4 HNC Diploma
BTEC Level 3 Qualifications BTEC Diploma, Extended Certificate, Certificate and Award	3	BTEC Level 3 Specialist Qualifications BTEC Level 3 Diploma, Extended Certificate, Certificate and Award	BTEC Level 3 Nationals BTEC Level 3 Extended Diploma, Diploma, Subsidiary Diploma and Certificate
BTEC Level 2 Qualifications BTEC Diploma, Extended Certificate, Certificate and Award	2	BTEC Level 2 Specialist Qualifications BTEC Level 2 Diploma, Extended Certificate, Certificate and Award	BTEC Level 2 Firsts BTEC Level 2 Diploma, Extended Certificate and Certificate

BTEC qualifications on the NQF	Level	BTEC Professional and Specialist Qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 1 Qualifications BTEC Diploma, Extended Certificate, Certificate and Award	1	BTEC Level 1 Specialist Qualifications BTEC Level 1 Diploma, Extended Certificate, Certificate and Award	BTEC Level 1 Qualifications BTEC Level 3 Diploma, Certificate and Award (vocational component of Foundation Learning)
	E	BTEC Entry Level Specialist Qualifications BTEC Entry Level Diploma, Extended Certificate, Certificate and Award	BTEC Entry Level Qualifications (E3) BTEC Level 3 Diploma, Certificate and Award (vocational component of Foundation Learning)

NQF = National Qualifications Framework

QCF = Qualifications and Credit Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

For qualifications on the **QCF**, the accreditation start date is usually 1 September 2010 or 1 January 2011.

National Routes

Stand-alone

Additional Specialist Learning (ASL) within Diplomas and Foundation Learning

Apprenticeships

Foundation Learning not including ASL

QCF award sizes	
Award	1-12 credits
Certificate	13-36 credits
Diploma	37+ credits

Welcome to the BTEC Level 2 Award in Paediatric First Aid

We are delighted to introduce our new qualification, which will be available for teaching from August 2010. This qualification has been revised and conforms with the requirements of the new QCF (Qualifications and Credit Framework).

Focusing on the BTEC Level 2 Award in Paediatric First Aid

This qualification has been developed to meet the standard for paediatric first aid training, covering the relevant criteria in the Early Years Foundation Stage Statutory Framework, providing learners with the first aid skills they require to enter into the children's workforce.

The units within this qualification are mandatory units of the Level 2 Certificate for the Children and Young People's Workforce (England) and will be a component part of the Apprenticeship framework. Progression to these qualifications or other vocationally-related qualifications such as the BTEC Level 2 and 3 qualifications in Children's Care, Learning and Development and Health and Social Care is encouraged.

Learners who have taken Entry or Level 1 qualifications in Caring for Children or in Health and Social Care would be well placed to progress onto this Level 2 Award.

Straightforward to implement, teach and assess

Implementing BTECs couldn't be simpler. They are designed to fit in to your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and student needs — **in this case, Skills for Care and Development.**

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a **framework of equivalencies**, so you can see how this qualification compares with other vocational qualifications
- information on **rules of combination, structures** and **quality assurance**, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes and all you need to know about possible approaches to **delivery**
- guidance on **assessment**, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

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What are BTEC Level 2 Specialist qualifications?

BTEC Specialist qualifications are qualifications at Entry Level to Level 8 in the Qualifications and Credit Framework (QCF) designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Specialist qualifications provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC Specialist qualifications are recognised as Technical Certificates and form part of the Apprenticeship Framework. They attract achievement and attainment table points that equate to similar-sized general qualifications.

On successful completion of a BTEC Specialist qualification, learners can progress to or within employment and/or continue their study in the same, or related vocational area.

It should be noted that the titling conventions for the revised QCF versions of the BTEC Level 2 Firsts and BTEC Level 3 Nationals have changed: see the relevant specifications on our website (www.edexcel.com).

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualifications in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

The credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Edexcel BTEC Level 2 Award (2 credits)

The 2-credit Edexcel BTEC Level 2 Award provides an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

Key features of the Edexcel BTEC Level 2 Award in Paediatric First Aid

The Edexcel BTEC Level 2 Award in Paediatric First Aid has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve an industry recognised qualification which confers occupational competence in paediatric first aid
- achieve a nationally recognised level 2 vocationally-related qualification
- progress to, or within, employment in the Children and Young People Workforce.
- progress to related general and/or vocational qualifications.

Statutory Requirements/National Occupational Standards

The BTEC Level 2 Award in Paediatric First Aid has been developed in light of guidance in the Early Years Foundation Stage Statutory Framework which sets the standards for the learning, development and care of children from birth to five years of age. It is a statutory requirement that at least one person with a current paediatric first aid certificate is present in an early years setting at all times. This Level 2 Award meets the agreed standard for this requirement.

The Edexcel BTEC Level 2 Award in Paediatric First Aid relates to the statutory requirement Early Years Foundation Stage Criteria for Effective Paediatric First Aid Training.

Each unit in the specification is mapped to relevant criteria in *Annexe C*.

Where relevant, Edexcel BTEC Level 2 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of larger competence-based qualifications in due course.

The Edexcel BTEC Level 2 Award in Paediatric First Aid relates to the following National Occupational Standards (NOS):

Level 2 National Occupational Standards in Children's Care, Learning and Development.

Each unit in the specification identifies links to specific NOS in *Annexe D*.

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications within the QCF have a set rules of combination.

The rules of combination specify the:

- credit value of the qualification which sets out the number of credits required at all levels to achieve the qualification
- the credits to be achieved at the level of the qualification or above
- credits from mandatory units, where relevant
- credits from optional units, where relevant
- credits from other units
- credits from equivalent units
- exemptions
- time limits on the process of credit accumulation or exemptions.

Rules of combination for the Edexcel BTEC Level 2 qualifications

When combining units for an Edexcel BTEC Level 2 Award in Paediatric First Aid, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Edexcel BTEC Level 2 Award in Paediatric First Aid

- 1 Qualification credit value: a minimum of 2 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 2 credits.
- 3 All credits must be achieved from the units listed in this specification.

Edexcel BTEC Level 2 Award in Paediatric First Aid

The Edexcel BTEC Level 2 Award in Paediatric First Aid is a 2-credit and 20-guided-learning-hour (GLH) qualification that consists of 2 mandatory units.

Edexcel BTEC Level 2 Award in Paediatric First Aid			
Unit	Mandatory units	Credit	Level
1	Paediatric Emergency First Aid	1	2
2	Managing Paediatric Illness and Injury	1	2

Assessment

All units within this qualification are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In the Edexcel BTEC Level 2 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria

- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Edexcel BTEC Level 2 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering the Edexcel BTEC Level 2 must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Edexcel.

The Edexcel quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for the Edexcel BTEC Level 2 qualifications and units
- **compulsory** Edexcel-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system
- quality review of the centre verification practice
- centre risk assessment by Edexcel of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for the Edexcel BTEC Level 2 qualifications are set out in centre guidance which is published annually on our website (www.edexcel.com).

Programme design and delivery

Mode of delivery

Edexcel does not normally define the mode of delivery for Edexcel BTEC Entry to Level 2 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Edexcel BTEC Level 2 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Edexcel BTEC Level 2 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Additional and specialist learning

Additional and specialist learning (ASL) consists of accredited qualifications at the same level as, or one level above the Diploma course of study, which have been approved under Section 96 of the Learning and Skills Act 2000. The ASL may include BTEC qualifications which are also available to learners not following a Diploma course of study.

Qualifications for ASL must be selected from the ASL catalogue through the National Database of Accredited Qualifications (NDAQ). The catalogue includes qualifications which have the approval of the Diploma Development Partnership (DDP) and will expand over time as more qualifications are approved. To access the catalogue go to www.ndaq.org.uk and select 'Browse Diploma Qualifications'.

Further units may be added to qualifications within the catalogue and centres undertaking, or preparing to undertake, ASL should refer regularly to the Edexcel website for information regarding additions.

Functional Skills

Edexcel Level 2 BTEC Specialist qualifications give learners opportunities to develop and apply functional skills. Functional Skills are, however, not required to be achieved as part of the BTEC Specialist qualification(s) rules of combination. Functional Skills are also offered as stand-alone qualifications.

Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Edexcel BTEC Level 2 in Award in Paediatric First Aid are accredited on the QCF for learners aged 16 and above.

In addition, those learners who intend on working with children will be subject to registration with the Independent Safeguarding Authority (ISA) as part of the government's Vetting and Barring Scheme.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website (www.edexcel.com). This policy replaces the previous Edexcel policy (*Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements, 2002*) concerning learners with particular requirements.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is 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 so do not need to develop through a course of learning.

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Unit format

All units in the Edexcel BTEC Level 2 Specialist qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit code

Each unit is assigned a QCF unit code that appears with the unit title on the National Database of Accredited Qualifications.

QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.

- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

Units

Unit 1: Paediatric Emergency First Aid	15
Unit 2: Managing Paediatric Illness and Injury	23

Unit 1: Paediatric Emergency First Aid

Unit code: F/600/2036

QCF Level 2: BTEC Specialist

Credit value: 1

Guided learning hours: 10

Unit aim

The purpose of the unit is for the learner to attain knowledge and practical competences required to deal with the range of paediatric emergency first aid situations contained in this unit.

Unit introduction

It is essential that individuals working with infants and children are competent in dealing with emergency situations in early years settings in a receptive and professional manner, in order to enhance care provided to infants and children under their responsibility of the setting. Serious incidents demand a wide range of skills in order to preserve life and prevent lasting harm. This unit is designed to enable learners to deal with all of these eventualities, giving them the skills and underpinning knowledge to deal with paediatric emergencies appropriately to enhance the lives of the infants and children in their care.

Learners will be required to demonstrate ability to carry out all essential first aid skills, including performing cardiopulmonary resuscitation (CPR), arresting severe bleeding and dealing with obstructions of the airway. Learners will also have the opportunity to develop the skills to manage minor wounds which may occur during active play.

This unit is intended to be delivered in 6-10 hours and can be offered as a one-day course. The unit must be delivered and assessed by a qualified paediatric first aid trainer. Taking this unit alongside *Unit 2: Managing Paediatric Illness and Injury* satisfies the Early Years Foundation Stage statutory requirement for paediatric first aid training.

Please note that all practical assessment within this unit related to the demonstration of first aid skills must be carried out only on infant and child manikins. There is no requirement to show competence in a real-life situation.

This unit also gives learners opportunities to achieve Functional Skills in ICT and English at level 2.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Understand the role of the paediatric first aider</p>	<p>1.1 identify the responsibilities of a paediatric first aider</p> <p>1.2 describe how to minimise the risk of infection to self and others</p> <p>1.3 describe suitable first aid equipment, including personal protection, and how it is used appropriately</p> <p>1.4 identify what information needs to be included in an accident report/incident record, and how to record it</p> <p>1.5 define an infant and a child for the purposes of first aid treatment</p>
<p>2 Be able to assess an emergency situation and act safely and effectively</p>	<p>2.1 demonstrate how to conduct a scene survey</p> <p>2.2 demonstrate how to conduct a primary survey on an infant and a child</p> <p>2.3 identify when and how to call for help</p>
<p>3 Be able to provide first aid for an infant and a child who is unresponsive and breathing normally</p>	<p>3.1 demonstrate how to place an infant and a child into the appropriate recovery position</p> <p>3.2 describe how to continually assess and monitor an infant and a child whilst in your care</p>
<p>4 Be able to provide first aid for an infant and a child who is unresponsive and not breathing normally</p>	<p>4.1 identify when to administer CPR to an unresponsive infant and an unresponsive child who is not breathing normally</p> <p>4.2 demonstrate how to administer CPR using an infant and a child manikin</p> <p>4.3 describe how to deal with an infant and a child who is experiencing a seizure</p>
<p>5 Be able to provide first aid for an infant and a child who has a foreign body airway obstruction</p>	<p>5.1 differentiate between a mild and a severe airway obstruction</p> <p>5.2 demonstrate how to treat an infant and a child who is choking</p> <p>5.3 describe the procedure to be followed after administering the treatment for choking</p>

<p>6 Be able to provide first aid to an infant and a child who is wounded and bleeding</p>	<p>6.1 describe common types of wounds</p> <p>6.2 describe the types and severity of bleeding and the affect that it has on an infant and a child</p> <p>6.3 demonstrate the safe and effective management for the control of minor and major external bleeding</p> <p>6.4 describe how to administer first aid for minor injuries</p>
<p>7 Know how to provide first aid to an infant and a child who is suffering from shock.</p>	<p>7.1 describe how to recognise and manage an infant and a child who is suffering from shock</p> <p>7.2 describe how to recognise and manage an infant and a child who is suffering from anaphylactic shock.</p>

Unit content

1 Understand the role of the paediatric first aider

Principles of first aid management: to preserve life, to prevent deterioration, to promote recovery; understanding of limits of own role; prevention of cross infection between self and casualties

Equipment: Personal Protective Equipment (PPE) eg face shield, pocket mask, gloves; appropriate use of; hand hygiene; contents of a first aid kit and their uses; maintenance of equipment

Accident/incident records: accurate and full completion of records

Definitions: an infant (under 12 months) and a child (1-5 years) for the purposes of first aid treatment

2 Be able to assess an emergency situation and act safely and effectively

Assessing situations: assessing the level of safety/conducting a scene survey; managing situations including bleeding and shock; dealing with bystanders/persons affected by the situation; Paediatric Assessment Triangle; producing an emergency action plan; knowing when and how to call for help; assessing the level of injury/assessing for life threatening injuries; conducting a primary survey on an infant and a child

AVPU (Alert, Voice, Pain, Unresponsive): the four outcomes of AVPU; key responses to follow for each one (Danger, Response, Shout, Airway, Breathing)

Secondary surveys: questioning the casualty, checking vital signs, head to toe examinations; reasons for secondary surveys; the Care Cycle

3 Be able to provide first aid for an infant and a child who is unresponsive and breathing normally

Recovery position: importance of; how to use it; correct recovery position for an infant; correct recovery position for a child; reasons for checking the airway; pulse and respiration; need for continual monitoring of vital signs; accurate recording of vital signs; checking levels of response

4 Be able to provide first aid for an infant and a child who is unresponsive and not breathing normally

Assessing breathing: importance of sending for help; knowing when to begin CPR

CPR: correct CPR procedures for an infant and a child; assessing response; maintenance of the airway; demonstration of CPR competencies on infant and child manikins; alternative ventilation procedures, mouth to nose, mouth to stoma, mouth to pocket mask

Seizures: managing febrile convulsions in infants and young children, removal of clothing, techniques for tepid sponging; removal of potential sources of injury; maintaining a safe environment for the infant/child; continual monitoring

of condition; dealing with bystanders; support of an infant and a child immediately following the seizure

5 Be able to provide first aid for an infant and a child who has a foreign body airway obstruction

Level of obstruction: scene surveys with infants and children; choking recognition in infants and children; identifying level of obstruction (mild to severe)

Treatment: encouraging coughing in mild obstructions to eject the foreign body; infants (procedure for giving back blows, procedure for giving chest thrusts, when to administer CPR); children (procedure for back blows, procedure for abdominal thrusts, dealing with the unresponsive child, when to begin CPR) procedure to follow after administering treatment

6 Be able to provide first aid to an infant and a child who is wounded and bleeding

Identification of extent of wound: primary survey; common wounds eg severe grazes, minor head injuries due to falls, inaccurate use of sharp implements such as scissors

First aid: managing minor bleeding; managing major external bleeding; application of direct pressure; application of bandages; elevation of affected limb; use and application of elevation slings; knowledge of pressure points; checking for foreign bodies and debris; application of indirect pressure where foreign bodies are embedded in the wound; demonstrating relevant competencies; procedures for cleaning minor wounds; use of PPE; hand hygiene; reassurance of infants and children; completion of accident/incident forms

7 Know how to provide first aid to an infant and a child who is suffering from shock

Recognising symptoms of shock: primary survey; symptoms of shock; signs of anaphylaxis

Management: positioning infants and children; maintenance of clear airway; maintenance of normal body temperature; using the Care Cycle to monitor the patient; importance of reassurance; the Sampson grading system; removal of allergens; importance of allergen history; need for clear airway; knowledge of relevant medication; administration of medication; use of epipen; obtaining expert help

Essential guidance for tutors

Delivery

It is essential that this unit is delivered by a competent and qualified Paediatric first aid trainer who holds a current trainer's certificate. Whilst some information can be delivered through the medium of a relevant DVD, learners will also benefit from observing demonstrations of relevant skills and competencies. Learners will need to see and experience examples of relevant equipment, including personal protective equipment such as face shields, pocket masks, gloves and bandages/elevation slings.

Opportunities to practise competencies include using a manikin to demonstrate the application of CPR and how to deal with incidences of choking. It is essential that learners are given these opportunities before beginning assessment.

Assessment

Learners will need to be assessed in at least two ways, in order to be judged as competent. Assessment criteria 2.1, 2.2, 3.1, 4.2, 5.2 and 6.3 must be assessed by observing the learner carrying out a practical demonstration of competencies such as CPR on infant and child manikins and dealing with severe choking and recovery positions. It is recommended that learners are given some time to practise these skills before assessment. Evidence can be in the form of a witness statement.

Other knowledge-based criteria can be assessed by means of an in-class, timed assessment and additional oral questioning where required.

Essential resources

Infant and child manikins; hand-washing facilities; suitable space for the demonstration of first aid techniques and the role play of emergency situations; ICT for display of CD-ROMs/DVDs; relevant textbooks and professional journals/magazines.

CD-ROM/DVDs (such as 'Paediatric First Aid Power point' Sevett S (Highfield, 2008))

A first aid box with appropriate content to meet the needs of children.

Manikins and other equipment should be representative of infants and small children for performance of simulations of first aid techniques.

Indicative resource materials

Textbooks

Barraclough N — Paediatric First Aid Made Easy: An Easy to Understand First Aid Guide for Parents and People Who Work with Children, 2nd Edition (First on Scene Training Services, 2006) ISBN 9780955229428

Sevett S — Paediatric First Aid Handbook, 3rd Edition (Highfield Limited, 2008) ISBN 9781906404475

Statutory Framework Guidelines

Department for Children, Schools and Families — *The Early Years Foundation Stage: setting the standards for learning, development and care for children from birth to five, Revised Edition* (DCSF, 2008) 00261-2008PCK-EN

Department for Children, Schools and Families — *Statutory Framework for the Early Years Foundation Stage Revised Edition* (DCSF, 2008) ISBN 9781847751287

Journals

Nursery World Magazine (www.nurseryworld.co.uk)

Paediatric Nursing (RCN Publishing Limited)

Websites

www.childrenfirstaid.redcross.org.uk Paediatric first aid fact sheet by the Red Cross

<http://www.dcsf.gov.uk/everychildmatters/earlyyears> Every Child Matters – early years

www.erc.edu European Resuscitation Council

www.sja.org.uk Paediatric First Aid Fact sheets by St John Ambulance

www.teachernet.gov.uk Guidance on first aid for schools

Unit 2: Managing Paediatric Illness and Injury

Unit code: J/600/2037

QCF Level 2: BTEC Award

Credit value: 1

Guided learning hours: 10

Unit aim

The purpose of the unit is for the learner to attain knowledge and practical competences required to deal with a range of paediatric illnesses and injuries.

Unit introduction

An understanding of the more common paediatric illnesses and injuries is essential to individuals who work within an early years setting. Children and infants may arrive at the setting in apparent health but develop illness during the course of the day. Other children may already have chronic conditions, and may suffer from an acute episode which must be managed within the setting. This unit gives learners the knowledge and understanding required to deal with different situations to reduce the distress for children and infants. The unit also enables learners to investigate the causes and treatment of avoidable injuries such as poisoning, electric shocks and exposure to extremes of cold and heat. Learners who successfully complete this unit will be equipped to manage emergency situations in a professional and competent manner to the benefit of both staff and children within the setting.

This unit is intended to be delivered in 6-10 hours and can be offered as a one-day course. This unit must be delivered and assessed by a qualified paediatric first aid trainer. Taking this unit alongside Unit 1: Emergency Paediatric First Aid satisfies the Early Years Foundation Stage statutory requirement for paediatric first aid training.

Please note that all practical assessment within this unit related to the demonstration of first aid skills must be carried out only on infant and child manikins. Application of slings can be demonstrated on other learners. There is no requirement to show competence in a real-life situation.

This unit gives learners opportunities to achieve Functional Skills in ICT and English at level 2.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to provide first aid to an infant and a child with a suspected fracture and a dislocation	1.1 describe the common types of fractures 1.2 describe how to manage a fracture 1.3 describe how to manage a dislocation 1.4 demonstrate the application of a support sling and an elevation sling
2 Be able to provide first aid to an infant and a child with a head, a neck and a back injury	2.1 describe how to recognise and manage head injuries including: <ul style="list-style-type: none"> • concussion • skull fracture • cerebral compression 2.2 demonstrate how to manage a suspected spinal injury
3 Know how to provide first aid to an infant and a child with conditions affecting the eyes, ears and nose	3.1 describe how to manage an infant and a child with foreign bodies in their eyes, ears and nose 3.2 describe how to recognise and manage common eye injuries
4 Know how to provide first aid to an infant and a child with a chronic medical condition or sudden illness	4.1 describe how to recognise and manage chronic medical conditions including: <ul style="list-style-type: none"> • sickle cell anaemia • diabetes • asthma 4.2 describe how to recognise and manage serious sudden illnesses including: <ul style="list-style-type: none"> • meningitis • febrile convulsions
5 Know how to provide first aid to an infant and a child who is experiencing the effects of extreme heat and cold	5.1 describe how to recognise and treat the effects of extreme cold for an infant and a child 5.2 describe how to recognise and treat the effects of extreme heat for an infant and a child

6 Know how to provide first aid to an infant and a child who has sustained electric shock	6.1 describe how to safely manage an incident involving electricity 6.2 describe first aid treatments for electric shock incidents
7 Know how to provide first aid to an infant and a child with burns and scalds	7.1 describe how to recognise the severity of burns and scalds to an infant and a child and respond accordingly 7.2 describe how to treat burns and scalds to an infant and a child
8 Know how to provide first aid to an infant and a child who has been poisoned	8.1 describe how poisons enter the body 8.2 describe how to recognise and treat an infant and a child affected by common poisonous substances, including plants 8.3 identify sources of information that provide procedures for treating those affected by poisonous substances
9 Know how to provide first aid to an infant and a child who has been bitten or stung.	9.1 describe how to recognise the severity of bites and stings to an infant and a child and respond accordingly 9.2 describe how to recognise and treat bites and stings.

Unit content

1 Be able to provide first aid to an infant and a child with a suspected fracture and a dislocation

Recognising fractures and dislocations: primary survey, secondary survey; hairline fracture, compound fracture; fractured limbs, leg fractures, hand fractures; signs and symptoms of fractures; definition of dislocation; signs and symptoms

Management: of fractures (immobilisation of different fractures, applying splints, use of pain relief for infants and children); of dislocations (application of splints, elevation of the joint, use of RICE (Rest, Ice, Compression, Elevation) as a first aid treatment, sending for medical help, need for reassurance, nil by mouth in case of surgery/anaesthesia, demonstrating competence in applying support and elevation slings

2 Be able to provide first aid to an infant and a child with a head, a neck and a back injury

Recognising head, neck and back injury: definition of head injuries; closed and open head injuries; signs and symptoms of serious head injuries, concussion; skull fractures; cerebral compression; recognising possible connected problems of head injuries eg disruption to sight and hearing, damage to jaws and teeth, nausea and vomiting, skull deformities, leaking of clear fluid from ears or nose and reasons for this; possible damage to major airways and management of this; symptoms of suspected damage to the spinal cord

Management: correct positioning of the head and neck; keeping the casualty as still as possible; sending for medical help; need for reassurance; dealing with conscious and unconscious casualties; dealing with convulsions

3 Know how to provide first aid to an infant and a child with conditions affecting the eyes, ears and nose

Foreign bodies in eyes: keeping the child calm; using sterile water to remove dust, sand; seeking immediate medical help for embedded foreign bodies

Foreign bodies in ears: ascertaining the nature of the object; using tepid water to remove insects; recognition of symptoms; need to seek immediate medical attention if treatment is unsuccessful and for all other objects

Foreign objects in nose: encouraging child to breathe through their mouth; seeking immediate medical help and not attempting to remove the object

Common eye injuries: blows to the eye (checking for injuries to the eyeball, injuries to the eye socket, associated injuries eg to the head or face); cleaning cuts to prevent infection; use of gloves; hand hygiene; checking vision; knowing when to seek medical help

4 Know how to provide first aid to an infant and a child with a chronic medical condition or sudden illness

Sickle-cell anaemia: recognition of symptoms; administering the infant/child's regular pain relief; keeping the child warm and reassured; sending for medical help

Diabetes: check the infant/child's insulin status; dealing with an insulin comarecovery position; recognising the signs of hypoglycaemia; providing sugar immediately; when to send for medical help

Asthma: recognising the infant/child's distress; noting breathing difficulties/problems with speech; noting changes in colour of face and lips; cough; wheezing; helping the infant/child to use inhalers; correct sitting position; encouraging the infant/child to breathe slowly and deeply; providing sufficient ventilation; sending for medical help

Meningitis: recognition of common symptoms; using the glass test on visible rashes; sending for immediate medical help; reassuring the infant/child; hand hygiene; measures to reduce cross infection; use of PPE; informing relevant personnel

Febrile convulsions: recognition of common symptoms; providing sufficient space for the infant/child; measures to prevent choking (ensuring the infant/child's mouth is clear, positioning the infant/child to help drain any liquids, pulling the chin and jaw forward if breathing is affected); reducing fever by removing clothing and using tepid sponging; reassurance for the infant/child after the convulsion; when to send for medical help

Epilepsy: reasons for remaining calm; preventing injury by placing something soft under the infant/child's head, loosening tight clothing, removing eyeglasses, removing nearby objects which could injure the infant/child; preventing choking by turning the child on one side, avoiding putting anything in the infant/child's mouth, not giving food or drink immediately afterwards; recognising when to send for emergency medical help; offering reassurance following the seizure; reasons for not restraining the infant/child during the seizure

5 Know how to provide first aid to an infant and a child who is experiencing the effects of extreme heat and cold

Hypothermia: definition of; symptoms of hypothermia in an infant and a child; first aid aims; providing first aid to infants (checking whether the infant's skin feels cold, sending for medical help, warming the infant gradually); providing first aid to children (preventing further body heat loss, warming the child, sending for medical help)

Hyperthermia: definition of; symptoms of hyperthermia in an infant and a child; first aid aims; providing first aid (tepid sponging, use of fans to cool, giving cool liquids to drink, removing/loosening clothing, sending for medical help); reassurance of infant/child

6 Know how to provide first aid to an infant and a child who has sustained electric shock

Safe management of an incident involving electricity: not touching the child if still in contact with electric wire; understanding how to remove the child from electric contact safely; personal safety for the first aider

Treatment for electric shock: artificial respiration; keeping the patient warm and quiet; treating the burn area at the site of contact; sending for medical help; symptoms of shock due to the injury eg colour of skin, possible loss of consciousness, presence of fine perspiration, weak and rapid pulse, dilated pupils, rapid, shallow respirations; how to manage symptoms

7 Know how to provide first aid to an infant and a child with burns and scalds

Difference between burns and scalds: superficial burns; partial thickness burns; full thickness burns; relevance of the extent of burns and scalds; when to seek medical help

Treatment: of superficial burns and scalds eg mild sunburn, slight splashes from hot beverages; of severe burns and scalds (not over-cooling casualty, not removing anything adhering to the burn, not touching the injured area, not bursting blisters, not applying lotions etc to the injury); positive actions, laying the casualty down, dousing the burn with cold liquid, checking airway, respiration and pulse, removing shoes etc to prevent swelling; removing burned clothing unless it is adhering to the burn; covering the injury with a sterile dressing, emergency treatment for facial burns; treatment of burns to the mouth and throat, contacting emergency aid; improving air supply by loosening clothing around the neck etc; dealing with unconscious casualties

8 Know how to provide first aid to an infant and a child who has been poisoned

Poisons entering the body: skin contact, inhalation of fumes, swallowing toxic liquids eg cleaning products, wrongful ingestion of medication; eating toxic plants and fungi, toxins in food

Recognition of common symptoms of poisoning: differences due to age, size and weight of child, amount of poison ingested

Treatment: seeking medical help; recovery position; when to give CPR; reasons for not giving emetics; saving any remaining substances to inform medical personnel

Sources of information: first aid manuals, relevant websites eg Patient UK; National Poisons Emergency helpline; Gas Emergencies Freephone (carbon monoxide poisoning); pharmacies

9 Know how to provide first aid to an infant and a child who has been bitten or stung

Recognition of symptoms of bites and stings: from different sources eg wasp and bee stings, tick bites, animal bites; assessing severity

Treatment: recognising and dealing with an anaphylactic reaction to bites and stings; seeking medical help; correct method for removing stings left in the skin; application of cold compresses; reassuring the child

Essential guidance for tutors

Delivery

It is essential that this unit is delivered by a qualified and experienced paediatric first aid trainer. Input from other professionals such as practitioner nurses in asthma, diabetes and sickle cell disorder would enhance learning. Learners will need to observe demonstrations of the various competencies such as the application of support and elevation slings, tepid sponging etc. It is essential that learners have opportunities to practice competencies before they are assessed. Competencies can be practiced on others in the peer group or on a manikin if appropriate. Learners will benefit from the observation of relevant DVDs and time to conduct internet research on named paediatric illnesses.

Assessment

Assessment of the competencies for assessment criteria 1.4 and 2.2 will need to be conducted in a simulated environment where learners demonstrate their ability to deal with relevant situations. Additional questioning should also be used to demonstrate understanding of observable procedures. Learners will need to demonstrate confident ability in the required competencies to meet the unit requirements, in view of the nature of the skills required.

Assessment of understanding of chronic medical conditions and serious sudden illnesses and their management could be in the form of an in-class timed assessment or in essay format. Assessors should ensure that all command verbs included in the assessment criteria are fully understood by learners before assessment starts.

Essential resources

Bandages, slings, appropriate dressing packs.

Emergency telephone numbers such as National Poisons Emergency Helpline, Gas Emergency Freephone number (carbon monoxide).

DVDs such as 'Spotting the Sick Child' (OCB Media) and 'Minor Injuries in Accident and Emergency' (OCB Media).

Manuals such as 'Planet Asthma' (info@asthma.org.uk).

Indicative resource materials

Textbooks

Ball J W, Bindler R C and Cowen K J — *Child Health Nursing: Partnering with Children and Families 2nd Edition* (Prentice Hall, 2009) ISBN 9780135153819

Glasper E A and Richardson J — *A Textbook of Children's and Young People's Nursing 2nd Edition* (Churchill Livingstone, 2010) ISBN 978140443074011

Statutory Framework Guidelines

Department for Children, Schools and Families — *The Early Years Foundation Stage: setting the standards for learning, development and care for children from birth to five, Revised Edition* (DCSF, 2008) 00261-2008PCK-EN

Department for Children, Schools and Families — *Statutory Framework for the Early Years Foundation Stage* (DCSF, 2008) ISBN 9781847751287

Journals

Nursing Times (Emap Inform Publications)

Paediatric Nurse (RCN Publishing Limited)

Websites

www.childhood-diabetes.org

Information about diabetes in childhood

www.childrenfirst.nhs.uk

Great Ormond Street Hospital website on dealing with bites and stings

www.epilepsy.org.uk/info/caringforchildren

Epilepsy Action website on caring for children with epilepsy

www.goodtoknow.co.uk/

First aid for electric shocks

www.hcd2.bupa.co.uk/fact

Bupa website providing fact sheets on a variety of medical emergencies

www.meningitis-trust.org

Meningitis Trust

www.relieve-childhood-asthma.com

Advice on managing childhood asthma

www.sicklecellsociety.org

Sickle Cell Society

Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website (www.edexcel.com).

Useful publications

Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)
- Functional skills publications – specifications, tutor support materials and question papers
- *Regulatory arrangements for the Qualification and Credit Framework* (published by Ofqual) August 2008
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

Department for Education
The National Strategies
1 New Century Place
East Street
Reading RG1 4QH

Telephone: 01189 182839

Website: www.nationalstrategies.standards.dcsf.gov.uk

Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DIDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Annexe A

The Edexcel/BTEC qualification framework for the Children's Care, Learning and Development sector

Progression opportunities within the framework.

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
5		Edexcel BTEC Level 5 qualifications		Edexcel Level 5 Diploma in Children's Care, Learning and Development
4		Edexcel BTEC Level 4 qualifications		
3		Edexcel BTEC Level 3 qualifications in Children's Care, Learning and Development		Edexcel Level 3 Diploma for the Children and Young People's Workforce (England) Edexcel Level 3 Diploma in Children's Care, Learning and Development (Wales/NI)
2		Edexcel BTEC Level 2 qualifications in Children's Care, Learning and Development	BTEC Level 2 Award in Paediatric First Aid	Edexcel Level 2 Certificate for the Children and Young People's Workforce (England) Edexcel Level 2 Diploma in Children's Care, Learning and Development (Wales/NI)

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
1		<p>Edexcel Level 1 Award/Certificate/Diploma in Caring for Children</p> <p>Edexcel Level 1 Award for Parents to Be; Edexcel Level 1 Award in Parenting; Edexcel Level 1 Certificate for Parents to Be and Parenting</p>		
Entry		<p>Edexcel Entry Level Award in Caring for Children (Entry 3)</p> <p>Edexcel Entry Level Award for Parents to Be (Entry 3)</p>		

Annexe B

Wider curriculum mapping

Edexcel BTEC level 2 qualifications give learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of this qualification. Learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking this qualification will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste when using first aid equipment and materials.

European developments

The statutory requirements which this qualification is based on are UK specific, although learners could compare this to European directives to extend their learning.

Health and safety considerations

Health and safety is embedded within both of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification for the learner to explore their rights and responsibilities at work and how these affect the work of a paediatric first aider.

Annexe C

Mapping to Early Years Foundation Stage criteria

EYFS criteria	Coverage
1 Training is designed for workers caring for children in the absence of their parents	Unit 1 and Unit 2
2 The training leading to a certificate or a renewal certificate is a minimum of 12 hours	This is a 20 guided learning hour qualification
3 The first aid certificate should be renewed every three years	Recommended renewal every three years
4 Resuscitation and other equipment includes baby and junior models, as appropriate	Included in the essential resources for both units
5 Training covers appropriate contents of a first aid box	Unit 1, learning outcome 1
6 Training should include recording accidents and incidents	Unit 1, learning outcome 1
7 Training should be appropriate to the age of the children being cared for	Unit 1 and Unit 2
8 The course covers the following areas:	
8.1 Planning for first aid emergencies	Unit 1, learning outcome 2
8.2 Dealing with emergencies	Unit 1, learning outcomes 2, 3, 5 and 6 Unit 2, learning outcomes 1, 6, 7, 8 and 9
8.3 Resuscitation appropriate to the age of children being cared for	Unit 1, learning outcome 4
8.4 Recognising and dealing with shock	Unit 1, learning outcome 7
8.5 Recognising and responding appropriately to anaphylactic shock	Unit 1, learning outcome 7
8.6 Recognising and responding appropriately to electric shock	Unit 2, learning outcome 6
8.7 Recognising and responding appropriately to bleeding	Unit 1, learning outcome 6
8.8 Responding appropriately to burns and scalds	Unit 2, learning outcome 7
8.9 Responding appropriately to choking	Unit 1, learning outcome 5
8.10 Responding appropriately to suspected fractures	Unit 2, learning outcome 1
8.11 Responding appropriately to head, neck and back injuries	Unit 1, learning outcome 4 Unit 2, learning outcomes 1 and 2
8.12 Recognising and responding appropriately to cases of poisoning	Unit 2, learning outcome 8

8.13	Responding appropriately to foreign bodies in eyes, ears and noses	Unit 2, learning outcome 3
8.14	Responding appropriately to eye injuries	Unit 2, learning outcome 3
8.15	Responding appropriately to bites and stings	Unit 2, learning outcome 9
8.16	Responding appropriately to the effects of extreme heat and cold	Unit 2, learning outcome 5
8.17	Responding appropriately to febrile convulsions	Unit 2, learning outcomes 2 and 4
8.18	Recognising and responding appropriately to the emergency needs of children with chronic medical conditions, including epilepsy, asthma, sickle cell anaemia, diabetes	Unit 2, learning outcomes 2 and 4
8.19	Recognising and responding appropriately to meningitis and other serious sudden illnesses	Unit 2, learning outcome 4

Annexe D

National Occupational Standards

The grid below maps the knowledge covered in the Edexcel BTEC Level 2 Specialist qualification in Paediatric First Aid against the underpinning knowledge of the Level 2 NVQ National Occupational Standards in Children's Care, Learning and Development.

KEY

indicates partial coverage of the NVQ unit

Unit	1	2
CCLD202 Help to keep children safe	#	#

Annexe E

Mapping to Level 2 Functional Skills

Level 2	Unit number	
English – Speaking and Listening	1	2
Make a range of contributions to discussions and make effective presentations in a wide range of contexts	✓	✓
English – Reading		
Compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	✓	✓
English – Writing		
Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	✓	✓

Level 2	Unit number	
ICT – use ICT systems	1	2
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	✓	✓
Manage information storage to enable efficient retrieval	✓	✓
Follow and understand the need for safety and security practices	✓	✓
ICT – find and select information		
Select and use a variety of sources of information independently for a complex task	✓	✓
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	✓	✓
ICT – develop, present and communicate information		
Enter, develop and format information independently to suit its meaning and purpose including: text and tables; images; numbers; records	✓	✓
Present information in ways that are fit for purpose and audience		✓
Evaluate the selection and use of ICT tools and facilities used to present information		✓
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	✓	✓

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