

Pearson BTEC Level 3 Award in Paediatric First Aid

Specification

BTEC Specialist qualification

First teaching April 2017

Edexcel, BTEC and LCCI qualifications

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1 Introducing BTEC Specialist qualifications

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work.

BTEC Specialist qualifications put learning into the context of the world of work, giving students the opportunity to apply their research, skills and knowledge in relevant and realistic work contexts. This applied, practical approach means learners build the knowledge, understanding and skills they need for career progression or further study.

The qualifications may be offered as full-time or part-time courses in schools, colleges, training centres and through employers.

Sizes of BTEC Specialist qualifications

For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with employers and training providers delivering the qualifications.

BTEC Specialist qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 3 Award in Paediatric First Aid
Qualification Number (QN)	603/1303/1
Regulation start date	31/03/2017
Operational start date	01/04/2017
Approved age ranges	16–18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please see <i>Section 6 Access and recruitment</i> .
Total Qualification Time (TQT)	16 hours
Guided Learning Hours (GLH)	12
Credit value	2
Assessment	Internal assessment
Grading information	The qualification and units are at a Pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow our access and recruitment policy (see <i>Section 6 Access and recruitment</i>).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in our *UK Information Manual*, available on our website, qualifications.pearson.com

3 Qualification purpose

Qualification objectives

The Pearson BTEC Level 3 Award in Paediatric First Aid is primarily for learners who work in, or who want to work in a childcare setting and administer PFA to a child/Infant who requires attention.

It gives learners the opportunity to:

- develop knowledge related to a range of injuries that can occur in children and infants in their care, including identifying injuries to bones, joints and muscles; an understanding of how to administer first aid to an infant for a variety of ailments such as head and spinal injuries, poison and bites, and conditions affecting their eyes, ears and nose
- develop technical skills as a paediatric first-aider
- achieve a nationally-recognised Level 3 first-aid qualification
- achieve a licence to practise paediatric first aid.

Relationship with previous qualifications

This qualification is a direct replacement for the Pearson BTEC Level 3 Award in Paediatric First Aid (QCF) (QN 601/4643/6), which has been updated.

Progression opportunities

Learners who achieve the Pearson Edexcel Level 3 Award in Paediatric First Aid can progress to an Early Years or Children and Young People qualification, such as a Level 3 Diploma in Children's Learning and Development (Early Years Educator) or a Level 3 Diploma in the Children and Young People's Workforce (Social Care or Learning, Development and Support Services pathways).

Industry support and recognition

The Pearson BTEC Level 3 Award in Paediatric First Aid qualification is supported by Skills for Health, the Sector Skills Council for people providing social work, social care and children's services to people in the UK.

Relationship with Occupational Standards

The Pearson BTEC Level 3 Award in Paediatric First Aid qualification is based on the Early Years Foundation Stage (EYFS) – setting the standards for learning, development and care for children from 0-5 years (September 2014) and the Childcare Act 2006.

Certificates are valid for three years. In order to retain a current Paediatric First Aid award and prior to certificates expiring, learners will need to retrain and gain a certificate in a similar qualification to the BTEC in Paediatric First Aid.

The Health and Safety Executive (HSE) strongly recommends that all first-aiders (including tutors) undertake annual first-aid refresher training, over half a day, during any three-year certification period. Although not mandatory, this will help qualified first-aiders maintain their basic skills and keep up to date with any changes to first-aid procedures.

4 Qualification structure

Pearson BTEC Level 3 Award in Paediatric First Aid

Learners must achieve both mandatory units before the qualification can be awarded.

Minimum number of credits that must be achieved	2
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Unit number	Mandatory units	Level	Credit	Guided learning hours
1	Emergency Paediatric First Aid	3	1	6
2	Managing Paediatric Illness, Injuries and Emergencies	3	1	6

5 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

General resource requirements

- Centres must have appropriate physical resources (for example IT, learning materials, teaching rooms) to support delivery and assessment.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place that ensure continuing professional development (CPD) for staff delivering, assessing and verifying the qualification.
- Centres must have appropriate health and safety policies in place that relate to the use of equipment by learners.
- Centres must have in place robust internal verification systems and procedures to ensure the quality and authenticity of learners' work, as well as the accuracy and consistency of assessment decisions between assessors operating at the centre.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 6 Access and recruitment*. For full details of the Equality Act 2010 visit www.legislation.gov.uk

Specific resource requirements

As well as the general resource requirements given above, there are specific resources that centres must have in place. These are detailed below.

- Centres must have access to the Resuscitation Council current guidelines for paediatric life support, to support the teaching and assessment of this qualification. The guidelines can be found at www.resus.org.uk
- Trainers and assessors involved in the delivery of this qualification must have knowledge and competency in first aid, as well as the knowledge and competency to train and assess based on their qualifications and experience. The occupational, training and assessing competency requirements for trainers and assessors are detailed in the *Assessment Principles for Regulated First-Aid Qualifications* in *Annexe A*.
- Those involved in the internal quality assurance of this qualification, internal quality assurers (IQAs) must have knowledge and competency in first aid and internal quality assurance. The occupational and quality-assurance competency requirements for internal verifiers are detailed in the *Assessment Principles for Regulated First Aid Qualifications* in *Annexe A*.
- There are specific resource requirements to teach and assess each unit – details are given in the units.

6 Access and recruitment

Our policy on access to our qualifications is that:

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

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

Prior knowledge, skills and understanding

No prior knowledge, understanding, skills or qualifications are required for learners to register for this qualification.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Our equality policy requires all learners to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification.

Please see *Section 8 Assessment* for information on reasonable adjustments and special consideration.

7 Programme delivery

Centres are free to offer this qualification using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure that a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in assessment; for example, developing assessments with input from employers
- using 'expert witness' reports from employers to support assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Where legislation is taught, centres must ensure that it is current and up to date.

Delivery guidance for Pearson BTEC Level 3 Award in Paediatric First Aid

The following delivery guidance is not intended to be prescriptive. Those delivering the learning programme can adapt the guidance to meet the needs of learners, employers and the specific context.

General delivery guidance

There are various approaches to delivering a successful short qualification. Appropriate learner recruitment is key and suggestions for good practice include:

- providing detailed pre-course information, advice and guidance
- using a range of appropriate and rigorous selection methods to ensure that learners are matched to the programme best suited to their needs
- carrying out an induction for learners to ensure that they completely understand the programme, what is expected of them and the assessment methods used.

This unit will be delivered in an appropriate environment, through face-to-face delivery in line with the qualification specification, the needs of learners and Pearson policies.

Programme delivery should be well planned and structured to include a range of practical skills and knowledge-based activities to ensure that the necessary competencies are developed in an effective, interesting and coherent way.

Tutor demonstrations, followed by learner practice, can be used to develop and improve competences for learning outcomes. Learners could also benefit from receiving feedback from peers through peer assessment.

Formative assessments during delivery are a useful learning and assessment development tool, and can help learners to identify additional learning that may be required before they are ready for summative assessment.

Centres are encouraged to use a wide range of delivery methods to maintain learners' interest. Suggested methods include lectures, learner presentations, appropriate video clips, individual learning materials, quizzes, role-play simulations and group discussions. These can all be used to teach the knowledge components of the units.

Ongoing feedback from tutors about the application of practical skills should be aligned to learning outcomes and assessment criteria, to prepare learners for the final assessment activity.

Unit 1 delivery

This unit is about responding to emergency first-aid situations, so tutors will need to develop learners' responsiveness to a range of situations in a timely and safe way, as well as developing their skills of emergency first aid.

Parts of learning outcome 1, could be linked to a work or work-experience activity, showing how theory can be applied in practice.

The use of child and infant manikins is required to support the acquisition of resuscitation skills, as well as for preparation for assessment.

Learners should be aware of the use of AEDs (automated external defibrillators) in the community and the method for accessing an AED if one is available. AEDs have been used successfully in children less than 8 years on many occasions, demonstrating that AEDs are capable of identifying arrhythmias accurately in children and are extremely unlikely to advise a shock inappropriately.

Many manufacturers now supply devices such as purpose-made paediatric pads or programmes, which typically attenuate the output of the machine to 50–75 J and are recommended for children between 1 and 8 years. If no such system or manually adjustable machine is available, an unmodified adult AED may be used.

The current Resuscitation Council guidelines should always be referred to when assessing this qualification. These can be found at www.resus.org.uk/

Unit 2 delivery

This unit covers first aid when dealing with illness and injury emergencies that may occur in the care setting.

The unit requires comprehensive coverage of how to deal with a wide range of first-aid emergency situations, and delivery using simulation and role play is essential to enhance learners' experience, bringing learning to life within a meaningful context.

Many of the learning outcomes require delivery of the underpinning knowledge required to deal with the emergencies, and speakers from industry and specialists from the NHS or Social Services could support this. Photographic images of the variety of conditions that learners may encounter in the workplace will also assist them in recognising the injuries and illnesses.

8 Assessment

The table below gives a summary of the assessment methods used in the qualification.

Units	Assessment method
All units	Internal assessment (centre-devised assessments)

In administering internal assessment, centres need to be aware of the specific procedures and policies that apply to, for example, registration, entries and results. More information can be found in our *UK Information Manual*, available on our website.

Language of assessment

Assessments for internally-assessed units are in English only.

A learner taking the qualification may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

For further information on access arrangements, please refer to *Reasonable adjustments* later in this section.

Internal assessment

All units in this qualification are internally assessed and subject to external standards verification. This means that centres set and mark the final summative assessment for each unit, using the examples and support that Pearson provides. Centres need to be, if they are not already, approved to offer the qualification before conducting assessments. *Section 10 Centre recognition and approval* gives information on approval for offering this qualification.

Assessment through assignments

For internally-assessed units, the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been delivered. An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity, completed independently by learners, that is separate from teaching, practice, exploration and other activities that learners complete with direction from tutors and assessors.

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide.

Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable there to be a clear and formal assessment outcome based on the assessment criteria.

Designing effective assignments

To ensure that final assessment decisions meet the required standard, assignments must be fit for purpose as a tool to measure learning against the defined content and assessment criteria. Centres should make sure that assignments enable learners to produce valid, sufficient, authentic and appropriate evidence that relates directly to the specified criteria within the context of the learning outcomes and unit content.

An assignment that is fit for purpose and suitably controlled is one in which:

- the tasks that learners are asked to complete provide evidence for a learning outcome that can be assessed using the assessment criteria
- the time allowed for the assignment is clearly defined and consistent with what is being assessed
- the centre has the required resources for all learners to complete the assignment fully and fairly
- the evidence the assignment will generate will be authentic and individual to learners
- the evidence can be documented to show that the assessment and verification has been carried out correctly.

Centres need to consider the following points when developing their assignment briefs.

- Centres may choose to combine all or parts of different units into single assignments, provided that all units and all their associated learning outcomes are fully addressed in the programme overall. If this approach is taken, centres need to make sure that learners are fully prepared so that they can provide all the required evidence for assessment.
- A learning outcome must always be assessed as a whole and must not be split into two or more assignments.
- The assignment must be targeted to the learning outcomes but the learning outcomes and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- Centres do not have to follow the order of the learning outcomes of a unit in developing assignments, but later learning outcomes often require learners to apply the content of earlier learning outcomes, and they may require learners to draw their learning together.

Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of what they have learned. An assignment brief should include:

- a vocational scenario, context, or application for the tasks to be completed
- clear instructions to learners about what they are required to do – normally set out through a series of tasks
- an audience or purpose for which the evidence is being provided.

Forms of evidence

Centres may use a variety of forms of evidence as long as they are suited to the type of learning outcome being assessed. For some units, the practical demonstration of skills is necessary, and for others learners will need to demonstrate their knowledge and understanding. The units give information on what would be suitable forms of evidence.

Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Some of the forms of evidence include:

- written tasks such as reports, articles for journals, newsletters, leaflets, posters
- projects
- time-constrained simulated activities with observation records and supporting evidence
- observation and recordings of practical tasks or performance in the workplace
- sketchbooks, work logbooks, reflective journals, workbooks
- presentations with assessor questioning
- witness testimony.

The form(s) of evidence selected must:

- allow learners to provide all the evidence required for the learning outcomes and the associated assessment criteria
- allow learners to produce evidence that is their own independent work
- allow a verifier to independently reassess learners to check the assessor's decisions.

For example, when using performance evidence, centres need to think about how supporting evidence can be captured through preparation notes, reflective accounts, logbook records, recordings, photographs or task sheets.

Centres need to take particular care that learners are enabled to produce independent work. For example, if learners are asked to use real examples, then best practice would be to encourage them to use examples of their own experiences.

For information on the requirements for implementing assessment processes in centres, please refer to the *BTEC UK Quality Assurance Handbook* on our website.

Making valid assessment decisions

Authenticity of learner work

An assessor must assess only work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising learners during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres may use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. More information is given later in this section.

Making assessment decisions using unit-based criteria

Assessment decisions for the qualification are based on the specific criteria given in each unit. Assessors make judgements using the assessment criteria and must show how they have reached their decisions in the assessment records. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

Assessors should use the following information and support in reaching assessment decisions:

- the *Essential information for assessment* section of each unit, which gives examples and definitions related to terms used in the assessment criteria
- the centre's Lead Internal Verifier and assessment team's collective experience supported by the information provided by Pearson.

When a learner has completed the assessment for a unit then the assessor will give an assessment outcome for the unit. To achieve a Pass, a learner must have satisfied all the assessment criteria for the learning outcomes, showing appropriate coverage of the unit content and therefore attainment at the stated level of the qualification. The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the assessment criteria for the units should be reported as Unclassified.

Dealing with late completion of assignments

Learners must have a clear understanding of the centre's policy on completing assignments by the stated deadlines. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with centre policies.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others.

If a late completion is accepted, then the assignment should be assessed normally using the relevant assessment criteria.

Issuing assessment decisions and feedback

Once the assessor has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to learners:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence
- must be validated by an Internal Verifier before it is given to learners.

Resubmissions and retakes

On 1 September 2014, Pearson introduced a framework to support centres in delivering high-quality internal assessments for BTEC Firsts and Nationals, the framework can be found on the BTEC delivery pages of our website. Within this framework, only one opportunity for resit can be authorised by the Lead Internal Verifier and retakes are not available. These rules do not apply to BTEC Specialist programmes at Entry Level to Level 3 but we do recommend the approach as best practice. As the rules are therefore not mandatory for BTEC Specialist programmes, they will not be checked as part of the standards verification and quality-assurance process for this qualification.

Administrative arrangements for internal assessment

Records

Centres are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *UK Information Manual*. We may ask to audit centre records, so they must be retained as specified.

Reasonable adjustments to assessments

Centres are able to make adjustments to assessments to take account of the needs of individual learners, in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units*, available on our website. In most instances, adjustments can be achieved by following the guidance, for example allowing the use of assistive technology or adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or a learner working in the occupational area.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications*.

Both documents are on the policy page of our website.

Special consideration

Centres must operate special consideration in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully
- units/qualifications confer licence to practice.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made on a case-by-case basis only.

A separate application must be made for each learner. Certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the Joint Council for Qualifications (JCQ) document *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications*.

Both of the documents mentioned above are on our website.

Appeals against assessment

Centres must have a policy for dealing with appeals from learners. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Enquiries and appeals about Pearson vocational qualifications policy*, available on our website.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson examinations. We ask centres to complete a *JCQ Form M1* (www.jcq.org.uk/exams-office/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at pqsmalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations Team by submitting a *JCQ Form M2(a)* (www.jcq.org.uk/exams-office/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of centres/principals/chief executive officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights, please see section 6.15 of the *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* document.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality-assurance processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on the centre's certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and appeals about Pearson vocational qualifications policy* on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team (via pqsmalpractice@pearson.com) who will inform you of the next steps.

9 Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment 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.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, 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. If 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.

Further guidance is available in our policy document *Recognition of prior learning policy and process*, available on our website.

10 Centre recognition and approval

Centres that have not previously offered BTEC Specialist qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver BTEC qualifications is given on our website.

Approvals agreement

All centres are required to enter into an approval agreement with Pearson, in which the head of centre or principal agrees to meet all the requirements of the qualification specification and to comply with the policies, procedures, codes of practice and regulations of Pearson and relevant regulatory bodies. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of centre or qualification approval.

11 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres will internally assess qualifications using internal quality assurance procedures to ensure standardisation of assessment across all learners. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

Due to the nature of this qualification and its links with industry and National Occupational Standards, for this specification, the Pearson quality assurance model is as described below.

Centres will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits must reflect the centre's performance, taking account of the number:

- of assessment sites
- and throughput of learners
- and turnover of assessors
- and turnover of internal verifiers.

In order for certification to be released, confirmation is required that the National Occupational Standards (NOS) for assessment, verification and for the specific occupational sector are being consistently met.

Centres are required to declare their commitment to ensuring quality and to providing appropriate opportunities for learners that lead to valid and accurate assessment outcomes.

For further details, please go to the UK NVQ Quality Assurance Centre Handbook and the Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance on our website, at qualifications.pearson.com/keydocuments.

12 Units

Each unit in the specification is set out in a similar way. This section explains how the units are structured. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme review this section.

Units have the following sections.

Unit number

The number is in a sequence in the specification. Where a specification has more than one qualification, numbers may not be sequential for an individual qualification.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

All units in this qualification have a credit value. The minimum credit value is 1 and credits can be awarded in whole numbers only.

Guided Learning Hours (GLH)

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Pearson has consulted with users of the qualification and has assigned a number of hours to this activity for each unit.

Unit introduction

This is designed with learners in mind. It indicates why the unit is important, what will be learned and how the learning might be applied in the workplace.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome.

Further information for teachers and assessors

This section gives information to support delivery and the implementation of assessment. It contains the following sub-sections.

- *Additional information* – contains further clarification to ensure coverage of the specific content of the individual unit requirements.
- *Essential resources* – lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.
- *Suggested reading/resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals, websites.
- *Essential information for assessment* – this provides suitable sources of evidence for each learning outcome and information about the standard and quality of evidence expected for learners to achieve the learning outcome. It is important that the information is used carefully, alongside the assessment criteria.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Understand the role and responsibilities of the paediatric first-aider	1.1	Explain the role and responsibilities of a paediatric first-aider
		1.2	Explain how to minimise the risk of infection to self and others
		1.3	Identify when to use personal protection equipment when providing first aid
		1.4	Identify contents of a paediatric first-aid kit
		1.5	Identify the need to complete an accident report/incident record
		1.6	Define an infant and a child 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
		2.3	Identify when to call for help
3	Be able to provide first aid for an infant and a child who is unresponsive and breathing normally	3.1	Place an infant and a child in the recovery position
		3.2	Continually monitor an infant and a child whilst they are in the recovery position
		3.3	Assist an infant and a child who is experiencing a seizure
4	Be able to provide first aid for an infant and a child who is unresponsive and not breathing normally	4.1	Identify when to administer Cardio Pulmonary Resuscitation (CPR) to an unresponsive infant and an unresponsive child who is not breathing normally
		4.2	Administer CPR using an infant and a child manikin
5	Be able to provide first aid for an infant and a child who is choking	5.1	Identify when choking is: <ul style="list-style-type: none"> • mild • severe
		5.2	Administer first aid to an infant and a child who is choking

Learning outcomes		Assessment criteria	
6	Be able to provide first aid to an infant and a child with external bleeding	6.1	Explain the types and severity of bleeding in infants and children
		6.2	Control external bleeding
7	Be able to provide first aid to an infant and a child who is suffering from shock	7.1	Recognise an infant or a child who is suffering from hypovolaemic shock
		7.2	Administer first aid to an infant or child who is suffering from hypovolaemic shock
8	Understand how to administer first aid to an infant and a child with bites, stings and minor injuries	8.1	Explain how to administer first aid for: <ul style="list-style-type: none"> • bites • stings • small cuts • grazes • bumps and bruises • small splinters • nose bleeds

Further information for tutors and assessors

The Resuscitation Council current guidelines for paediatric life support must always be referred to when teaching and assessing this unit. The guidelines can be found on the website, www.resus.org.uk/

Additional information

- 'Others' may include:
 - infant or child receiving first aid
 - work colleagues
 - parents
 - carers
 - other people in the infant or child's environment.
- Recovery position: a position that maintains a stable, open draining airway.
- Not breathing normally: must include agonal gasps.
- CPR must include: 'correct placement of AED pads' and 'follows AED instructions'.
- Administer first aid: provide appropriate help to a child or infant (baby), manage the situation and seek appropriate assistance when necessary.
- Bites: human and animal bites.
- Stings: bee and wasp stings.

Essential resources

For this unit, there must be adequate floor space with comfortable floor covering or mats for use during practical training and assessment.

The following equipment must also be provided for each training course:

- infant and child resuscitation manikins
- hand-washing facilities
- suitable space for the demonstration of first-aid techniques and the role play of emergency situations
- resuscitation manikins – sufficient infant and child manikins for each candidate to practise first-aid skills (one between a maximum of four candidates)
- facilities to sterilise the manikin faces at the end of each course **or** one disposable face shield per candidate **or** manikin face wipes to be used between each candidate's demonstration on the resuscitation manikin
- replacement airways and lungs for each resuscitation manikin, to be changed in line with the manufacturer's guidelines and industry standards
- disposable training dressings
- triangular bandages
- disposable non-latex gloves – one pair per learner

- one first-aid kit and contents for demonstration
- a first-aid box with appropriate content to meet the needs of children.

It is advised that a maximum of 12 candidates be trained at any one time by a single tutor.

Suggested reading/resources

Textbooks

Barraclough N – *Paediatric First Aid Made Easy*, 8th edition (Qualsafe, 2015)
ISBN 9780955229428

Morley J and Sprenger C – *Paediatric First Aid Handbook*
(Highfield International, 2016) ISBN 9781910964262

St John Ambulance, St Andrew's First Aid, British Red Cross – *First Aid Manual*,
revised 10th Edition (Dorling Kindersley, 2016) ISBN 9780241241233

Shaloe R – *The LEARNING CREATORS guide to Paediatric First Aid*
(Learning Creators, 2014)

Websites

issuu.com/learningcreators/docs/paediatric_first_aid_final –
Paediatric First Aid booklet

www.hse.gov.uk/firstaid/ – Health and Safety Executive – advice on first aid
at work

www.pre-school.org.uk – Pre-school Learning Alliance

www.resus.org.uk/ - Resuscitation Council (UK) – guidelines and guidance

www.skillsforhealth.org.uk – first-aid assessment advice

Essential information for assessment

Assessment

This unit is assessed internally by the centre and externally verified by Pearson. To pass this unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the assessment strategy.

Please read this guidance in conjunction with *Section 8 Assessment*.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should apply the *Unit assessment requirements* given below.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

Learners will complete centre-devised tasks or assignments and practical demonstration, based on the unit learning outcomes and assessment criteria. The assessment is graded as pass or fail.

Simulation on child and infant manikins is required.

This unit must be assessed in line with the assessment principles. For further information, please refer to *Annexe A*.

The current Resuscitation Council guidelines should always be referred to when assessing this qualification.

The table below details the evidence required to meet the standard of the assessment criteria and achieve the learning outcomes.

Learning outcome	Evidence requirements
1 Understand the role and responsibilities of the paediatric first-aider	For knowledge assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6, learners could produce a detailed training manual or video to be used as a guide for paediatric first-aiders
2 Be able to assess an emergency situation safely	For competence assessment criteria 2.1, 2.2 and 2.3, learners must be assessed via a series of practical demonstrations of the skills identified. Learners are required to demonstrate all aspects of the assessment criteria competently in the appropriate location. The use of detailed assessor feedback forms, witness testimonies or observation sheets will be required to evidence practical assessment. Video recording of the practical assessment is useful for both self-reflection and formative feedback.

Learning outcome	Evidence requirements
3 Be able to provide first aid for an infant and a child who is unresponsive and breathing normally	For competence assessment criteria 3.1, 3.2 and 3.3, learners must be assessed via a series of practical demonstrations of the skills identified. Learners are required to demonstrate all aspects of the assessment criteria competently in the appropriate location. The recovery position must be demonstrated on the floor by learners. The use of detailed assessor feedback forms, witness testimonies or observation sheets will be required to evidence practical assessment. Video recording of the practical assessment is useful for both self-reflection and formative feedback. The value of photographic evidence is negligible.
4 Be able to provide first aid for an infant and a child who is unresponsive and not breathing normally	For competence assessment criteria 4.1 and 4.2, learners must be assessed via a series of practical demonstrations of the skills identified. Learners are required to demonstrate all aspects of the assessment criteria competently in the appropriate location. CPR must be demonstrated on the floor by learners. The use of detailed assessor feedback forms, witness testimonies or observation sheets will be required to evidence practical assessment. Video recording of the practical assessment is useful for both self-reflection and formative feedback. The value of photographic evidence is negligible.
5 Be able to provide first aid for an infant and a child who is choking	For competence assessment criteria 5.1 and 5.2, learners are required to demonstrate all aspects of the assessment criteria competently in the appropriate location. Criterion 5.1 could also be assessed through a viva. The use of detailed assessor feedback forms, witness testimonies or observation sheets will be required to evidence practical assessment. Video recording of the practical assessment is useful for both self-reflection and formative feedback. The value of photographic evidence is negligible.
6 Be able to provide first aid to an infant and a child with external bleeding	For competence assessment criterion 6.2, learners must be assessed via a series of practical demonstrations of the skills identified. Learners are required to demonstrate all aspects of the assessment criteria competently in the appropriate location. The use of detailed assessor feedback forms, witness testimonies or observation sheets will be required to evidence practical assessment. Video recording of the practical assessment is useful for both self-reflection and formative feedback. The value of photographic evidence is negligible.

Learning outcome	Evidence requirements
<p>7 Be able to provide first aid to an infant and a child who is suffering from shock</p>	<p>For competence assessment criteria 7.1 and 7.2, learners must be assessed via a series of practical demonstrations of the skills identified. Learners are required to demonstrate all aspects of the assessment criteria competently in the appropriate location. The use of detailed assessor feedback forms, witness testimonies or observation sheets will be required to evidence practical assessment. Video recording of the practical assessment is useful for both self-reflection and formative feedback. The value of photographic evidence is negligible.</p>
<p>8 Understand how to administer first aid to an infant and a child with bites, stings and minor injuries</p>	<p>For assessment criterion 8.1, learners could prepare information cards or fact sheets about stings and bites.</p> <p>Learners could also prepare information to use in an early years setting about how to administer first aid for minor injuries such as:</p> <ul style="list-style-type: none"> • small cuts • grazes • bumps and bruises • small splinters • nose bleeds. <p>Information could be presented in the form of a presentation, training/information manual or a series of leaflets.</p>

Unit 2: Managing Paediatric Illness, Injuries and Emergencies

Level:	3
Unit type:	Mandatory
Assessment type:	Internal
Credit value:	1
Guided learning hours:	6

Unit introduction

The purpose of this unit is for learners to attain knowledge and practical competences required to deal with the management of paediatric illness, injuries and emergencies.

This unit is designed for learners who have responsibility for infants and children, whether at work in their setting or within a domestic environment. 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.

An understanding of the more common paediatric illnesses and injuries is essential for individuals who work in 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.

Learners will be required to demonstrate the ability to administer first aid to an infant or child with injuries and conditions such as a suspected fracture, or a head, neck or back injury.

The unit also gives learners the knowledge and understanding required to deal with different situations to reduce the distress for children and infants. The unit 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 will also understand how to administer first aid to infants and children with acute medical conditions or sudden illnesses, including trauma and foreign bodies affecting the eyes, ears and nose, burns and scalds, and anaphylaxis.

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 in the setting.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Be able to administer first aid to an infant and a child with a suspected fracture	1.1	Describe types of fractures
		1.2	Recognise suspected fractures
		1.3	Administer first aid for suspected fractures
2	Be able to administer first aid to an infant and a child with a head, neck or back injury	2.1	Describe how to recognise suspected: <ul style="list-style-type: none"> • head injury • neck or back injury
		2.2	Administer first aid for suspected: <ul style="list-style-type: none"> • head injury • neck or back injury
3	Understand how to administer first aid to an infant and a child with conditions affecting the eyes, ears and nose	3.1	Explain how to administer first aid for an infant or child with a foreign body in the: <ul style="list-style-type: none"> • eye • ear • nose
		3.2	Explain how to administer first aid for an infant or child with an eye injury
4	Understand how to administer emergency first aid to an infant and a child with an acute medical condition or sudden illness	4.1	Describe how to recognise: <ul style="list-style-type: none"> • diabetic emergencies • asthma attack • allergic reaction • meningitis • febrile convulsions
		4.2	Explain how to administer first aid for an infant or child who is suffering from: <ul style="list-style-type: none"> • diabetic emergency • asthma attack • allergic reaction • meningitis • febrile convulsions

Learning outcomes		Assessment criteria	
5	Understand how to administer first aid to an infant and a child who is experiencing the effects of extreme heat and cold	5.1	Describe how to recognise the effects of: <ul style="list-style-type: none"> • extreme cold • extreme heat
		5.2	Explain how to administer first aid for an infant or child who is suffering from the effects of: <ul style="list-style-type: none"> • extreme cold • extreme heat
6	Understand how to administer first aid to an infant and a child who has sustained an electric shock	6.1	Explain how to safely manage an incident involving electricity
		6.2	Describe how to administer first aid for electric shock incidents
7	Understand how to administer first aid to an infant and a child with burns or scalds	7.1	Describe how to recognise the severity of: <ul style="list-style-type: none"> • burns • scalds
		7.2	Explain how to administer first aid for: <ul style="list-style-type: none"> • burns • scalds
8	Understand how to administer first aid to an infant and a child who has been poisoned	8.1	Identify how poisonous substances can enter the body
		8.2	Explain how to administer first aid for sudden poisoning
9	Understand how to provide first aid to an infant or child with anaphylaxis	9.1	List common triggers for anaphylaxis
		9.2	Describe how to recognise anaphylaxis in an infant and a child
		9.3	Explain how to administer first aid for an infant and a child with anaphylaxis

Further information for tutors and assessors

The Resuscitation Council (UK) current guidelines for paediatric life support must always be referred to when teaching and assessing this unit. The guidelines can be found on the website, www.resus.org.uk/

Additional information

- Types of fracture: should include 'green stick' fracture.
- Administer first aid: provide appropriate help to a child or infant (baby), manage the situation and seek appropriate assistance when necessary.
- Foreign body: includes dust on the eye.
- Poisonous substances may include:
 - plants
 - medication
 - cleaning products
 - food
 - airborne pollutants
 - drugs
 - alcohol.

Essential resources

For this unit, there must be adequate floor space with comfortable floor covering or mats for use during practical training and assessment.

The following equipment must also be provided for each training course:

- disposable training dressings
- triangular bandages
- one first-aid kit and contents for demonstration
- a first-aid box with appropriate content to meet the needs of children
- emergency telephone numbers such as National Poisons Information Service, National Gas Emergency Service reporting line.

It is advised that a maximum of 12 candidates be trained at any one time by a single tutor.

Suggested reading/resources

Textbooks

Ball J W, Bindler R C and Cowen K J – *Child Health Nursing: Partnering with Children and Families*, 3rd edition (Prentice Hall, 2014) ISBN 9780133937510

Barracough N – *Paediatric First Aid Made Easy*, 8th edition (Qualsafe, 2015) ISBN 9780955229428

Glasper E A and Richardson J – *A Textbook of Children's and Young People's Nursing*, 2nd edition (Churchill Livingstone, 2010) ISBN 9780702031830

St John Ambulance, St Andrew's First Aid, British Red Cross – *First Aid Manual*, revised 10th Edition (Dorling Kindersley, 2016) ISBN 9780241241233

Websites

www.asthma.org.uk/advice/child/manage/well – advice on managing childhood asthma

www.diabetes.co.uk/children-and-diabetes.html – information about diabetes in childhood

www.epilepsy.org.uk/info/caring-children – Epilepsy Action website on caring for children with epilepsy

www.gosh.nhs.uk - Great Ormond Street Hospital

www.diabetes.org.uk/ – information about diabetes in childhood

www.meningitisnow.org – Meningitis Now

www.relieve-childhood-asthma.com – advice on managing childhood asthma

Essential information for assessment

Assessment

This unit is assessed internally by the centre and externally verified by Pearson. To pass this unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the assessment strategy.

Please read this guidance in conjunction with *Section 8 Assessment*.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should apply the *Unit assessment guidance* and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

Learners will complete a centre-devised assessment based on the unit learning outcomes and assessment criteria. This assessment is graded as pass or fail.

Simulation on child and infant manikins is required.

This unit must be assessed in line with the assessment principles. For further information please refer to *Annexe A*.

The current Resuscitation Council (UK) guidelines should always be referred to when assessing this qualification.

The table below details the evidence required to meet the standard of the assessment criteria and achieve the learning outcomes.

Learning outcome	Evidence requirements
<p>1 Be able to administer first aid to an infant and a child with a suspected fracture</p>	<p>For knowledge assessment criteria 1.1 and 1.2, learners could produce an information booklet that includes labelled diagrams and photographs of different types of bone fractures, along with descriptions of each.</p> <p>For skills assessment criterion 1.3, learners must be assessed via a series of practical demonstrations of the skills identified. The use of detailed assessor feedback forms, witness testimonies or observation sheets will be required to evidence practical assessment. Video recording of the practical assessment is useful for both self-reflection and formative feedback. The value of photographic evidence is negligible.</p>
<p>2 Be able to administer first aid to an infant and a child with a head, neck or back injury</p>	<p>For knowledge assessment criterion 2.1, learners could create a presentation describing signs and symptoms of concussion, skull fracture, cerebral compression and spinal injury – this could be presented to a small group of peers.</p> <p>For skills assessment criterion 2.2, learners must be assessed via a series of practical demonstrations of the skills identified. The use of detailed assessor feedback forms, witness testimonies or observation sheets will be required to evidence practical assessment. Video recording of the practical assessment is useful for both self-reflection and formative feedback. The value of photographic evidence is negligible.</p>
<p>3 Understand how to administer first aid to an infant and a child with conditions affecting the eyes, ears and nose</p>	<p>For assessment criteria 3.1 and 3.2, learners could produce an information manual, a training video or a series of information leaflets for paediatric first-aiders to refer to in order to recognise conditions affecting the eyes, ears and nose, and know what action to take to administer effective first aid for these conditions.</p>
<p>4 Understand how to administer emergency first aid to an infant and a child with an acute medical condition or sudden illness</p>	<p>For assessment criteria 4.1 and 4.2, learners could produce a PowerPoint® presentation or a series of posters/leaflets on how to recognise each of the conditions listed in the range, including information on how to administer first aid for each of the conditions.</p>
<p>5 Understand how to administer first aid to an infant and a child who is experiencing the effects of extreme heat and cold</p>	<p>For assessment criteria 5.1 and 5.2, learners could present information in the form of advice cards covering how to recognise the effects of extreme cold and heat, and how to administer first aid to manage the effects of it.</p>

Learning outcome	Evidence requirements
6 Understand how to administer first aid to an infant and a child who has sustained an electric shock	For assessment criteria 6.1 and 6.2, learners could present information on explaining safe management and first aid for electric shock incidents. This could be presented as a booklet or leaflet with diagrams and step-by-step instructions.
7 Understand how to administer first aid to an infant and a child with burns or scalds	For assessment criteria 7.1 and 7.2, learners could produce information on how to recognise and treat burns and scalds. Information could be presented as individual posters or leaflets with images illustrating how to recognise burns and explain the administration of first aid for each.
8 Understand how to administer first aid to an infant and a child who has been poisoned	For assessment criteria 8.1 and 8.2, learners could provide an information video or manual that covers routes that poisonous substances enter the body, and the treatment/management of this.
9 Understand how to provide first aid to an infant or child with anaphylaxis	For assessment criteria 9.1 and 9.2, learners could gather information and create an information sheet about anaphylaxis and how to respond to it.

There are opportunities in the assessment criteria for learners to practise competencies, including using an infant or child manikin to demonstrate the application of CPR and how to deal with other emergency situations. It is essential that learners are given opportunities to practise their skills before beginning the assessment.

Knowledge and understanding outcomes can be evidenced through a centre-devised assessment, which can take a variety of formats, depending on learners' individual needs. Centre-devised assessment must be internally verified as being fit for purpose.

Learners could develop a portfolio of evidence, using the activities identified above as evidence to cover the assessment criteria.

13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson work-based learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational Qualifications, Suspected Malpractice in Examinations and Assessments: Policies and Procedures* (JCQ)
- *Equality and Diversity policy* (Pearson)
- *Recognition of prior learning policy and process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Handbook*.

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

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

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at qualifications.pearson.com/en/support/contact-us.html

Annexe A: Assessment Strategy

Assessment Principles for Regulated First-Aid Qualifications November 2016 v5

Publication of these Assessment Principles

These principles will be updated from time to time based on best practice requirements.

These principles must be applied in addition to the generic criteria and regulations that Ofqual/SQA/Qualifications Wales/CCEA Regulation require awarding organisations/bodies to meet for the delivery of regulated/accredited qualifications.

Awarding organisations/bodies who follow these First Aid Assessment Principles should also participate in the First Aid Awarding Organisation Forum (FAAOF) in line with the FAAOF Terms of Reference.

Introduction

These Assessment Principles have been produced by awarding organisations/bodies in cooperation with the Health and Safety Executive (HSE) and qualification regulators. This document relates to first-aid qualifications, including but not limited to:

- First Aid at Work (FAW)
- Emergency First Aid at Work (EFAW)
- Paediatric First Aid (PFA)
- Emergency Paediatric First Aid (EPFA).

This document deals with training, assessment, evidence and quality assurance under the following headings:

- roles and responsibilities of those involved in the training, assessment and quality-assurance processes
- assessment and sources of evidence.

Roles and responsibilities of those involved in the training, assessment and quality-assurance processes

This document details the requirements of trainers and assessors separately. It is accepted, however, that both roles may be performed by the same person, providing the qualifications and experience requirements for both roles are met.

Trainers

Those involved in the training of these qualifications must have knowledge and competency in first aid, as well as knowledge and competency to train based on qualifications and experience. An acceptable portfolio must show:

i. Occupational knowledge and competence in first aid – evidenced by:

- holding a first aid at work qualification/medical registration as detailed in *Appendix 1*.

ii. Knowledge and competency in teaching/training in first aid – evidenced by:

- holding an acceptable teaching/training qualification as detailed in *Appendix 2*.

AND either:

- providing an acceptable log of teaching first aid within the last 3 years **or**
- providing an acceptable record of competently teaching theoretical and practical first-aid sessions under the supervision of a suitably qualified trainer/assessor.

Assessors

Those involved in the assessment of these qualifications must have knowledge and competency in first aid, as well as knowledge and competency to assess based on qualifications and experience. An acceptable portfolio must show:

i. Occupational knowledge and competence in first aid – evidenced by:

- holding a first aid at work qualification/medical registration as detailed in *Appendix 1*.

ii. Knowledge and competency in assessing first aid – evidenced by:

- holding an acceptable assessing qualification/CPD training as detailed in *Appendix 2*.

AND either:

- providing an acceptable log of first-aid assessments conducted within the last 3 years **or**
- providing an acceptable record of competently assessing theoretical and practical first-aid qualifications under the supervision of a suitably qualified assessor.

Internal quality assurance

Those involved in the internal quality assurance of these qualifications (IQAs) must have knowledge and competency in first aid, as well as knowledge and competency in internal quality assurance. An acceptable portfolio must show:

i. Occupational knowledge and competence in first aid – evidenced by:

- holding a first aid at work qualification/medical registration as detailed in *Appendix 1*.

ii. Knowledge and competency in internal quality assurance evidenced by:

- holding an acceptable internal quality-assurance qualification/completing CPD training as detailed in *Appendix 3*.

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.

External quality assurance

Those involved in the external quality assurance of these qualifications (EQAs) must have knowledge and competency in first aid, as well as knowledge and competency in external quality assurance. An acceptable portfolio must show:

i. Occupational knowledge and competence in first aid – evidenced by:

- holding a first aid at work qualification/medical registration as detailed in *Appendix 1*.

ii. Knowledge and competency in external quality assurance – evidenced by:

- holding an acceptable external quality assurance qualification as detailed in *Appendix 4*.

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.

Assessment and sources of evidence

Assessment centres

Assessment centres will be responsible for maintaining up-to-date information on trainers, assessors and internal quality assurers, and for ensuring the currency of the competence of all those involved in the assessment and internal quality-assurance process.

Simulation

Simulation is permitted – each unit details what may be simulated.

Assessment

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

Standards of first-aid practice

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.

Appendix 1

Occupational knowledge and competence in first aid

All trainers, assessors, internal quality assurers and external quality assurers must have occupational knowledge and competence in first aid.

This may be evidenced by:

- holding a qualification issued by an Ofqual/SQA/Qualifications Wales/CCEA Regulation recognised awarding organisation/body (or equivalent¹) as follows.

Qualification delivered	Minimum qualification to be held by the trainer/assessor/IQA/EQA ¹
First Aid at Work or Emergency First Aid at Work	First Aid at Work
Paediatric First Aid or Emergency Paediatric First Aid	Paediatric First Aid or First Aid at Work

Or:

- current registration as a doctor with the General Medical Council (GMC)²; **or**
- current registration as a nurse with the Nursing and Midwifery Council (NMC)²
or
- current registration as a paramedic with the Health and Care Professions Council (HCPC)².

¹ 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.

² Registered healthcare professionals must act within their scope of practice and therefore have current expertise in first aid to teach/assess the subject.

Appendix 2

Acceptable training/assessing qualifications

This list is not exhaustive but provides a guide to acceptable training and/or assessing qualifications. Trainers who also assess learner competence must hold a qualification (or separate qualifications) to enable them to perform both functions.

Qualification	Train	Assess
CURRENT QUALIFICATIONS (available for new trainers/assessors to undertake):		
Level 3 Award in Education and Training	✓	✓
Level 4 Certificate in Education and Training	✓	✓
Level 5 Diploma in Education and Training	✓	✓
Level 3 Award in Teaching and Assessing in First Aid Qualifications (RQF)	✓	✓
Cert Ed/PGCE/B Ed/M Ed	✓	✓
SVQ 3 Learning and Development SCQF Level 8	✓	✓
SVQ 4 Learning and Development SCQF Level 9	✓	✓
TQFE (Teaching Qualification for Further Education)	✓	✓
Planning and Delivering Learning Sessions to Groups SCQF Level 6 (SQA Unit)	✓	✓
SCQF Level 6 Award in Planning and Delivering Learning Sessions to Groups (SQA Accredited)	✓	✓
L&D Unit 6 Manage Learning and Development in Groups SCQF Level 8 (SQA Accredited)	✓	
L&D Unit 7 Facilitate Individual Learning and Development SCQF Level 8 (SQA Accredited)	✓	
L&D Unit 8 Engage and Support Learners in the Learning and Development Process SCQF Level 8 (SQA Accredited)	✓	
Carry Out the Assessment Process SCQF Level 7 (SQA Unit)		✓
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		✓
L&D Unit 9DI Assess Workplace Competence Using Direct and Indirect Methods SCQF Level 8 (SQA Accredited)		✓
L&D Unit 9D Assess Workplace Competence Using Direct Methods SCQF Level 7 (SQA Accredited)		✓

Qualification	Train	Assess
OTHER ACCEPTABLE QUALIFICATIONS:		
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	✓	✓
English National Board 998	✓	✓
Nursing mentorship qualifications	✓	✓
NOCN Tutor Assessor Award	✓	✓
S/NVQ level 3 in training and development	✓	✓
S/NVQ level 4 in training and development	✓	✓
PDA Developing Teaching Practice in Scotland's Colleges SCQF Level 9 (SQA Qualification)	✓	✓
PDA Teaching Practice in Scotland's Colleges SCQF Level 9 (SQA Qualification)	✓	
PTLLS (6 credits)	✓	
Regulated Qualifications based on the Learning and Development NOS 7 – Facilitate Individual Learning and Development or NOS 6 Manage learning and development in groups	✓	
Training Group A22, B22, C21, C23, C24	✓	
Learning and Teaching – Assessment and Quality Standards SCQF Level 9 (SQA Unit)		✓
A1 Assess Candidates Using a Range of Methods or D33 Assess Candidates Using Differing Sources of Evidence		✓
Conduct the Assessment Process SCQF Level 7 (SQA Unit)		✓
A2 Assess Candidate Performance through Observation or D32 Assess Candidate Performance		✓
Regulated Qualifications based on the Learning and Development NOS 9 – Assess Learner Achievement		✓

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

Appendix 3

Qualifications suitable for internal quality assurance

This list is not exhaustive but provides a guide to acceptable IQA qualifications.

L&D Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment SCQF Level 8 (SQA Accredited)
Regulated Qualifications based on the Learning and Development NOS 11 – Internally Monitor and Maintain the Quality of Assessment
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
Conduct the Internal Verification Process SCQF Level 8 (SQA Unit)
V1 Conduct Internal Quality Assurance of the Assessment Process or D34 Internally Verify the Assessment Process
Internally Verify the Assessment Process SCQF Level 8 (SQA Unit)

NOTE:

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

Appendix 4

Qualifications suitable for external quality assurance

This list is not exhaustive but provides a guide to acceptable EQA qualifications.

L&D Unit 12 Externally Monitor and Maintain the Quality of Workplace Assessment SCQF Level 9 (SQA Accredited)
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
Conduct External Verification of the Assessment Process SCQF Level 9 (SQA Unit)
V2 – Conduct External Quality Assurance of the Assessment Process or D35 Externally Verify the Assessment Process
Externally Verify the Assessment Process SCQF Level 9 (SQA 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/bodies 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*.

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