

# **Pearson BTEC Level 3 Award in Paediatric First Aid**

## **Specification**

BTEC Specialist qualification

First teaching October 2019

Issue 1

## **Edexcel, BTEC and LCCI qualifications**

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# Contents

|          |   |           |
|----------|---|-----------|
| <b>1</b> | <b>Introducing BTEC Specialist qualifications</b>                         | <b>1</b>  |
|          | What are BTEC Specialist qualifications?                                  | 1         |
|          | Sizes of BTEC Specialist qualifications                                   | 1         |
| <b>2</b> | <b>Qualification summary and key information</b>                          | <b>3</b>  |
| <b>3</b> | <b>Qualification purpose</b>  | <b>4</b>  |
|          | Qualification objectives  | 4         |
|          | Progression opportunities   | 4         |
|          | Industry support and recognition  | 5         |
|          | Relationship with previous qualifications                                 | 5         |
| <b>4</b> | <b>Qualification structure</b>  | <b>6</b>  |
|          | Pearson BTEC Level 3 Award in Paediatric First Aid                        | 6         |
| <b>5</b> | <b>Centre resource requirements</b>                                       | <b>7</b>  |
|          | General resource requirements   | 7         |
|          | Specific resource requirements  | 8         |
| <b>6</b> | <b>Access and recruitment</b>   | <b>9</b>  |
|          | Prior knowledge, skills and understanding                                 | 9         |
|          | Access to qualifications for learners with disabilities or specific needs | 9         |
| <b>7</b> | <b>Programme delivery</b>   | <b>10</b> |
|          | Delivery guidance   | 11        |
|          | General delivery guidance   | 11        |
| <b>8</b> | <b>Assessment</b>   | <b>12</b> |
|          | Language of assessment  | 12        |
|          | Internal assessment   | 12        |
|          | Internal assessment of units  | 13        |
|          | Forms of evidence   | 14        |
|          | Making valid assessment decisions   | 15        |
|          | Authenticity of learner work  | 15        |

|   |           |
|---|-----------|
| Making assessment decisions using unit-based criteria         | 15        |
| Issuing assessment decisions and feedback                     | 16        |
| Resubmissions and retakes                                     | 16        |
| Administrative arrangements for internal assessment           | 16        |
| Records   | 16        |
| Reasonable adjustments to assessments                         | 17        |
| Special consideration   | 17        |
| Appeals against assessment                                    | 18        |
| Internal assessment   | 18        |
| Learner malpractice   | 18        |
| Teacher/centre malpractice                                    | 19        |
| Sanctions and appeals   | 19        |
| <b>9 Recognising prior learning and achievement</b>           | <b>21</b> |
| Recognition of Prior Learning                                 | 21        |
| <b>10 Centre recognition and approval</b>                     | <b>22</b> |
| Approvals agreement   | 22        |
| <b>11 Quality assurance of centres</b>                        | <b>23</b> |
| <b>12 Units</b>   | <b>24</b> |
| Unit number   | 24        |
| Unit title  | 24        |
| Level   | 24        |
| Credit value  | 24        |
| Guided Learning Hours (GLH)                                   | 24        |
| Unit introduction   | 25        |
| Learning outcomes   | 25        |
| Unit 1: Emergency Paediatric First Aid                        | 26        |
| Unit 2: Managing Paediatric Illness, Injuries and Emergencies | 35        |
| <b>13 Suggested teaching resources</b>                        | <b>46</b> |
| <b>14 Further information and useful publications</b>         | <b>48</b> |
| <b>15 Professional development and training</b>               | <b>49</b> |

|   |           |
|---|-----------|
| <b>Annexe A</b>   | <b>50</b> |
| Assessment Principles for Regulated First-Aid Qualifications<br>November 2016 v5                            | 50        |
| Roles and responsibilities of those involved in the training,<br>assessment and quality-assurance processes | 51        |
| Assessment and sources of evidence  | 54        |
| Appendix 1  | 55        |
| Appendix 2  | 56        |
| Appendix 4  | 60        |



# 1 Introducing BTEC Specialist qualifications

## What are BTEC Specialist qualifications?

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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 learners the opportunity to apply their research, skills and knowledge in relevant and realistic work contexts. This applied, practical approach means that learners develop the knowledge, understanding and skills they need for career progression or further study.

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

## Sizes of BTEC Specialist qualifications

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For all regulated qualifications, Pearson specifies a total estimated number of hours that 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) we estimate a centre delivering a 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. It also 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 includes 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 the TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with the 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
- Certificate – a qualification with a TQT value in the range of 121–369
- Diploma – a qualification with a TQT value of 370 or more.



## 2 Qualification summary and key information

| Qualification title            | Pearson BTEC Level 3 Award in Paediatric First Aid   |
|--------------------------------|--|
| Qualification Number (QN)      | 603/5174/3   |
| Regulation start date          | 01/10/2019   |
| Operational start date         | 01/10/2019   |
| Approved age ranges            | 16–18<br>19+<br>Please note that sector-specific requirements or regulations may prevent learners of a particular age from taking this qualification. Please see <i>Section 6 Access and recruitment</i> .   |
| Total qualification time (TQT) | 15 hours.  |
| Guided learning hours (GLH)    | 12<br>Please note that the minimum directed time for this qualification is 12 hours over a minimum of two days. Please see <i>Section 7 Programme Delivery</i> .   |
| 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 the guidance in <i>A guide to recruiting learners onto Pearson qualifications</i> (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.  |

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](http://qualifications.pearson.com)

## 3 Qualification purpose

### Qualification objectives

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The Pearson BTEC Level 3 Award in Paediatric First Aid is for learners who are working in, or who are intending to work in, a childcare setting and who administer paediatric first aid (PFA) to a child or infant who requires attention. The qualification is based on the Statutory framework for the early years foundation stage, Setting the standards for learning, development and care for children from birth to five (March 2017), and the Childcare Act 2006.

The qualification 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.

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 for a similar qualification to the Pearson BTEC Level 3 Award 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 to maintain their basic skills and keep up to date with any changes to first-aid procedures.

### Progression opportunities

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Learners who achieve the BTEC Level 3 Award in Paediatric First Aid will be eligible to gain employment in child care settings. This employment would then allow progression 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**

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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 previous qualifications**

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This qualification is a direct replacement for the Pearson BTEC Level 3 Award in Paediatric First Aid (QN 603/1303/1).

## 4 Qualification structure

### Pearson BTEC Level 3 Award in Paediatric First Aid

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The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

|   |   |
|---|---|
| Number of mandatory credits that must be achieved | 2 |
|---|---|

| 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

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- Centres must have appropriate physical resources (for example IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- 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 and assessing the qualification.
- Centres must have appropriate health and safety policies in place that relate to the use of equipment by learners.
- Centres must have robust internal verification systems and procedures in place 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.

For information on the requirements for implementing assessment processes in centres, please refer to our work-based learning quality assurance handbooks, available in the support section of our website.

Centres must deliver the qualification 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, please visit: [www.legislation.gov.uk](http://www.legislation.gov.uk)

## Specific resource requirements

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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 (UK) 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](http://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, given in *Annexe A*. The trainer: learner ratio must be no larger than 12:1.
- 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 those 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.

Centres should refer to our *Equality, diversity and inclusion policy*, available in the support section of our website.

### Prior knowledge, skills and understanding

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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

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Equality and fairness are central to our work. Our *Equality, diversity and inclusion 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

The total qualification time (TQT) for this qualification is 15 hours. It has been agreed with the First Aid Awarding Organisation Forum (FAAOF) that centres must deliver the programme with a minimum contact time of 12 hours over a period of at least two days. This qualification may be delivered over a longer period, provided that each training session lasts at least two hours. The training and assessment must be completed within a seven-week period.

Centres can reduce the contact hours for this qualification where blended learning is used, providing that the following guidelines are followed.

- A minimum of eight hours of the training must be face to face.
- Learners must complete a minimum of four hours' directed distance learning.
- Distance learning can be used to cover the knowledge elements only; all practical elements must be delivered face to face.

Centres are free to offer this qualification using any mode of delivery that meets learners' and employers' needs. It is recommended that centres make use of a wide range of training delivery methods, including direct instruction in classrooms, simulated demonstrations, research or applied projects, e-learning, directed self-study, and role play. Whichever mode of delivery is used, centres must make sure that learners have access to the identified resources and to the subject specialists delivering the units.

Centres must adhere to the Pearson policies that apply to the different models of delivery. Please refer to our *Collaborative and consortium arrangements for the delivery of vocational qualifications policy*, available on our website.

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

- spending time with employers to better understand their organisational requirements and the methods of training that are most suitable, taking into consideration their available resources and working patterns
- collaborating with employers to ensure that learners have opportunities in the workplace to implement the knowledge and skills developed through the training programme
- developing up-to-date and relevant teaching materials that make use of scenarios relevant to the sector and relevant occupation
- giving learners the opportunity to apply their learning in realistic practical activities
- having regular meetings with employers to discuss learner progress, providing feedback and agreeing how any issues will be resolved
- developing projects or 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

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The following 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 centre.

### 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 qualification 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.

Tutor demonstrations, followed by learner practice, can be used to develop and improve learners' skills. competences for learning outcomes. Learners can benefit from receiving feedback from peers during practical sessions.

Formative assessments that take place during delivery are a useful learning and assessment development tool. They can help learners to identify any additional learning needed 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, 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.

To prepare learners for the final assessment activity, ongoing feedback from tutors on learners' application of practical skills and the extent to which learners are meeting the learning outcomes and assessment criteria.

## 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 theory questions and practical demonstrations). |

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

### Language of assessment

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Assessments for all units are in English only.

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

Further information on the use of language in qualifications is available in our *Use of languages in qualifications policy*, available on our website.

For further information on access arrangements, please refer to the paragraph *Reasonable adjustments to assessments*, in the *Administrative arrangements for internal assessment* section.

### Internal assessment

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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 approved (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.

## Internal assessment of units

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For internally-assessed units, the format of assessment consists of short theory questions and/or carrying out a practical demonstration. The assessment takes place after the content of the unit (or part of the unit if several assessments are used), has been delivered. The assessment 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.

The short theory questions and/or instructions for the practical demonstration are issued to learners at the end of the learning for the unit or part of unit.

The assessment may require several forms of evidence. A valid assessment will enable a clear and formal assessment outcome, based on the assessment criteria.

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

- the theory questions and practical demonstration provide evidence for a learning outcome that can be assessed using the assessment criteria
- the time allowed for the assessment is clearly defined and is consistent with what is being assessed
- the centre has the required resources for all learners to complete the assessment fully and fairly
- the evidence that the assessment generates is authentic and individual to the learner
- 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 the assessment.

- Centres may choose to combine all or parts of different units into single assessments, 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.
- A learning outcome must always be assessed as a whole and must not be split into two or more assessments.
- The assessment 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 assessments, 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.

## Forms of evidence

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Centres may use a variety of forms of evidence as long as they are suited to the type of learning outcome being assessed. The practical demonstration of skills is a requirement for this qualification. Where possible, practical assessments should be video recorded for both self-reflection and formative feedback. Where this is not possible, detailed observation records should be provided – the use of photographic evidence is not appropriate for this qualification.

Centres may choose to use different forms of evidence to those proposed. Some of the suitable forms of evidence include:

- short written answers
- projects
- observation and video recordings of practical assessments
- presentations with assessor questioning.

The form(s) of evidence selected must allow:

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

For example, when using performance evidence, centres need to think about how supporting evidence can be captured through detailed assessor observation reports, or video recordings.

Centres need to take particular care that they enable learners to produce independent work.

For information on the requirements for implementing assessment processes in centres, please refer to our work-based learning quality assurance handbooks, available in the support section of our website.

## Making valid assessment decisions

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### 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 assessments and supervising learners during 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 assessment 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 tutors and assessors* section in each unit, which gives further information on the requirements to meet the assessment criteria
- the centre's Lead Internal Verifier and the assessment team's collective experience.

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 assessments. Learners who do not satisfy the assessment criteria for the units should be reported as Unclassified.

## **Issuing assessment decisions and feedback**

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

The information given to the learner:

- 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 the learner.

## **Resubmissions and retakes**

Learners who do not successfully pass an assessment, are allowed to resubmit evidence for the assessment or to retake another assessment.

## **Administrative arrangements for internal assessment**

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### **Records**

Centres are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. More information is given 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 our document *Guidance for reasonable adjustments and special consideration in vocational internally assessed units*. 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.

There is further information on access arrangements in the Joint Council for Qualifications (JCQ) document *Access arrangements and reasonable adjustments*.

## Special consideration

Centres must operate special consideration in line with the guidance given in the Pearson document *Guidance for reasonable adjustments 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 *A guide to the special consideration process*.

## 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 and end point assessment policy*, available on our website.

## Internal assessment

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. Our document *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications*, gives full information on the actions we expect you to take.

If we believe that a centre is failing to conduct internal assessment according to our policies, we may conduct investigations. The document referenced above gives further information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

## 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 JCQ Form M1 ([www.jcq.org.uk/malpractice](http://www.jcq.org.uk/malpractice)) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at [candidatemalpractice@pearson.com](mailto:candidatemalpractice@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 M2(a) form (downloadable from [www.jcq.org.uk/malpractice](http://www.jcq.org.uk/malpractice)) with supporting documentation to [pqsmalpractice@pearson.com](mailto: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 (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 6.15 of the Joint Council for Qualifications (JCQ) document *Suspected malpractice in examinations and assessments – Policies and procedures*.

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 assurances 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 document *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*, available on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team (via [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com)) who will inform you of the next steps.

## 9 Recognising prior learning and achievement

### Recognition of Prior Learning

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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.

The Pearson BTEC Level 3 Award in Paediatric First Aid must be completed within a seven-week time period. Therefore, it is unlikely that learners who want to achieve this qualification will be able to use RPL.

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

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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 and apprenticeships.

The centre assesses BTEC Specialist qualifications and will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. This also ensures learners are given appropriate opportunities that lead to valid and accurate assessment outcomes.

Pearson uses external quality assurance processes to verify that assessment, internal quality assurance and evidence of achievement meet nationally defined standards.

Our processes enable us to recognise good practice, manage risk effectively and support centres to safeguard certification and quality standards.

Our Standards Verifiers provide advice and guidance to enable centres to hold accurate assessment records and assess learners appropriately, consistently and fairly.

For the qualification in this specification, the Pearson quality assurance model will consist of the following processes.

Centres will receive at least one visit from our Standards Verifier, followed by ongoing support and development. This may result in more visits or remote support, as required to complete standards verification. The exact frequency and duration of Standards Verifier visits/remote sampling will reflect the level of risk associated with a programme, taking account of the:

- number of assessment sites
- number and throughput of learners
- number and turnover of assessors
- number and turnover of internal verifiers
- amount of previous experience of delivery.

If a centre is offering a BTEC Specialist qualification alongside other qualifications wherever possible we will allocate the same Standards Verifier for both qualifications.

For further details, please see the work-based learning quality assurance handbooks, available in the support section of our website.

Following registration, centres will be given further quality assurance and sampling guidance.

# 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 unit 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**

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)**

This indicates the number of hours of activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study. Units may vary in size.

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

## 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 that the learner is required to meet to achieve a learning outcome.

Each learning outcome has Pass or fail criteria.

## Legislation

Legislation cited in the units is current at time of publication. The most recent legislation should be taught and assessed internally.

## Essential information for tutors and assessors

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

- *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.
- *Assessment* – for internally-assessed units, this gives recommended assessments and suitable sources of evidence for each learning outcome. The section also includes information on the standard and quality of evidence expected in order for learners to achieve the learning outcome. It is important that the information is used carefully alongside the assessment criteria.

**Note:** Some words within the Learning Outcomes and the Assessment Criteria have been emboldened as these are terms that are explained in the unit.

# Unit 1: **Emergency Paediatric First Aid**

|                               |                  |
|-------------------------------|------------------|
| <b>Level:</b>                 | <b>3</b>         |
| <b>Unit type:</b>             | <b>Mandatory</b> |
| <b>Credit value:</b>          | <b>1</b>         |
| <b>Guided Learning Hours:</b> | <b>6</b>         |

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## **Unit introduction**

The purpose of this unit is for learners to attain the knowledge and practical competences required to deal with a range of paediatric first-aid situations.

This unit is designed for learners who have responsibility for infants and children, whether at work in their setting or in a domestic environment. Serious incidents demand a wide range of skills in order to preserve life and prevent lasting harm; the unit is designed to enable learners to deal with all of these eventualities. It gives them the skills and underpinning knowledge needed to enable them to deal with paediatric emergencies appropriately and safely, to prevent exacerbation of injury and to preserve the lives of the infants and children in their care.

Learners will be required to demonstrate the ability to assess an emergency situation safely and then carry out all essential first-aid skills, including performing cardiopulmonary resuscitation (CPR), stemming severe bleeding and dealing with infants and children who are choking or suffering from shock. Learners will gain an understanding of how to administer first aid to an infant and a child with human or animal bites, stings and minor injuries, and they will have the opportunity to develop the skills to manage minor wounds.



## Learning outcomes

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 |   |
|--------------------------|---|---------------------|---|
| <i>The learner will:</i> |   | The Learner can:    |   |
| 1                        | Understand the role and responsibilities of the paediatric first-aider      | 1.1                 | Identify the <b>role and responsibilities</b> of a paediatric first-aider   |
|                          |   | 1.2                 | Identify how to minimise the risk of infection to self and <b>others</b>  |
|                          |   | 1.3                 | Differentiate between 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 <b>an infant and a child</b>  |
|                          |   | 2.3                 | Summon appropriate assistance <b>when necessary</b>   |
| 3                        | Be able to provide first aid for an infant and a child who are unresponsive | 3.1                 | Identify <b>when to administer cardiopulmonary resuscitation (CPR)</b> to an infant and a child                         |
|                          |   | 3.2                 | Demonstrate <b>CPR</b> using an infant and a child manikin  |
|                          |   | 3.3                 | Justify when to place <b>an infant or a child</b> into the <b>recovery position</b>                                     |
|                          |   | 3.4                 | Demonstrate how to place an infant and a child into the <b>recovery position</b>  |
|                          |   | 3.5                 | Demonstrate continual monitoring of breathing for an infant and a child whilst they are in the <b>recovery position</b> |
|                          |   | 3.6                 | Identify how to <b>administer first aid</b> to an infant or a child who is experiencing a <b>seizure</b>                |
| 4                        | Be able to provide first aid for an infant and a child who are choking      | 4.1                 | Identify when choking is: <ul style="list-style-type: none"> <li>● mild</li> <li>● severe</li> </ul>                    |
|                          |   | 4.2                 | Demonstrate how to administer first aid to an infant and a child who is choking   |

| Learning outcomes<br><i>The learner will:</i> |   | Assessment criteria<br>The Learner can: |  |
|---|---|---|--|
| 5   | Be able to provide first aid to an infant and a child with external bleeding                | 5.1                                     | Identify the severity of external bleeding for an infant and a child   |
|   |   | 5.2                                     | Demonstrate how to administer first aid to an infant or a child with external bleeding   |
| 6   | Know how to provide first aid to an infant or a child who is suffering from shock           | 6.1                                     | Recognise when an infant or a child is suffering from shock  |
|   |   | 6.2                                     | Identify how to administer first aid to an infant or a child who is suffering from <b>shock</b>  |
| 7   | Know how to provide first aid to an infant or a child with bites, stings and minor injuries | 7.1                                     | Identify how to administer first aid for: <ul style="list-style-type: none"> <li>● <b>bites</b></li> <li>● <b>stings</b></li> <li>● small cuts</li> <li>● grazes</li> <li>● bumps and bruises</li> <li>● small splinters</li> <li>● nose bleeds</li> </ul> |

## Essential 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/](http://www.resus.org.uk/)

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.

## Resources

For this unit, there must be adequate floor space, with a comfortable floor covering or mats for the demonstration of first-aid techniques and role play of emergency situations during practical training and assessment.

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

- Infant and child resuscitation manikins. There should be sufficient infant and child manikins for each learner to practise first-aid skills (one between a maximum of four learners), facilities to sterilise the manikin faces at the end of each course or one disposable face shield per learner, or manikin face wipes to be used between each learner'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
- at least one training defibrillator between a maximum of four learners
- at least one disposable training dressing per learner
- triangular bandages
- disposable non-latex gloves – a minimum of one pair per learner
- hand-washing facilities
- selection of various adrenaline auto-injector training units, one of each type of auto injector
- at least one Jext® auto-injector training aid – see <https://jext.co.uk>
- at least one EpiPen® auto-injector training aid – see <http://www.epipen.co.uk>
- at least one Emerade auto-injector training aid – see [www.emerade.com/hcp/adrenaline-auto-injector](http://www.emerade.com/hcp/adrenaline-auto-injector)
- a paediatric first-aid box for demonstration purposes.

## Assessment

This section must be read in conjunction with *Section 8 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.

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 meet 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.

The following assessment criteria must be assessed using an observation by a qualified assessor: 2.1, 2.2, 2.3, 3.2, 4.2, 5.2.

## Additional information for delivery and assessment

- **Role and responsibilities:** may include reference to: preventing cross-infection; the need for recording incidents and actions; safe use of available equipment; assessing an incident; summoning assistance; prioritising treatment; dealing with post incident stress; contents of a paediatric first-aid box.
- **Others:** may include infant or child receiving first aid; work colleagues; parents; carers; other people in the infant or child's environment.
- **Infant and a child:** the learner must apply their skills or knowledge to both infant (baby) and child first aid situations.
- **Infant or a child:** the learner may apply their skills or knowledge to either an infant (baby) or a child first-aid situation as the recognition/treatment would be the same.
- **When necessary:** learners should be able to evaluate a situation to determine when to summon further assistance and what type of assistance to request.
- **When to administer cardiopulmonary resuscitation (CPR):** must include agonal gasps.
- **CPR:** must demonstrate correct placement of automated external defibrillators (AED) pads on a child manikin and identify where to place AED pads on an infant manikin. Learners **must** also demonstrate 'following AED instructions'.
- **Recovery position:** a position that maintains a stable, open, draining airway.
- **Administer first aid:** provide appropriate help for an infant (baby) or a child, manage the situation and seek appropriate assistance when necessary.
- **Seizure:** relates to a generalised seizure. First aiders should be suspicious of cardiac arrest in any casualty presenting with seizure.
- **Shock:** hypovolaemic shock (resulting from blood loss).
- **Bites:** human and animal bites.
- **Stings:** bee and wasp stings.

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 must be aware of the use of AEDs in the community and the method for accessing an AED if one is available. AEDs have been used successfully in children aged under eight 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 and programmes, which typically attenuate the output of the machine to 50–75 J and are recommended for children between one and eight years. If no such system or manually adjustable machine is available, an unmodified adult AED may be used.

## **Unit assessment requirements**

Learners will complete centre-devised assessments, including theory questions 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. It includes a recommended approach to presenting the evidence, but centres are free to create their own assessment as long as they are confident that it enables learners to provide suitable and sufficient evidence to meet the stated 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, learners could complete a centre devised workbook or 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 observation sheets will be required to evidence practical assessment. Video recording of the practical assessment is useful for both self-reflection and formative feedback.   |
| 3 Be able to provide first aid for an infant and a child who are unresponsive | For competence assessment criteria 3.1, 3.2 3.3., 3.4, 3.5 and 3.6, 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. To achieve 3.2, learners will need to demonstrate effective CPR for both an infant and a child including using an AED. Learners must demonstrate the recovery position on the floor. The use of detailed assessor observation sheets will be required to evidence practical assessment. Video recording of the practical assessment is encouraged for both self-reflection and formative feedback. The value of photographic evidence is negligible. |

| Learning outcome  | Evidence requirements  |
|---|--|
| <p>4 Be able to provide first aid for an infant and a child who are choking</p>       | <p>For knowledge assessment criterion 4.1, learners could complete a centre-devised workbook or PowerPoint slide, or answer oral questions as part of holistic task that also assesses 4.2. For competence assessment criterion 4.2, learners are required to demonstrate all aspects of it competently, in the appropriate location. The use of detailed assessor observation sheets will be required to evidence practical assessment. Video recording of the practical assessment is useful for both self-reflection and formative feedback. Standard photographic evidence is not suitable for assessment.</p>   |
| <p>5 Be able to provide first aid to an infant and a child with external bleeding</p> | <p>For knowledge assessment criterion 5.1, learners could complete a centre-devised workbook or PowerPoint presentation, a leaflet or answer oral questions as part of a holistic task that also assesses 5.2. For competence assessment criterion 5.2, 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 observation sheets will be required to evidence practical assessment. Video recording of the practical assessment is useful for both self-reflection and formative feedback. Standard photographic evidence is not suitable for assessment.</p> |

| Learning outcome   | Evidence requirements  |
|--|--|
| <p>6 Know how to provide first aid to an infant or a child who is suffering from shock</p>           | <p>For knowledge assessment criterion 6.1, learners could complete a centre-devised workbook or PowerPoint presentation or leaflet, or answer oral questions as part of a holistic task that also assesses 6.2. 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 criterion competently in the appropriate location. The use of detailed assessor observation sheets will be required to evidence practical assessment. Video recording of the practical assessment is useful for both self-reflection and formative feedback. Standard photographic evidence is not suitable for assessment.</p> |
| <p>7 Know how to provide first aid to an infant or a child with bites, stings and minor injuries</p> | <p>Assessment criterion 7.1 covers how to administer first aid for minor injuries in an early years setting.</p> <p>Learners could complete a centre-devised workbook or produce a detailed training or information manual or PowerPoint to be used as a guide for paediatric first-aiders. The evidence must cover the following minor injuries:</p> <ul style="list-style-type: none"> <li>● bites (human and animal bites)</li> <li>● stings (bee and wasp stings)</li> <li>● small cuts</li> <li>● grazes</li> <li>● bumps and bruises</li> <li>● small splinters</li> <li>● nose bleeds.</li> </ul>   |



## **Unit 2: Managing Paediatric Illness, Injuries and Emergencies**

|                               |                  |
|-------------------------------|------------------|
| <b>Level:</b>                 | <b>3</b>         |
| <b>Unit type:</b>             | <b>Mandatory</b> |
| <b>Credit value:</b>          | <b>1</b>         |
| <b>Guided learning hours:</b> | <b>6</b>         |

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### **Unit introduction**

The purpose of this unit is for learners to gain the knowledge and practical competences needed 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 in a domestic environment. Dealing with serious incidents demands a wide range of skills in order to preserve life and prevent lasting harm. This unit is designed to enable learners to deal with related eventualities, it gives them the skills and underpinning knowledge they need 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 become ill over the course of the day. It is possible that there are children in the setting who already have chronic conditions and may suffer from an acute episode that must be managed in 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 in order to reduce the distress for children and infants.

Learners will investigate the causes and treatment of avoidable injuries such as poisoning, electric shocks and exposure to extremes of cold and heat. Learners will 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

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     |  |
|--------------------------|--|-------------------------|--|
| <i>The Learner will:</i> |  | <i>The learner can:</i> |  |
| 1                        | Be able to provide first aid to an <b>infant or a child with</b> suspected injuries to bones, muscles and joints | 1.1                     | <b>Recognise</b> a suspected: <ul style="list-style-type: none"> <li>● <b>fracture</b> or dislocation</li> <li>● sprain or strain</li> </ul>   |
|                          |  | 1.2                     | Identify how to <b>administer first aid</b> for an infant or a child with a suspected: <ul style="list-style-type: none"> <li>● fracture or dislocation</li> <li>● sprain or strain</li> </ul> |
|                          |  | 1.3                     | Demonstrate how to apply: <ul style="list-style-type: none"> <li>● a support sling</li> <li>● an elevated sling</li> </ul>   |
| 2                        | Be able to provide first aid to an infant or a child with suspected head and spinal injuries                     | 2.1                     | Recognise a suspected: <ul style="list-style-type: none"> <li>● head injury</li> <li>● spinal injury</li> </ul>  |
|                          |  | 2.2                     | Identify how to administer first aid for an infant or a child with a suspected head injury   |
|                          |  | 2.3                     | Demonstrate how to administer first aid for an infant or a child with a suspected spinal injury  |
| 3                        | Know how to provide first aid to an infant or a child with conditions affecting the eyes, ears and nose          | 3.1                     | Identify how to administer first aid for an infant or a child with a <b>foreign body</b> in the: <ul style="list-style-type: none"> <li>● eye</li> <li>● ear</li> <li>● nose</li> </ul>        |
|                          |  | 3.2                     | Identify how to administer first aid for an infant or a child with an eye injury   |

| Learning outcomes |   | Assessment criteria |   |
|-------------------|---|---------------------|---|
| 4                 | Know how to provide first aid to an infant or a child with an acute medical condition or sudden illness | 4.1                 | Recognise suspected: <ul style="list-style-type: none"> <li>● <b>diabetic emergency</b></li> <li>● asthma attack</li> <li>● allergic reaction</li> <li>● meningitis</li> <li>● febrile convulsions</li> </ul>   |
|                   |   | 4.2                 | Identify how to administer first aid for an infant or a child who is suspected to be suffering from: <ul style="list-style-type: none"> <li>● diabetic emergency</li> <li>● <b>asthma attack</b></li> <li>● allergic reaction</li> <li>● meningitis</li> <li>● febrile convulsions</li> </ul> |
| 5                 | Know how to provide first aid to an infant or a child who is experiencing extremes of body temperature  | 5.1                 | Recognise when an infant or a child is suffering from: <ul style="list-style-type: none"> <li>● extreme cold</li> <li>● extreme heat</li> </ul>   |
|                   |   | 5.2                 | Identify how to administer first aid for an infant or a child who is suffering from: <ul style="list-style-type: none"> <li>● extreme cold</li> <li>● extreme heat</li> </ul>   |
| 6                 | Know how to provide first aid to an infant or a child who has sustained an electric shock               | 6.1                 | Identify how to safely manage an incident involving electricity   |
|                   |   | 6.2                 | Identify how to administer first aid for an infant or a child who has suffered an electric shock  |
| 7                 | Know how to provide first aid to an infant or a child with burns and scalds                             | 7.1                 | Identify how to recognise the severity of burns and scalds  |
|                   |   | 7.2                 | Identify how to administer first aid for an infant or a child with burns and scalds   |

| Learning outcomes |  | Assessment criteria |   |
|-------------------|--|---------------------|---|
| 8                 | Know how to provide first aid to an infant or a child with suspected poisoning | 8.1                 | Identify how <b>poisonous substances</b> can enter the body                                   |
|                   |  | 8.2                 | Identify how to administer first aid for an infant or a child with suspected sudden poisoning |
| 9                 | Be able to provide first aid to an infant or a child with anaphylaxis          | 9.1                 | Recognise suspected anaphylaxis in an infant or a child                                       |
|                   |  | 9.2                 | Identify how to administer first aid for an infant or a child with suspected anaphylaxis      |
|                   |  | 9.3                 | Demonstrate the use of a 'training device' adrenaline auto-injector                           |

## Essential information for tutors and assessors

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

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.

### 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 Paediatric First Aid training course:

- at least one disposable training dressings per learner
- triangular bandages
- disposable non-latex gloves – a minimum of one pair per learner
- hand-washing facilities
- at least one Jext auto-injector training aid
- at least one Epi-Pen auto-injector training aid
- at least one Emerade auto-injector training aid
- a paediatric first-aid box for demonstration purposes
- choking training vest (optional).

Emergency telephone numbers should also be to hand, for example numbers for the National Poisons Information Service (NPIS), National Grid Emergencies and Safety Advice.

A maximum of 12 learners can be trained at any one time by a single qualified tutor/assessor.

## Assessment

This section must be read in conjunction with *Section 8 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.

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.

The assessment criteria 1.3, 2.3 and 9.3 must be assessed using observation from a qualified assessor.

### Additional information for delivery and assessment

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

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. Delivery using simulation and role play is essential to enhance the experience of learners' – bringing learning to life in a meaningful context.

Many of the learning outcomes need delivery of the underpinning knowledge related to dealing with emergencies, specialists or speakers from the NHS or Social Services could support this. Video or photographic images of the variety of conditions that learners may encounter in the workplace will help them in recognising injuries and illnesses.

### **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 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. It includes a recommended approach to presenting the evidence, but centres are free to create their own assessment as long as they are confident that it enables learners to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.

| Learning outcome   | Evidence requirements   |
|--|---|
| <p>1 Be able to provide first aid to an infant or a child with suspected injuries to bones, muscles and joints</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 one and how to recognise and administer first aid for an infant or child with a suspected fracture, dislocation, sprain or strain</p> <p>For skills assessment criterion 1.3, learners must be assessed via a series of practical demonstrations of the skills identified. Detailed assessor observation forms will need to be used to evidence practical assessment. Video recording of the practical assessment is encouraged for both self-reflection and formative feedback. Standard photographic evidence is not suitable for assessment.</p> |
| <p>2 Be able to provide first aid to an infant or a child with suspected head and spinal injuries</p>              | <p>For knowledge assessment criteria 2.1 and 2.2, learners could create a presentation that describes signs and symptoms of head and spinal injury, and how to administer first aid to an infant or child for suspected head and spinal injury – this could be presented to a small group of peers.</p> <p>For skills assessment criterion 2.3, learners must be assessed via a series of practical demonstrations of the skills identified. Detailed assessor observation forms will need to be used to evidence practical assessment. Video recording of the practical assessment is encouraged for both self-reflection and formative feedback. Standard photographic evidence is not suitable for assessment.</p>   |

| Learning outcome  | Evidence requirements  |
|---|--|
| 3 Know how to provide first aid to an infant or a child with conditions affecting the eyes, ears and nose | 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 and eye injury to an infant or child.  |
| 4 Know how to provide first aid to an infant or a child with an acute medical condition or sudden illness | For assessment criteria 4.1 and 4.2, learners could produce a PowerPoint presentation or a series of posters or leaflets on how to recognise each of the conditions listed below, including information on how to administer first aid for each of the following conditions: <ul style="list-style-type: none"> <li>● diabetic emergency</li> <li>● asthma attack</li> <li>● allergic reaction</li> <li>● meningitis</li> <li>● febrile convulsions</li> </ul> |
| 5 Know how to provide first aid to an infant or a child who is experiencing extremes of body temperature  | For assessment criteria 5.1 and 5.2, learners could present information in the form of advice cards that cover how to recognise the effects of extreme cold and heat, how to administer first aid to an infant or child suffering with extremes of body temperature and how to manage its effects.   |
| 6 Know how to provide first aid to an infant or 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.   |

| Learning outcome   | Evidence requirements   |
|--|---|
| 7 Know how to provide first aid to an infant or a child with burns and scalds    | For assessment criteria 7.1 and 7.2, learners could produce information on how to recognise and administer first aid for burns and scalds. Information could be presented as individual posters or leaflets, with images illustrating how to recognise burns and explaining the administration of first aid for an infant and a child.  |
| 8 Know how to provide first aid to an infant or a child with suspected poisoning | For assessment criteria 8.1 and 8.2, learners could produce an information video or manual that covers the routes by which poisonous substances enter the body, and how to administer first aid for an infant or a child with suspected sudden poisoning.   |
| 9 Be able to provide first aid to an infant or a child with anaphylaxis          | <p>For assessment criteria 9.1 and 9.2, learners could gather information and create an information sheet on anaphylaxis and how to respond to it, including how to recognise anaphylaxis and how to administer first aid for suspected anaphylaxis.</p> <p>For assessment criterion 9.3, learners must be assessed via a series of practical demonstrations of the skills identified. Detailed assessor observation forms will need to be used to evidence practical assessment. Video recording of the practical assessment is encouraged for both self-reflection and formative feedback. Standard photographic evidence is not suitable for assessment.</p> |

## 13 Suggested teaching resources

This section lists resource materials that can be used to support the delivery of the qualification.

### Textbooks

Barraclough N – *Paediatric First Aid Made Easy*, 10th edition (Qualsafe, 2019)  
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

| <b>Websites</b>   |  |
|---|--|
| <a href="http://www.asthma.org.uk/advice/child/manage/well">www.asthma.org.uk/advice/child/manage/well</a>                        | Advice on managing childhood asthma.   |
| <a href="http://www.diabetes.co.uk/children-and-diabetes.html">www.diabetes.co.uk/children-and-diabetes.html</a>                  | Information on diabetes in childhood.  |
| <a href="http://www.diabetes.org.uk/">www.diabetes.org.uk/</a>  | Information on diabetes in childhood.  |
| <a href="http://www.epilepsy.org.uk/info/caring-children">www.epilepsy.org.uk/info/caring-children</a>                            | Epilepsy Action website on caring for children with epilepsy.  |
| <a href="http://www.firstaidqualifications.org.uk/">www.firstaidqualifications.org.uk/</a>  | Advice on delivery and assessment.   |
| <a href="http://www.gosh.nhs.uk">www.gosh.nhs.uk</a>  | General information on conditions treated at Great Ormond Street Hospital, research & innovation, the Children's Charity and news updates                                |
| <a href="http://www.meningitisnow.org">www.meningitisnow.org</a>  | Information about Meningitis now, Resources to help raise awareness of Meningitis, information on signs and symptoms, care after Meningitis and on all Meningitis events |
| <a href="https://www.nhs.uk/apps-library/baby-and-child-first-aid/">https://www.nhs.uk/apps-library/baby-and-child-first-aid/</a> | Information on the British Red Cross First Aid App that provides simple easy-to-learn skills in Baby and Child First Aid   |

|   |   |
|---|---|
| <a href="https://www.nhs.uk/conditions/anaphylaxis/treatment/">https://www.nhs.uk/conditions/anaphylaxis/treatment/</a>   | How to use an auto injector.  |
| <a href="http://www.pre-school.org.uk">www.pre-school.org.uk</a>  | Information and advice, access to specialist publications, acclaimed training schemes and campaigns that influence early years policy |
| <a href="https://www.redcross.org.uk/first-aid/learn-first-aid-for-babies-and-children">https://www.redcross.org.uk/first-aid/learn-first-aid-for-babies-and-children</a> | Information and resources on learning simple First Aid Skills for babies and children   |
| <a href="http://www.relieve-childhood-asthma.com">www.relieve-childhood-asthma.com</a>  | Advice on managing childhood asthma.  |
| <a href="http://www.sja.org.uk/sja/first-aid-advice.aspx">http://www.sja.org.uk/sja/first-aid-advice.aspx</a>   | First-aid advice.   |
| <a href="http://www.resus.org.uk">www.resus.org.uk</a>  | Resuscitation Council (UK) – provides guidelines and guidance.  |
| <a href="http://www.skillsforhealth.org.uk">www.skillsforhealth.org.uk</a>  | First-aid assessment advice.  |

## 14 Further information and useful publications

- Edexcel, BTEC and Pearson Work Based Learning contact details: [qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html).
- Books, software and online resources for UK schools and colleges: [www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

Key publications

*Access arrangements and reasonable adjustments*

(Joint Council for Qualifications (JCQ))

*A guide to recruiting learners onto Pearson qualifications* (Pearson)

*A guide to the special consideration process* (JCQ)

*Pearson Centre Guide to Quality Assurance NVQs/SVQs and Competence-based qualifications*

*Pearson Delivery Guidance & Quality Assurance Requirements for NVQs/SVQs and Competence-based qualifications*

*Collaborative and consortium arrangements for the delivery of vocational qualifications policy* (Pearson)

*Enquiries and appeals about Pearson vocational qualifications and end point assessment policy* (Pearson)

*Equality, diversity and inclusion policy* (Pearson)

*Recognition of prior learning policy and process* (Pearson)

*Guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)

*Suspected malpractice in examinations and assessments* (JCQ)

*UK Information Manual* (updated annually) (Pearson)

*Use of languages in qualifications policy* (Pearson).

Publications on the quality assurance of Pearson qualifications are 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.

# 15 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 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, 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 is someone in our Pearson support team to help you whenever – and however – you need.

Please visit our website at: [qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html)

### Assessment Principles for Regulated First-Aid Qualifications November 2016 v5

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#### 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

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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 relevant 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.

**iii. Evidence of a minimum of 3 hours Continual Professional Development (CPD) per year.**

- the CPD must relate to Paediatric first aid subject specific.

## 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 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.

**iii. Evidence of a minimum of 3 hours Continual Professional Development (CPD) per year.**

- the CPD must relate to Paediatric first aid subject specific.

## 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.

### **iii. Evidence of a minimum of 3 hours Continual Professional Development (CPD) per year.**

- the CPD must relate to Paediatric first aid subject specific.

### **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.

### **iii. Evidence of a minimum of 3 hours Continual Professional Development (CPD) per year.**

- the CPD must relate to Paediatric first aid subject specific

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

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### 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

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### 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 equivalent<sup>1</sup>) as follows.

| Qualification delivered                                | Minimum qualification to be held by the trainer/assessor/IQA/EQA <sup>1</sup> |
|--|---|
| 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); **or**
- current registration as a nurse with the Nursing and Midwifery Council (NMC)<sup>2</sup>; **or**
- current registration as a paramedic with the Health and Care Professions Council (HCPC)<sup>2</sup>

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<sup>1</sup> 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.

<sup>2</sup> 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 |
|--|-------|--------|
| <b>Current qualifications (available for new trainers/assessors to undertake):</b>                           |       |        |
| 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  |       | ✓      |

| Qualification  | Train | Assess |
|--|-------|--------|
| <b>Current qualifications (available for new trainers/assessors to undertake):</b>                       |       |        |
| 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 |
|--|-------|--------|
| <b>Other acceptable qualifications</b>   |       |        |
| 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

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### Qualifications suitable for internal quality assurance (IQA)

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<br>SCQF Level 8 (SQA Accredited)                     |
| Regulated Qualifications based on the Learning and Development NOS 11 –<br>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<br>Processes and Practice                                |
| Conduct the Internal Verification Process SCQF Level 8 (SQA Unit)  |
| V1 Conduct Internal Quality Assurance of the Assessment Process<br>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

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### Qualifications suitable for external quality assurance (EQA)

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<br>SCQF Level 9 (SQA Accredited)                     |
| Regulated Qualifications based on the Learning and Development NOS 12 –<br>Externally Monitor and Maintain the Quality of Assessment |
| Level 4 Award in the External Quality Assurance of Assessment Processes and<br>Practice  |
| Level 4 Certificate in Leading the External Quality Assurance of Assessment<br>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<br>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*.

**October 2019**

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