



Award in Paediatric First Aid

SCQF level 6

Group Award Code: GL10 46

Assessment Strategy and Guidance for Centres



Version 04: January 2017

History of changes

Version	Description of change	Date
04	Minor change to Appendix 2 Table — GG87 49 — Xs added to columns (had been omitted).	18/01/17
03	List of sample multiple-choice questions added.	20/09/16
02	Training equipment information added.	29/06/16

Award in Paediatric First Aid

General introduction

This Assessment Strategy and Guidance is provided to assist training providers to understand and implement quality standards for the Award in Paediatric First Aid training. The Assessment Strategy and Guidance sets out standards of training and assessment as well as the qualifications and experience of trainers, assessors and internal verifiers. These standards are nationally recognised and as an awarding body the Scottish Qualifications Authority (SQA) ensures that centres delivering the Award in Paediatric First Aid have assessment and quality assurance processes in place which include adherence to the following:

- ◆ Skills for Health — Assessment Principles for First Aid Qualifications — www.skillsforhealth.org.uk
- ◆ Resuscitation Council (UK)
- ◆ Current Editions of First Aid Manual for the Voluntary Aid Societies
- ◆ Other publications, provided they are in line with the above or supported by a responsible body of medical opinion.

The advice from the above organisations is updated periodically to meet changing practices for First Aid Training as they relate to best practice outcomes. It is the responsibility of the approved centre and their Trainers, Assessors and Internal Verifiers to keep up-to-date with these new developments. Any changes should be incorporated into the delivery and assessment of the award as necessary.

Publication of Assessment Principles

The assessment principles are owned by Skills for Health (SfH) and are published on the SfH website. These will be updated from time to time based on best practice requirements. Please ensure your centre is working to the most current Skills for Health Assessment Principles. <http://www.skillsforhealth.org.uk/images/standards/qcf/First%20Aid%20Assessment%20Principles.pdf>

Background

The Assessment Principles have been produced by Awarding Organisations/Bodies in cooperation with the Health and Safety Executive (HSE), Skills for Health and Qualification Regulators. These Principles relate to the assessment of First Aid Qualifications including but not limited to:

- ◆ **First Aid at Work (FAW)**
- ◆ **Emergency First Aid at Work (EFAW)**
- ◆ **Award in Paediatric First Aid**
- ◆ **Award in Emergency Paediatric First Aid**
- ◆ **Activity First Aid**
- ◆ **Cardio Pulmonary Resuscitation and Automated External Defibrillation**
- ◆ **Medical Gases**

Course Structure

The Paediatric First Aid Qualification comprises two Units:

Unit 1 — Emergency Paediatric First Aid (HA15 04)

Unit 2 — Managing Paediatric Illness, Injuries and Emergencies (HA16 04)

NOTE: When undertaking the Award in Paediatric First Aid qualification, Unit HA16 04 Managing Paediatric Illness, Injuries and Emergencies must be completed **within 10 weeks** of achievement of Unit HA15 04 Emergency Paediatric First Aid.

Roles and responsibilities of those involved in the Training, Assessment and Quality Assurance Processes

There must be a trainer, an assessor and internal verifier involved in the training, assessment and internal quality assurance of this qualification.

Please note — The requirement of Trainers and Assessors are provided separately. However, it is accepted that both roles may be performed by the same person, providing the qualifications and experience requirements for both roles are met.

Trainers

The trainer must have knowledge and competency in First Aid (see Appendix 1) as well as knowledge and competency to train. This will be based on qualifications and experience and presented in an acceptable portfolio which must include:

(i) Occupational knowledge and competence in First Aid — evidenced by:

- Holding a First Aid at Work Certificate meeting the HSE requirements

Or through:

- registration as a doctor with the General Medical Council (GMC)
- registration as a nurse with the Nursing and Midwifery Council (NMC)
- registration as a paramedic with the Health and Care Professions Council (HCPC)

(ii) Knowledge and competency in teaching/training First Aid — evidenced by:

- Holding an acceptable teaching/training qualification as detailed in Appendix 2

AND

- Providing an acceptable log of teaching First Aid within the last 3 years. This should be a minimum of 36 hours (6 days each of 6 hours)

OR

- Providing an acceptable record of competently teaching theoretical and practical First Aid sessions under the supervision of a suitably qualified Trainer. This should be a record of observation within the last 12 months.

Assessors

The assessor must have knowledge and competency in First Aid (see Appendix 1) as well as knowledge and competency to assess. This will be based on qualifications and experience and presented in an acceptable portfolio which must include:

(i) Occupational knowledge and competence in First Aid — evidenced by:

- Holding a First Aid at Work Certificate meeting the HSE requirements

Or through:

- registration as a doctor with the General Medical Council (GMC)
- registration as a nurse with the Nursing and Midwifery Council (NMC)
- registration as a paramedic with the Health and Care Professions Council (HCPC)

(ii) Knowledge and competency in assessing First Aid — evidenced by:

- Holding an acceptable assessing qualification (see Appendix 2)

AND

- Providing an acceptable log of First Aid assessments conducted within the last 3 years. This should be a minimum of six First Aid Courses

OR

- Providing an acceptable record of competently assessing theoretical and practical First Aid qualifications under the supervision of a suitably qualified assessor. This should be a record of observation within the last 12 months.

Assessors without a qualification must provide evidence of registration for an acceptable assessor qualification while they are carrying out assessment procedures. This qualification must be completed within 2 years of commencement and progress towards achievement of the qualification will be monitored by one of SQA's External Verifiers during their visit to the centre to ensure the Assessor is following the principles set out in the current Learning and Development national occupational standards, '*Assess workplace competence using direct and indirect methods.*' Whilst they are undertaking this qualification their assessment decisions must be monitored by a qualified assessor.

Assessors who do not hold a formal assessing qualification may alternatively attend First Aid Assessor CPD Training with an Awarding Body, such as SQA, to achieve an assessor qualification as identified in Appendix 1. Those assessors who currently hold the First Aid at Work Assessor Course will be required to achieve a formal (regulated) assessing qualification as identified in Appendix 1.

Internal Verifier

The role of the internal verifier is to carry out post-approval checks and produce a report outlining the checks. The internal verifier also carries out the annual Trainer and Assessor skills monitoring.

Those involved in the internal quality assurance of these qualifications must be occupationally competent in first aid and competent in internal quality assurance.

Internal Verifiers must:

- ◆ be occupationally competent in the area of first aid. This can be evidenced by:
 - Holding a First Aid at Work Certificate meeting the HSE requirements

Or through:

- registration as a doctor with the General Medical Council (GMC)
 - registration as a nurse with the Nursing and Midwifery Council (NMC)
 - registration as a paramedic with the Health and Care Professions Council (HCPC)
- ◆ have working knowledge of the requirements of the qualification they are quality assuring at the time any assessment is taking place
 - ◆ have a thorough knowledge and understanding of the role of assessors
 - ◆ visit and observe assessments and carry out other related internal quality assurance practices as appropriate
 - ◆ hold either D34, V1, L&D11 or an equivalent accepted **or** be working towards an accepted internal verification qualification **or** have a development plan to show they will be working towards an accepted qualification within a specified timeframe

NOTE: It is understood that not all Internal Verifiers (IVs) will be qualified initially, and that sufficient time should be allocated to enable an individual to achieve this qualification. During this time centres should ensure that Internal Verifiers are following the principles set out in the current Learning and Development NOS 11 'internally monitor and maintain the quality of assessment' and that their internal verification decisions are monitored by a qualified Internal Verifier, who holds a qualification as detailed in Appendix 3.

External Verifier

The role of the External Verifier (EV) is to carry out approval and annual visits to centres to ensure consistency in the delivery of Emergency First Aid at Work training across all centres offering the award. As part of this work the EV produces a report and forwards it to SQA.

Those involved in the external quality assurance of these qualifications must be occupationally competent in first aid and competent in external quality assurance.

External Verifiers must:

- ◆ be occupationally competent in the area of first aid. This can be evidenced by:
 - Holding a First Aid at Work Certificate meeting the HSE requirements
- Or through:
 - registration as a doctor with the General Medical Council (GMC)
 - registration as a nurse with the Nursing and Midwifery Council (NMC)
 - registration as a paramedic with the Health and Care Professions Council (HCPC)
- ◆ hold either D35, V2, L&D12 or an equivalent accepted External Verifier **or** be working towards an accepted external verification qualification **or** have a development plan to show they will be working towards an accepted qualification within a specified timeframe.

NOTE: It is understood that not all EVs will be qualified initially, and that sufficient time should be considered to achieve these qualifications. During this time Awarding Organisations/Bodies should ensure that EV's are following the principles set out in the current Learning and Development NOS 12 Externally monitor and maintain the quality of assessment. This could be evidenced by holding a qualification listed in Appendix 4.

Assessment and Sources of Evidence

Assessment centres

Assessment centres will be responsible for maintaining up-to-date information on Trainers, Assessors and Internal Verifiers and for ensuring the currency of the competence of all those involved in the training, assessment and internal quality assurance process.

Syllabus

The course content is made up of the Learning Outcomes and Assessment Criteria for the units that make up the qualification. The training should include all these elements but where practicable, can be tailored to meet the needs of individuals and/or their employers.

Lesson plans

Centres should plan and deliver training to the principles set out in the Training national occupational standards — 'Facilitate Individual Learning and Development.' There needs to be a lesson plan for each syllabus topic.

This should include:

- ◆ **Timetable for the course delivery**
- ◆ **Aims of the course**
- ◆ **Outcomes and objectives for each session of the delivery of the award**
- ◆ **Learner and trainer activity**

A combination of theory and practical tests will help the trainer assess each learner's understanding of a given topic.

Training equipment

It is important there is a sufficient range of equipment to support all elements of the training. There should be procedures in place for maintaining hygiene when using equipment.

The following are required:

- ◆ An appropriate, current first aid reference book per candidate: to match the course being delivered: (SQA accepts publications that are in accordance with the standards specified by the Resuscitation Council (UK))
- ◆ Audio Visual Equipment: to enable the use of PowerPoint or any appropriate media as detailed in lesson plans
- ◆ Training infant Manikins: there should be one infant manikin available for every group of four learners
- ◆ Training child/junior Manikins: there should be one child/junior manikin available for every group of four learners — as recommended by HSE
- ◆ Bandages and Dressings: one per learner
- ◆ First Aid Kit: at least one for demonstration purposes
- ◆ Hygiene: there must be items to manage hygiene during courses. eg cleaning wipes for manikins, anti-bacterial soap and tissues
- ◆ Maintenance of Equipment: there must be documented evidence of the maintenance of equipment, for example records to show how often manikin lungs are changed
- ◆ EpiPen training device

- ◆ Optional equipment that will enhance the learner experience:
 - Choke simulator device
 - Asthma inhaler training device and training spacer unit

Training venue

The premises should be conducive to learning. Training centres do not need to use their own training premises; the use of hired premises or client facilities is acceptable. Training centres should ensure that all premises used meet health and safety standards and are fit for purpose.

Standards of First Aid Practice

The PFA qualification must contain a minimum of 12 hours of direct teaching and assessment (excluding breaks.) Centres may deliver these 12 hours in a minimum of two days or over a longer period, not exceeding ten weeks where each session lasts at least 2 hours.

PFA skills and knowledge should be taught and assessed in accordance with currently accepted First Aid practice in the United Kingdom.

Assessment

The assessment should determine a learner's ability to act safely, promptly and effectively when a first aid emergency, illness or injury occurs with an infant or child.

ALL Learning Outcomes and Assessment Criteria in the Units **MUST** be achieved. Evidence demonstrating how assessment decisions have been arrived at must be available to the IV and EV.

Assessment may take place at any time during the delivery of the qualification and does not need to be completed as a final assessment. It is however, a requirement for the learner to be aware that assessment is taking place. You may use formative assessment during the delivery of the qualification but this is not to be used in the assessment decisions of competence against the Assessment Criteria.

Please note — Multiple-choice questions are unlikely to be suitable for questions which require a description or an explanation. It is recommended when using centre-devised checklists and question papers, that centres consider seeking confirmation of their validity from SQA prior to use. This can be achieved by using the Prior Verification Service, which is free to all SQA approved centres.

Simulation

Simulation is permitted for these units. Each Unit details what may be simulated.

Blended Learning in First Aid Training

Blended learning is now an accepted means by which first aid training can be delivered. **However** it is the responsibility of the learner's employer to conduct the necessary additional checks (due diligence) needed to be carried out to decide if their staff should be trained in first aid using this method (a combination of electronic distance based and face to face classroom based instruction). This means as a training provider you must make sure:

- ◆ you are satisfied that where first aid training comprises of blended learning, it is **as effective** as exclusively face to face learning.
- ◆ the individual being trained knows how to use the technology that delivers the training.
- ◆ you have an adequate means of supporting the individual during their training;
- ◆ you have a robust system in place to prevent identity fraud
- ◆ sufficient time is allocated to classroom based learning and assessment of the practical elements of the syllabus.

End of Course Evaluation

Centres should have an evaluation procedure in place, which provides an opportunity for learners to provide feedback on the following:

- ◆ The ability/competence of the Paediatric First Aid Trainer/Assessor
- ◆ The structure and content of the Paediatric First Aid Course.
- ◆ The First Aid equipment used
- ◆ The appropriateness of the training venue

Certificates

Following the assessment and successful achievement of all of the Learning Outcomes and Assessment Criteria, the candidate will be provided with a Paediatric First Aid (PFA) certificate. The training provider must register and result PFA candidates with SQA in order for them to be issued with their certificate. The validity period will commence on the date of achievement of the award and this will be detailed on their certificate.

PFA Re-qualifying

PFA certificates are valid for 3 years. To re-qualify, learners must be assessed against all Learning Outcomes and Assessment Criteria over 12 hours of direct teaching and assessment (excluding breaks.)

Appendix 1: Occupational Knowledge and Competence in First Aid

All Trainers, Assessors, Internal Verifiers and External Verifiers must have occupational knowledge and competence in First Aid.

This may be evidenced by:

- ◆ holding a current First Aid at Work Certificate (issued by Ofqual/SQA/Welsh Government or recognised Awarding Body, an approved training provider or recognised equivalent*)
or
- ◆ holding a current Offshore First Aid Certificate issued by an accredited training provider
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) **or**
- ◆ current registration as a Paramedic with the Health and Care Professions Council (HCPC).

***Please note** — Trainers, Assessors, Internal and External Verifiers who have completed a non-regulated First Aid at Work qualification will need to provide a portfolio of auditable evidence detailing the content of the course undertaken as well as evidence of being independently assessed against all of the Learning Outcomes and Assessment Criteria for FAW. This should be available from the training provider who delivered and assessed the FAW course.

Appendix 2: Acceptable Training/Assessing Qualifications

This list is not exhaustive but provides a guide to acceptable training and/or assessing qualifications.

Assessors must hold a recognised assessor qualification.

Trainers must hold a regulated teaching/training qualification.

Qualification	Train	Assess
Cert Ed/PGCE/B Ed/M Ed	x	x
CTLTS/DTLLS	x	x
PTLLS with Unit 'Principles and Practice of Assessment' (12 credits)	x	x
Further and Adult Education Teacher's Certificate	x	x
IHCD Instruction Methods	x	x
IHCD Instructor Certificate	x	x
S/NVQ level 3 in training and development	x	x
S/NVQ level 4 in training and development	x	x
TQFE (teaching Qualification for Further Education)	x	x
English National Board 998	x	x
NOCN Tutor Assessor Award	x	x
Level 3 Award in Education and Training (QCF)	x	x
Level 4 Certificate in Education and Training (QCF)	x	x
Level 5 Diploma in Education and Training (QCF)	x	x
PTLLS (6 credits)	x	
Accredited Qualifications based on the Learning and Development NOS 7 Facilitate Individual Learning and Development	x	
Training Group A22, B22, C21, C23, C24	x	
SQA Accredited Planning and Delivering Learning Sessions to Groups	x	
A1 (D32/33) — Assess candidates using a range of methods		x
A2 (D32) — Assess candidates' performance through observation		x
Regulated Qualifications based on the Learning and Development NOS 9 Assess Learner Achievement		x
SQA Accredited Learning and Development Unit 9DI — Assess workplace competences using direct and indirect methods — replacing Units A1 and D32/33		x
SQA Accredited Learning and Development Unit 9D — Assess workplace competence using direct methods — replacing Units A2 and D32		x
SQA Carry out the Assessment Process		x
Level 3 Award in Assessing Competence in the Work Environment (QCF)		x
Level 3 Award in Assessing Vocationally Related Achievement (QCF)		x
Level 3 Award in Understanding the Principles and Practices of Assessment (QCF)		x
Level 3 Certificate in Assessing Vocational Achievement (QCF)		x
FD3Y 04 Engage and Support Learners in the Learning and Development Process	x	
FD3W 04 Manage Learning and Development in Groups	x	

Qualification	Train	Assess
GG87 49 PDA Teaching Practice in Scotland's Colleges — SCQF level 9	x	x
GG82 49 PDA Developing Teaching Practice in Scotland's Colleges — SCQF level 9	x	x
H419 36 Learning and Teaching – Assessment and Quality Standards — SCQF level 9		x

Appendix 3: Qualifications Suitable for Internal Verifiers

NOTE: This list is not exhaustive but provides a guide to acceptable Internal Verification (IV) qualifications:

- ◆ SQA Accredited Learning and Development Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment
- ◆ Regulated Qualifications based on the Learning and Development NOS 11 Internally Monitor and Maintain the Quality of Assessment
- ◆ Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF)
- ◆ Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF)
- ◆ V1 or D34
- ◆ SQA Accredited Unit: Conduct the Internal Verification Process

IVs without a qualification detailed above must provide evidence of registration for an acceptable Internal Verification qualification while they are carrying out Internal Verification procedures. This qualification must be completed within 2 years of commencement and progress towards achievement of the qualification will be monitored by one of SQA's External Verifiers during their visit to the centre.

NOTE:

Internal Verifiers who do not hold a formal IV qualification may alternatively attend Internal Verification CPD Training with an Awarding Organisation such as SQA.

It is understood that not all IVs will hold a formal IV qualification or have attended CPD training initially. However, during this interim period it is the responsibility of SQA and centres delivering the qualifications to ensure that the IVs are following the principles set out in the current Learning and Development National Occupational Standards, 'Internally Monitor and Maintain the Quality of Assessment.'

Appendix 4: Qualifications Suitable for External Verification

This list is not exhaustive but provides a guide to acceptable External Verification (EV) qualifications.

- ◆ SQA Accredited Learning and Development Unit 12 Externally Monitor and Maintain the Quality of Workplace Assessment
- ◆ QCF Qualifications based on the Learning and Development NOS 12 Externally Monitor and Maintain the Quality of Assessment
- ◆ Level 4 Award in the External Quality Assurance of Assessment Processes and Practice (QCF)
- ◆ Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice (QCF)
- ◆ V2 or D35
- ◆ SQA Externally Verify the Assessment Process in Non Workplace Contexts

It is understood that not all External Verifier's will be qualified initially, and that sufficient time should be considered to achieve an appropriate External Verification qualification. During this time, The Awarding Body (SQA) must ensure that EVs are following the principles set out in the current Learning and Development national occupational standards, '*Externally Monitor and Maintain the Quality of Workplace Assessment.*'

External Verifiers should provide evidence of registration for an acceptable External Verification qualification while they are carrying out External Verification procedures. This qualification should be completed within a 2 year period.

Unit: Emergency Paediatric First Aid

Unit Reference Number: HA15 04

SCQF level: 6

SCQF Credit: 1

The purpose of this Unit is to assess the knowledge, understanding and skills required to deal with a range of paediatric emergencies requiring first aid.

This Unit forms part of the Paediatric First Aid Qualification.

Learning Outcome		Assessment Criteria	
1	Understand the role and responsibilities of a paediatric first aider.	1.1	Define responsibilities of a paediatric first aider.
		1.2	Explain how to minimise the risk of infection to self and others.
		1.3	Describe first aid and personal protection equipment required for emergencies.
		1.4	Describe how to use first aid and personal protection equipment safely.
		1.5	Identify what information needs to be included in an accident report/incident record.
		1.6	Explain reporting procedures following an accident/incident
		1.7	Define an infant and a child for the purposes of first aid treatment.
2	Be able to assess an emergency situation safely.	2.1	Conduct a scene survey.
		2.2	Conduct a primary survey on an infant and a child.
		2.3	Identify when to call for help.
		2.4	Explain what information needs to be given when obtaining assistance.
3	Be able to provide first aid for an infant and a child who is unresponsive and breathing normally.	3.1	Assess the level of consciousness of an infant and a child.
		3.2	Explain why an infant and a child should be placed in the recovery position.
		3.3	Place an infant and a child in the recovery position.
		3.4	Continually monitor an infant and a child whilst they are in the recovery position.
		3.5	Assist an infant and a child who is experiencing a seizure.

Learning Outcome		Assessment Criteria	
4	Be able to provide first aid for an infant and a child who is unresponsive and is not breathing normally.	4.1	Identify when to administer Cardio Pulmonary Resuscitation (CPR) to an unresponsive infant and an unresponsive child who is not breathing normally.
		4.2	Administer CPR using an infant and a child manikin.
5	Be able to provide first aid for an infant and a child who has a foreign body airway obstruction.	5.1	Identify when a foreign body airway obstruction is: ◆ mild ◆ severe
		5.2	Administer first aid to an infant and a child who is choking.
6	Be able to provide first aid to an infant and a child with external bleeding.	6.1	Describe the types and severity of bleeding.
		6.2	Explain the effect of severe blood loss on an infant and a child.
		6.3	Control external bleeding.
7	Understand how to provide first aid to an infant and a child who is suffering from shock.	7.1	Define the term 'shock' relevant to first aid.
		7.2	Describe how to recognise an infant and a child who is suffering from shock.
		7.3	Explain how to manage the effects of shock.
8	Understand how to provide first aid to an infant and a child with anaphylaxis.	8.1	List common triggers for anaphylaxis.
		8.2	Describe how to recognise anaphylaxis in an infant and a child.
		8.3	Explain how to administer first aid for an infant and a child with anaphylaxis.

Unit: Managing Paediatric Illness, Injuries and Emergencies

Unit Reference Number: HA16 04

SCQF level: 6

SCQF Credit: 2

The purpose of this Unit is to assess the knowledge, understanding and skills required to deal with a range of paediatric illnesses, injuries and emergencies.

This Unit forms part of the Paediatric First Aid Qualification and must be completed within 10 weeks of achieving Unit HA15 04, Emergency Paediatric First Aid in order to achieve the full qualification.

Learning Outcome		Assessment Criteria	
1	Be able to administer first aid to an infant and a child with injuries to bones, joints and muscles.	1.1 1.2 1.3	Describe types of fractures. Recognise suspected: ◆ Fractures ◆ Dislocations ◆ Sprains and strains Administer first aid for suspected: ◆ Fractures ◆ Dislocations ◆ Sprains and strains
2	Be able to administer first aid to an infant and a child with head and spinal injuries.	2.1 2.2	Described how to recognise suspected: ◆ Concussion ◆ Skull fracture ◆ Cerebral compression ◆ Spinal injury Administer first aid for suspected: ◆ Concussion ◆ Skull fracture ◆ Cerebral compression ◆ Spinal Injury
3	Understand how to administer first aid to an infant and a child with conditions affecting the eyes, ears and nose.	3.1 3.2	Identify the conditions affecting the: ◆ Eyes ◆ Ears ◆ Nose Explain the action to take when conditions are identified.

Learning Outcome		Assessment Criteria	
4	Understand how to administer emergency first aid to an infant and a child with a chronic medical condition or sudden illness.	4.1	Describe how to recognise: <ul style="list-style-type: none"> ◆ Sickle cell crises ◆ Diabetic emergency ◆ Asthma attack ◆ Allergic reaction ◆ Meningitis ◆ Febrile convulsions
		4.2	Explain how to manage: <ul style="list-style-type: none"> ◆ Sickle cell crises ◆ Diabetic emergency ◆ Asthma attack ◆ Allergic reaction ◆ Meningitis ◆ Febrile convulsions
5	Understand how to administer first aid to an infant and a child who is experiencing the effects of extreme heat or cold.	5.1	Describe how to recognise the effects of: <ul style="list-style-type: none"> ◆ Extreme heat ◆ Extreme cold
		5.2	Explain how to manage the effects of: <ul style="list-style-type: none"> ◆ Extreme heat ◆ Extreme cold
6	Understand how to administer first aid to an infant and a child who has sustained an electric shock.	6.1	Explain how to safely manage an incident involving electricity.
		6.2	Describe first aid treatments for electric shock incidents.
7	Understand how to administer first aid to an infant and a child with burns or scalds.	7.1	Describe how to recognise the severity of: <ul style="list-style-type: none"> ◆ Burns ◆ Scalds
		7.2	Explain how to manage: <ul style="list-style-type: none"> ◆ Burns ◆ Scalds
8	Understand how to administer first aid to an infant and a child who has been poisoned.	8.1	Identify the routes that poisonous substances take to enter the body.
		8.2	Identify sources of information for treating those affected by sudden poisoning.
		8.3	Explain how to manage sudden poisoning
9	Understand how to administer first aid to an infant and a child who has been bitten or stung.	9.1	Identify severity of bites and stings.
		9.2	Explain how to manage bites and stings.
10	Understand how to administer first aid to an infant and a child with minor injuries.	10.1	Explain how to administer first aid for: <ul style="list-style-type: none"> ◆ Small cuts ◆ Grazes ◆ Bumps and bruises ◆ Small splinters ◆ Nose bleeds

Learning Outcome		Assessment Criteria	
11	Understand how to complete records relating to illnesses, injuries and emergencies.	11.1	Identify what information needs to be recorded for illnesses, injuries and emergencies.
		11.2	Describe how to record the information for illnesses, injuries and emergencies.
		11.3	Explain confidentiality procedures for recording, storing and sharing information.

Unit: Emergency Paediatric First Aid

Sample Lesson Plan

Please note centres will be expected to present evidence of the specific learning and teaching content for each session including specific timescales.

Session	Lesson	Learning Outcome	Resources
1 45 minutes	<p>Identify the role and responsibilities of a first-aider — three Ps.</p> <p>Describe how to minimise risk of infection to self and others.</p> <p>Identify the importance of seeking consent.</p> <p>Identify and describe first aid equipment within the workplace and the safe use of this.</p> <p>Accident Reporting And reporting.</p> <p>Definition of infant and child in context of first aid treatment.</p>	1	<p>Current first aid procedures</p> <p>Accident book and accident report form</p> <p>Pictures/lists of first aid equipment</p> <p>PPE</p> <p>Appropriate learning and teaching materials (name these)</p>
2 1.5 hours	<p>Practical activity —</p> <p>Demonstrate conducting a scene survey.</p> <p>Demonstrate conducting a primary survey on an infant and a child.</p> <p>Practical activity —</p> <p>Demonstrate how to manage an unresponsive infant and child who is breathing normally, including a child and infant in seizure.</p>	2 and 3	<p>Current first aid procedures</p> <p>Casualty for recovery position and seizure management</p> <p>Appropriate learning and teaching materials (name these)</p>
3 1.5 hours	<p>Demonstrate when and how to commence CPR to a child and an infant.</p> <p>Demonstrate process of CPR to a child and an infant.</p> <p>Describe signs and symptoms of partial and blocked airway.</p> <p>Administer first aid to a choking child and infant.</p>	4 and 5	<p>Current first aid procedures</p> <p>Child and infant Manikin for CPR</p> <p>Appropriate learning and teaching materials (name these)</p>

Session	Lesson	Learning Outcome	Resources
4 1 hour and 15 minutes	Types of bleeding including the demonstration of how to control external bleeding. The effects of severe blood loss for an infant or child. Recognition of shock and how to treat a child in shock. Anaphylaxis.	6, 7 and 8	Current first aid procedures Bandages and slings Blanket for child in shock Appropriate learning and teaching materials (name these) EpiPen
5 1 hour	Assessment and remediation.	All Outcomes as necessary	Assessments Assessor comments about candidate competence with checklists

Unit: Emergency Paediatric First Aid Practical Assessment

Conscious Child and Infant

Candidate's name:	
Venue:	
Date:	

Action required	Competent (C) or Referred (R)	Assessor feedback
Conduct a scene survey		
Assess child and infant — perform primary survey		
Send for or call for help		
Communicate child and infant's condition by observing and communicating effectively		
Give effective treatment to a child and an infant in shock		

Additional oral question for related Assessment Criteria.

(Assessor/candidate should record the answer given)

Q What does the term 'shock' mean in first aid?

Q What is the effect of severe blood loss on a child and an infant?

Was the candidate competent? (Circle as appropriate): **Yes** **No**

Assessor's name: _____

Assessor's signature: _____

Internal Verifier's name: _____

Internal Verifier's signature: _____

Date: _____

Unit: Emergency Paediatric First Aid Practical Assessment

Unconscious Child and Infant — Breathing

Candidate's name:	
Venue:	
Date:	

Action required	Competent (C) or Referred (R)	Assessor feedback
Conduct a scene survey		
Conduct a Primary survey: Levels of consciousness Check ABC (open airway/ check breathing and physical signs of life)		
Send for or call for help		
Place child in recovery position.		
Monitor ABC		

Additional oral question for related Assessment Criteria.

(Assessor/candidate should record the answer given)

- Q Why is it important to place an unconscious child in the recovery position?
- Q How would you manage a child and an infant who is in seizure?
- Q What are the triggers for anaphylaxis?
- Q What are the signs and symptoms of anaphylaxis in a child and an infant?
- Q How would you respond to an occurrence of this?

Was the candidate competent? (Circle as appropriate): Yes No

Assessor's name: _____

Assessor's signature: _____

Internal Verifier's name: _____

Internal Verifier's signature: _____

Date: _____

Unit: Emergency Paediatric First Aid Practical Assessment

Unconscious Child and Infant — Not Breathing

Candidate's name:	
Venue:	
Date:	

Action required	Competent (C) or Referred (R)	Assessor feedback
Conduct a scene survey		
Conduct a Primary survey: Levels of consciousness Check ABC (open airway/ check breathing and physical signs of life)		
Send for or call for help		
Five rescue breaths		
Commence 30 chest compressions at a rate of 100/120 compressions per minute to a depth of 4 cm for an infant and 5 cm for a child. Use two fingers for an infant under 1 year; use one or two hands for a child over 1 year		
Continue CPR Two rescue breaths and 30 chest compressions		

**Additional oral question for related Assessment Criteria.
(Assessor/candidate should record the answer given)**

- Q When would you start CPR?
- Q What are the signs and symptoms of a partial or blocked airway?

Was the candidate competent? (Circle as appropriate): Yes No

Assessor's name: _____

Assessor's signature: _____

Internal Verifier's name: _____

Internal Verifier's signature: _____

Date: _____

Outstanding Assessment Criteria can be assessed using a written assessment to cover the criteria below. Centres must ensure that all Assessment Criteria is covered throughout the Practical and Written assessments. The sample assessment methods provided cover all of the Assessment Criteria. The location of each Assessment Criteria is identified within the attached grid format. (See exemplar). This blank copy of this grid is attached for centres to use should the centre decide to write their own assessments. You are advised to seek prior verification from SQA should you decide to do this. Some of the questions below may be suitable to be assessed by a multiple-choice assessment method.

Candidate's name:	
Venue:	
Date:	

- Q What are the responsibilities of a paediatric first aider?
- Q Define an infant and child for the purposes for first aid.
- Q When would you call for help?
- Q What information needs to be given when obtaining assistance?
- Q How can you minimise the risk of infection to yourself and others?
- Q What items would you expect to find in a first aid box?
- Q What protective equipment would you expect to find in a first aid box to safeguard yourself from infection?
- Q How would you use first aid items and personal protective equipment safely?
- Q Name some triggers likely to cause anaphylactic shock.
- Q What are the signs and symptoms of anaphylactic shock?
- Q How would you treat a child and an infant with anaphylactic shock?
- Q How would you treat a child and an infant with a nose bleed?
- Q How should you record a first aid emergency?
- Q What information needs to be in an accident and incident report?
- Q How would you identify when a child or infant is having a seizure?
- Q How would you know whether a foreign body airway obstruction is mild or severe?
- Q What are the different types of bleeding?
- Q What is the severity of different types of bleeding?
- Q What are the effects of severe blood loss for an infant and a child?
- Q What does the term 'shock' mean in first aid?
- Q How would you recognise an infant or child is suffering from shock?
- Q How would you manage the effects of shock in an infant or child?
- Q How would you treat a dislocation for a child and infant?
- Q How would you treat a strain/sprain for a child and an infant?
- Q What are the signs and symptoms of concussion for a child and an infant?
- Q How would you treat concussion for a child and an infant?

- Q What are the signs and symptoms of skull fracture for a child and an infant?
- Q How would you treat a skull fracture for a child and an infant?
- Q What are the signs and symptoms of cerebral concussion for a child and an infant?
- Q How would you treat cerebral concussion for a child and an infant?
- Q How would you recognise a spinal injury for a child and an infant?
- Q How would you treat a spinal injury for a child and an infant?
- Q What different types of burns are there?
- Q How would you treat a dry heat burn?
- Q How would you treat a wet heat burn?
- Q How would you treat an electric burn?
- Q How would you treat a chemical burn?
- Q What factors affect the severity of burns and scalds?
- Q Name some common eye injuries.
- Q How would you treat a child and an infant with an eye injury caused by dust?
- Q How would you treat a child and an infant with an eye injury caused by chemicals?
- Q How would you treat a child and an infant with an eye injury caused by an embedded object?
- Q Name the routes by which a poison can enter the body.
- Q What sources of information can you use where a child and an infant is affected by sudden poisoning?
- Q How would you treat a child and infant with sudden poisoning?
- Q Name some triggers likely to cause anaphylactic shock?
- Q What are the signs and symptoms of anaphylactic shock?
- Q How would you treat a child and an infant with anaphylactic shock?
- Q What are the signs and symptoms of an asthma attack and how would you treat the child and infant?
- Q What are the signs and symptoms of diabetes and how would you treat the child and infant?
- Q How would you treat a child and an infant with a nose bleed?
- Q How would you manage a bite of a sting?
- Q How would you administer first aid to a child experiencing extreme cold?
- Q How would you administer first aid to a child experiencing extreme heat?
- Q How would you identify when a child or infant is having a seizure?
- Q How should you record a first aid emergency?
- Q What are signs and symptoms of meningitis and how you would you administer first aid to a child or infant you suspected had this?
- Q How can you recognise a sickle cell crises?

- Q How would you manage a sickle cell crises?
- Q How can you recognise a febrile convulsion?
- Q How would you manage a febrile convulsion?
- Q How would you administer first aid for a small cut?
- Q How would you administer first aid for a graze?
- Q How would you administer first aid for a bump and bruise?
- Q How would you administer first aid for a small splinter?
- Q How would you administer first aid for a nose bleed?

Was the candidate competent? (Circle as appropriate): **Yes** **No**

Assessor's name: _____

Assessor's signature: _____

Internal Verifier's name: _____

Internal Verifier's signature: _____

Date: _____

Unit: Managing Paediatric Illness', Injuries and Emergencies

Sample Lesson Plan

Candidate's name:	
Venue:	
Date:	

Session	Lesson	Learning Outcome	Resources
1 1.5 hours	Identify information required when gathering a casualty history. Describe fractures, dislocations, sprains and strains. Describe signs and symptoms for concussion, skull fracture, cerebral compression and spinal injury. Demonstrate first aid for the above including head to toe survey.	1 and 2	Current first aid procedures Bandages, slings and padding Matting for 'child' and 'infant' casualty to lie on Appropriate learning and teaching materials (name these)
2 1 hour	Describe burns and scalds together with the factors that affect severity. Describe common eye injuries and first aid conditions affecting the ears and nose. Demonstrate first aid for the above.	3 and 7	Current first aid procedures Appropriate learning and teaching materials (name these)
3 1 hour	Identify poisons and describe how they enter the body. Describe chronic medical conditions or sudden illnesses that require first aid. Explain the first aid necessary to treat the above conditions.	4 and 8	Current first aid procedures Appropriate learning and teaching materials (name these)
4 1 hour	Describe how to manage temperature changes in children and infants. Describe how to administer first aid to children and infants who have received an electric shock. Describe how to administer first aid for bites and stings. Demonstrate how to administer first aid for minor injuries sustained by a child and infant.	5, 6, 9 and 10	First aid manuals Bandages, slings and padding Matting for child/infant casualty to lie on Appropriate learning and teaching materials to assist study

Session	Lesson	Learning Outcome	Resources
5 0.5 hour	Review learning from the day and consolidate knowledge from Emergency Paediatric First Aid Course — Infection control, recording, reporting, confidentiality and storing information.	All Outcomes as necessary	
6 1 hour	Course Assessment Some of the Assessment Criteria may have been covered previously in the course through practical tasks. This final session allows for remaining assessment to be completed including written, verbal and any further practical assessment.		

Paediatric First Aid Practical Assessment — Administer first aid for suspected: ♦ Fractures ♦ Dislocations ♦ Sprains and strains

Candidate's name:	
Venue:	
Date:	

Action required	Competent (C) or Referred (R)	Assessor feedback
Position child and infant appropriately		
Obtain child's/infant's history		
Support/Immobilise the injury as appropriate		
Apply padding and bandages appropriately		
Apply sling as appropriate		
Check circulation		
Reassured child/infant appropriately		
Call for emergency help as appropriate		

Additional oral question for related Assessment Criteria.

(Assessor/candidate should record the answer given)

- Q What are the signs and symptoms of a closed fracture?
- Q What are the signs and symptoms of a dislocation?
- Q What is the difference between a sprain and a strain?

Was the candidate competent? (Circle as appropriate): **Yes** **No**

Assessor's name: _____

Assessor's signature: _____

Internal Verifier's name: _____

Internal Verifier's signature: _____

Date: _____

CPD Observation of Trainer/Assessor Skills (please delete as appropriate)

Internal Verifier's name	
Trainer/Assessor's name:	

Action	Feedback on performance
Evidence of effective planning and delivery of course	
Learning materials were effective for needs of the group	
Evidence of adapting ongoing learning to needs of group	
Effectiveness of engagement with the class group	
Were the assessment methods appropriate to meet criteria?	
Were the assessment decisions valid?	
Was the feedback to the candidate appropriate?	
Were assessment decisions recorded appropriately?	
Any other relevant comments?	

Was the candidate competent? (Circle as appropriate): **Yes** **No**

Internal Verifier's signature: _____

Date of observation: **(Date of previous observation:** **)**

Outstanding Assessment Criteria can be assessed using a written assessment to cover the criteria below. Centres must ensure that all Assessment Criteria is covered throughout the Practical and Written assessments. The sample assessment methods provided cover all of the Assessment Criteria. The location of each Assessment Criteria is identified within the attached grid format. (See exemplar). This blank copy of this grid is attached for centres to use should the centre decide to write their own assessments. You are advised to seek prior verification from SQA should you decide to do this.

Some of the questions below may be suitable to be assessed by a multiple-choice assessment method.

Candidate's name:	
Venue:	
Date:	

- Q What would you need to know about a child or infant's history during a secondary survey?
- Q How would you treat a dislocation for a child and infant?
- Q How would you treat a strain/sprain for a child and an infant?
- Q What are the signs and symptoms of concussion for a child and an infant?
- Q How would you treat concussion for a child and an infant?
- Q What are the signs and symptoms of skull fracture for a child and an infant?
- Q How would you treat a skull fracture for a child and an infant?
- Q What are the signs and symptoms of cerebral concussion for a child and an infant?
- Q How would you treat cerebral concussion for a child and an infant?
- Q How would you recognise a spinal injury for a child and an infant?
- Q How would you treat a spinal injury for a child and an infant?
- Q What different types of burns are there?
- Q How would you treat a dry heat burn?
- Q How would you treat a wet heat burn?
- Q How would you treat an electric burn?
- Q How would you treat a chemical burn?
- Q What factors affect the severity of burns and scalds?
- Q Name some common eye injuries
- Q How would you treat a child and an infant with an eye injury caused by dust?
- Q How would you treat a child and an infant with an eye injury caused by chemicals?
- Q How would you treat a child and an infant with an eye injury caused by an embedded object?
- Q Name the routes by which a poison can enter the body?
- Q What sources of information can you use where a child and an infant is affected by sudden poisoning?

- Q How would you treat a child and infant with sudden poisoning?
- Q Name some triggers likely to cause anaphylactic shock?
- Q What are the signs and symptoms of anaphylactic shock?
- Q How would you treat a child and an infant with anaphylactic shock?
- Q What are the signs and symptoms of an asthma attack and how would you treat the child and infant?
- Q What are the signs and symptoms of diabetes and how would you treat the child and infant?
- Q How would you treat a child and an infant with a nose bleed?
- Q How would you manage a bite of a sting?
- Q How would you administer first aid to a child experiencing extreme cold?
- Q How would you administer first aid to a child experiencing extreme heat?
- Q How would you identify when a child or infant is having a seizure
- Q How should you record a first aid emergency?
- Q What are signs and symptoms of meningitis and how you would you administer first aid to a child or infant you suspected had this?

Was the candidate competent? (Circle as appropriate): **Yes** **No**

Assessor's name: _____

Assessor's signature: _____

Internal Verifier's name: _____

Internal Verifier's signature: _____

Date: _____

Unit: Emergency Paediatric First Aid — Identification of centre-devised Assessment Criteria

Assessment Methods	1.1	1.2	1.3	1.4	1.5	1.6	1.7	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	4.1	4.2	5.1	5.2	6.1	6.2	6.3	7.1	7.2	7.3	8.1	8.2	8.3
Short Answer																													
Oral Question																													
Simulation																													
Multiple-choice																													
Case Study																													

This grid can be used to assist the centre to track all Assessment Criteria and ensure they have been incorporated into an assessment method across practical, oral and written assessments. The centre should ensure they are not over reliant on any one assessment methodology.

Unit: Managing Paediatric Illness, Injuries and Emergencies — Identification of centre-devised Assessment Criteria

Assessment Methods	1.1	1.2	1.3	2.1	2.2	3.1	3.2	4.1	4.2	5.1	5.2	6.1	6.2	7.1	7.2	8.1	8.2	8.3	9.1	9.2	10.1	11.1	11.2	11.3
Short Answer																								
Oral Question																								
Simulation																								
Multiple-choice																								
Case Study																								

This grid can be used to assist the centre to track all Assessment Criteria and ensure they have been incorporated into an assessment method across practical, oral and written assessments. The centre should ensure they are not over reliant on any one assessment methodology.

Continuing Professional Development Record (CPDR)

Name: _____

Covering the period from: _____ To: _____

Date of Activity	What did you do that contributes to your CPD?	Link activity to specific objectives in your Development Plan	What did you learn from this activity that relates to some aspect of your CPD?	How would you implement this learning? Is there any further action?

Assessor/Internal Verifier Signature: _____

Date: _____

Continuing Professional Development (CPD) is about how you use a variety of learning experiences to develop yourself professionally and personally. There is a common principle in how you approach CPD, whether you think in terms of self-development or lifelong learning. It is about the learning and development that you undertake and the method you use to reflect on and record this learning.

All Assessors and Internal Verifiers must show current evidence of continuing professional development in their occupational/subject area.

- ◆ Evaluating own performance as a practitioner/expert in your subject area
- ◆ Continually developing own practice as a practitioner/expert in your subject area

For example:

- ◆ records of work on keeping up to date with CPD activities
- ◆ records of how they keep abreast of developments in the subject area
- ◆ feedback that is stimulated from learners and colleagues
- ◆ self-evaluations of own practice in the subject area
- ◆ records of continuing professional development activities
- ◆ evidence of how new knowledge and skills have been shared with colleagues

Evidence of attendance at training events does not, in their own right, provide evidence of development.

Please note the above list is not exhaustive. Other formal and informal methods of CPD are also acceptable.