



# **Award in Emergency Paediatric First Aid**

## **Assessment Strategy and Guidance**

**Group Award Code: GP71 46**

**Scottish Credit Qualification Framework (SCQF level 6)**

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## Award structure

Unit title	Unit code	SCQF level	SCQF credit points	Scottish Qualifications Authority credit value
Emergency Paediatric First Aid	J1SH 46	6	1	0.25

## General information

This guidance is designed to assist first aid training providers to gain and maintain Scottish Qualifications Authority (SQA) approval to deliver, assess and internally verify *The Award in Emergency Paediatric First Aid* at Scottish Credit Qualification Framework (SCQF level 6). The content and standards of emergency paediatric first aid training will be conversant with the following:

The Assessment Principles of the First Aid Awarding Organisation Forum

Current guidance published by the Resuscitation Council (UK)

Current editions of the 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.

### Definition of First Aid

'First Aid is the initial assistance or treatment given to a person who is injured or taken ill'.

*First Aid Manual, Revised 10th Edition, UK Leading First Aid Providers.*

### Assessment Principles for Regulated First Aid Qualifications

The First Aid Awarding Organisation Forum (FAAOF) produces the Assessment Principles in co-operation with:

Resuscitation Council (UK) Guidelines

Department for Education: *Early Years Foundation Stage Statutory Framework — March 2017*

Health and Social Care Board (NI) *Childminding and Day Care for Children Under Age 12 Minimum Standards*

Welsh Government: *National Minimum Standards for Regulated Childcare for Children up to the age of 12 years*

The use of the unit J1SH 46 *Emergency Paediatric First Aid* within the *Award in Emergency Paediatric First Aid* is restricted to Awarding Organisations who meet the Terms of Reference of the First Aid Awarding Organisation Forum.

The Scottish Qualifications Authority and other awarding bodies constitute the membership of the First Aid Awarding Organisation Forum. Forum members, such as SQA and their approved centres, must comply with the most current Assessment Principles. Competence of trainers, assessors and internal verifiers will be managed through robust internal and external quality assurance systems.

The First Aid Assessment Principles produced and managed by the First Aid Awarding Organisation Forum relate to the following awards:

Emergency First Aid at Work (EFAW)

First Aid at Work (FAW)

Emergency Paediatric First Aid (EPFA)

Paediatric First Aid (PFA)

The Scottish Qualifications Authority has developed this Assessment Strategy and Guidance. This guidance is written in accordance with the Assessment Principles for Regulated First Aid Qualifications. It is designed to assist first aid training providers to gain and maintain SQA approval to deliver, assess and internally verify the *Award in Emergency Paediatric First Aid*. All SQA centres must comply with the Assessment Strategy and Guidance.

## **Roles and Responsibilities for this Award**

The effective delivery of the *Award in Emergency Paediatric First Aid* will require, at a minimum, one trainer, one assessor and one internal verifier.

The occupational and knowledge requirements for the trainer and assessor are specified separately. However, it is accepted that the same person may perform both roles, providing the occupational knowledge and competence for emergency paediatric first aid for the trainer and assessor roles are met.

The number of courses delivered may impact on the number of trainers, assessors and internal verifiers required.

The trainer/assessor must maintain a portfolio of first aid evidence containing appropriate qualifications to their role:

- ◆ a current and valid First Aid at Work certificate
- ◆ evidence of first aid training/assessment
- ◆ annual observation of first aid practice
- ◆ evidence of continuous professional development

# Trainer, Assessor, Internal Verifier, External Verifier

Individuals undertaking these roles must have occupational knowledge and competence in first aid and appropriate/associated training experience conversant with their role.

In working towards best practice for emergency paediatric first aid delivery, the Scottish Qualifications Authority highly recommends that trainers and assessors hold a current and valid paediatric first aid qualification in addition to a First Aid at Work certificate and/or evidence of continuous professional development in relation to emergency paediatric first aid knowledge and/or delivery and assessment.

## **Occupational knowledge and competence in paediatric first aid can be evidenced by:**

A current and valid First Aid at Work certificate issued by a recognised awarding organisation **or** other first aid training certificate as accepted by the First Aid Awarding Organisation Forum. Please see Appendix 1.

In terms of SQA ensuring that a non-regulated qualification meets the requirements of the *Award in First Aid at Work*, those claiming current competence must present a detailed mapping showing how the learning outcomes and assessment criteria of the regulated First Aid at Work units have been met through the non-regulated qualification. The training provider who issued the non-regulated First Aid at Work certificate should provide this evidence which will be checked by an external verifier.

Registered Healthcare Professionals must act within their scope of practice and therefore have current expertise in first aid to train and/or assess. If holding current expertise in first aid practice, the following are exempt from the requirement to have a current and valid First Aid at Work certificate:

Current Registration as a Doctor with the General Medical Council (GMC)

Current Registration as a Nurse with the Nursing and Midwifery Council (NMC)

Current Registration as a Paramedic with the Health and Care Professions Council

## **Knowledge and competence in first aid training, assessing, internal and external verification can be evidenced by:**

Suitable Training/Assessing qualification as detailed in Appendix 2

Suitable Internal Verification qualification as detailed in Appendix 3

Suitable External Verification qualification as detailed in Appendix 4

## Trainers

Those involved in the training of the *Awards in Paediatric First Aid* must have knowledge and competency in first aid as well as knowledge and competency to train based on qualifications and experience. An acceptable portfolio must show:

- (i) Occupational knowledge and competence in first aid — evidenced by:**
  - ◆ holding a first aid at work qualification/medical registration as detailed in Appendix 1.
  
- (ii) Knowledge and competency in teaching/training 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. This should be a minimum of 36 hours (6 days 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/assessor.

and

Hold a minimum of one annual observation, conducted under the supervision of a qualified internal verifier within the previous 12 months. This record should provide evidence that practical and theoretical topics were delivered competently for the following minimum duration:

- ◆ New trainers/assessors — 6 hours
- ◆ Experienced trainers/assessors — 4 hours

## Assessors

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

- (i) Occupational knowledge and competence in first aid — evidenced by:**
  - ◆ holding a first aid at work qualification/medical registration as detailed in Appendix 1.
  
- (ii) Knowledge and competency in assessing first aid — evidenced by:**
  - ◆ holding an acceptable assessing qualification 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.

**and**

Hold a minimum of one annual observation, conducted under the supervision of a qualified internal verifier within the previous 12 months. This record should provide evidence that practical and theoretical topics were delivered competently for the following minimum duration:

- ◆ New trainers/assessors — 6 hours
- ◆ Experienced trainers/assessors — 4 hours

Assessors may be working towards an assessor qualification as detailed in Appendix 2.

If this is the case, then achievement of the qualification must be within 2 years of starting. Assessors who are working towards an appropriate assessor qualification and have the necessary occupational competence and experience should be supported by an appropriately qualified assessor. Any such arrangements should be agreed with the awarding body and be monitored through the external quality assurance process.

**Internal verifiers**

Those involved in the internal quality assurance of these qualifications (internal verifiers) 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 as detailed in Appendix 3.

Internal verifiers 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.

Internal verifiers may be working towards an internal verifier qualification as detailed in Appendix 3.

If this is the case, then achievement of the qualification must be within 2 years of starting. Internal verifiers who are working towards an appropriate internal verifier qualification and have the necessary occupational competence and experience should be supported by an appropriately qualified internal verifier. Any such arrangements should be agreed with the awarding body and be monitored through the external quality assurance process.

The internal verifier must have knowledge and competency in first aid as well as knowledge and competency in internal quality assurance. The internal verifier must also have knowledge and understanding of the role of the assessor. In addition, the internal verifier must carry out pre-delivery checks on the instrument of assessment to be used. This includes both SQA and centre-devised instruments of assessment. The internal verifier will ensure these adhere to the Assessment Principles, SQA Assessment Strategy and Guidance and the unit specification requirements. Learner evidence must be subject to internal quality assurance procedures to ensure that the assessment decisions of assessors are consistent with the unit specification requirements, the assessment instrument and marking instructions. Centre internal verification outcomes should be set out in an internal verifier report and discussed at regular standardisation meetings.

### **External verifiers**

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

**(i) Occupational knowledge and competence in first aid — evidenced by:**

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

**(ii) Knowledge and competency in external quality assurance — evidenced by:**

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

External verifiers 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 verifiers.

The external verifier will have working knowledge of the requirements of this award and the role of the trainer/assessor/internal verifier. The external verifier may observe the quality standards of training delivery and assessment of learners during annual visits. The external verifier will carry out approval and external verification visits. These external activities should ensure consistency of delivery, assessment and internal verification of the *Award in Emergency Paediatric First Aid* across all centres. The external verifier will provide a report for each centre and forward this to the Scottish Qualifications Authority.

# Delivery, Assessment and Quality Assurance

## Governance

Centres must have a copy of the most up to date Assessment Strategy and Guidance for the *Award in Emergency Paediatric First Aid* and be working to the standards required. It is the responsibility of centres delivering this award to ensure all trainers, assessors and internal verifiers meet the occupational knowledge and competence as noted prior to fulfilling the role of trainer, assessor and internal verifier. Centres must ensure that everyone involved with this award has current first aid knowledge and are working to the current Resuscitation Council (UK) First Aid Standards for Emergency Paediatric First Aid — <https://www.resus.org.uk>. It is the centre's responsibility to ensure trainers, assessors and internal verifiers keep up to date with the standards required of their role. Trainers, assessors and internal verifiers will evidence this through maintaining a record of appropriate Continuous Professional Development (CPD) and explaining the impact of this on their professional development.

To uphold competent standards of first aid practice, the Scottish Qualifications Authority highly recommends that all centres register for e-mail updates from the Resuscitation Council (UK) and make use of other publications, provided they are supported by a responsible body of medical opinion.

## Training equipment

Centres should ensure they have the correct equipment to effectively deliver this award. There should be enough equipment to ensure compliance with the First Aid Awarding Body Terms of Reference for Emergency Paediatric First Aid and to cover all learning outcomes and assessment criteria identified in the unit specification. See Appendix 5. The training equipment should be sufficient to support the maximum ratio of 12 learners to one trainer.

Training equipment and resources will include the following:

<b>Resuscitation manikins</b>	For paediatric first aid, one child manikin per four learners and one baby manikin per four learners should also be provided.
<b>Hygiene</b>	Sufficient procedures must be in place to ensure acceptable hygiene standards in the use of resuscitation manikins and other training equipment.
<b>Audio visual equipment and training aids</b>	Sufficient audiovisual equipment and training aids should be available to facilitate learning using varying training methods. Training aids for demonstration must include: auto-injectors — to cover three types currently available, inhalers and spacers, first aid kit.

<b>Learning materials</b>	Learners should be provided with reference books and materials covering the topics included in the qualification. Learning materials must meet current first aid standards as identified by the Resuscitation Council (UK) and other acceptable sources.
<b>Training AED</b>	Should be provided at a minimum ratio of one training AED per four learners. Where fewer training AEDs are provided, learning hours/lesson plans should be adjusted accordingly to ensure learners are not disadvantaged. To include child/junior pads.
<b>Dressings</b>	Sufficient clean dressings and other items commonly found in a first aid kit must be available to facilitate training and assessment.
<b>Training venue</b>	The training venue must meet acceptable health and safety standards and be conducive to learning, with sufficient room for practical and theoretical training. For example size, floor surfaces, seating, writing surfaces, toilet facilities, ventilation, lighting, heating, access, exits, cleanliness, absence of distracting noise.

### Duration and delivery of training

The contact hours (time set aside for direct training and assessing, excluding breaks) for this award is 6 hours. These can be delivered over a minimum of 1 day or a maximum of 4 weeks with a minimum of 2 hours per session. Please see table below:

<b>Qualification</b>	<b>Minimum Contact Hours</b>	<b>Minimum Days</b>	<b>Maximum Weeks</b>	<b>Minimum Session</b>	<b>Learner/ Trainers Ratio</b>	<b>Certificate Validity</b>	<b>Annual Refresher Recommended</b>
Emergency Paediatric First Aid	6	N/A	4	2 hours	12.1	3 years	YES

Unit J1SH 46 *Emergency Paediatric First Aid* (Appendix 5) identifies the learning outcomes and assessment criteria to be covered.

The *Award in Emergency Paediatric First Aid* certificate is valid for 3 years.

## **Blended Learning in Emergency Paediatric First Aid — Quality Assurance Standards**

The Scottish Qualifications Authority highly recommends that all first aid training be delivered using a face-to-face approach. However, centres with particular needs, such as those with geographical challenges, may wish to consider the use of blended learning approaches. If this is the case, centres must adhere to the assessment standards for the unit (See Appendix 5) and include the following:

- 1 The time taken to complete the first aid course should not be reduced. There may be a benefit in flexibility but blended learning should not reduce the overall time required to take the course.
- 2 The employer should provide paid time for the employee to undertake the training. The employee should not be required to take the distance-learning element of the course in their 'own' time.
- 3 Following completion of the distance element of learning, a suitably qualified first aid assessor must assess the learner. The First Aid Assessor must satisfy themselves that all the assessment criteria for the learning outcomes delivered via distance learning have been met. Auditable evidence should be generated. It is the centre's responsibility to confirm the identity of the learner and the authenticity of the evidence.
- 4 The assessment should be quality assured following SQA Guidance.
- 5 A minimum of two-thirds of the training time for the unit should be face-to-face learning (4 hours face-to-face).
- 6 The practical elements of the training should be delivered and assessed face-to-face. These are identified in the unit specification. See Appendix 5.

## Lesson plans

Centres should plan and deliver training in accordance with detailed lesson plans. Lesson plans must include the following:

- ◆ Timetable for delivery of the *Award in Emergency Paediatric First Aid*
- ◆ Aims, outcomes and objectives of each session
- ◆ Learner and trainer individual and/or group activities
- ◆ Resources required for each session

## Assessment

The assessment should determine a learner's ability to act safely, promptly and effectively when an emergency occurs and when administering first aid to a casualty.

## Instruments of assessment

The unit, J1SH 46 *Emergency Paediatric First Aid* should be delivered, assessed and quality assured in accordance with *Assessment Principles for Regulated First Aid Qualifications*, published by the First Aid Awarding Organisation Forum and SQA's Assessment Strategy and Guidance.

## SQA Assessments

SQA has developed assessment papers, practical scenarios and marking instructions for the *Award in Emergency Paediatric First Aid*. These can be found on SQA's secure web pages — [www.sqasecure.org.uk](http://www.sqasecure.org.uk). They can be accessed via the centre co-ordinator. These papers are live instruments of assessment and must be kept confidential and stored safely and securely at all times. For further guidance on the security of assessments, please refer to SQA's 'Security of Assessments Procedure Enhanced Guidance' — <https://www.sqa.org.uk>. Learners should sit the knowledge part of the assessments in closed-book, supervised conditions. Learners should not see the question paper in advance of the summative assessment. All assessment criteria must be achieved by learners.

## Centre assessments

Where centres wish to devise their own instruments of assessment and marking instructions, it is their responsibility to ensure that these meet the Scottish Qualifications Authority's guidance on assessment by being valid, reliable, equitable and fair. See SQA's *Assessment: A Guide for Centres Offering Regulated Qualifications* — <https://www.sqa.org.uk/sqa/2424.html>. Centres should be familiar with SQA's assessment principles and make use of them when constructing appropriate instruments of assessment and marking instructions for the *Award in Emergency Paediatric First Aid*. Centres may find it useful to refer to the Scottish Qualifications Authority's *Guide to Assessment*, August 2017.

Centres must also adhere to SQA's guidance on the security of assessments. Centre assessments must be kept confidential and stored safely and securely at all times. For further guidance on the security of assessments, please refer to SQA's 'Security of Assessments Procedure Enhanced Guidance' — <https://www.sqa.org.uk>

Centres may wish to adopt the same model of assessment as SQA or take a different approach to assessment. However, centres must use appropriate methods of assessment. Knowledge-based assessment criteria could be assessed by, for example, short answer questions and/or multiple-choice questions, oral questioning, case studies. Some assessment criteria must be assessed through practical demonstration. The unit specification (see Appendix 5) identifies what these are.

While devising instruments of assessment and marking instructions, the centre may wish to take a more holistic approach and integrate some underpinning knowledge questions during the practical simulations. For example, when demonstrating how to control external bleeding (Appendix 5 — Assessment Criterion 5.2) the assessor may verbally ask the learner how they would recognise a casualty who is in shock (Appendix 5 — Assessment Criterion 6.1). The learner's response must be available as evidence for internal and external quality assurance.

All assessment criteria for the unit (see Appendix 5) must be assessed and achieved by learners.

The unit specification assessment criteria must be appropriately recorded for quality assurance purposes. The centre must provide evidence of the learner's answers. This includes a record of oral evidence. An observation checklist can provide evidence for practical demonstration.

It is strongly recommended that all centre-devised instruments of assessment and marking instructions are submitted to the Scottish Qualifications Authority for prior verification. Prior verification is a free service offered to centres that devise their own summative assessments to suit their particular local needs. The service gives centres additional confidence that their proposed assessment and marking instructions are fit for purpose and meet national standards.

### **Requirements for assessment**

The internal verifier must verify the instruments of assessment and marking instructions prior to being used by the trainer/assessor. Evidence of internal prior verification must be recorded.

The learner must be physically able to complete the CPR sequence to include rescue breaths and compressions. Both must be taught and successfully assessed.

This Assessment Strategy and Guidance specifies the requirement to include the use and assessment of AEDs as part of CPR sequence. The unit specification (Appendix 5) highlights the areas to be covered.

Trainers/assessors are encouraged to make effective use of formative assessment to assist with the professional decision of when learners may be ready for summative assessment. The use of questions and answers, group activities and self-assessment tools can be used for this purpose. However, formative assessment activities cannot be used in the assessment decisions of competence against the unit's assessment criteria.

Where the trainer/assessor is the same person, summative assessment can take place at any time during the delivery of the award. It does not need to be completed as a final assessment unless this is a requirement of the centre.

The learner must be made aware that summative assessment is taking place.

Centres must demonstrate standardisation of assessment judgments/decisions across all assessors and internal verifiers. This can be achieved through the development of detailed marking instructions providing exemplar answers to questions set within the instrument of assessment/s. This can be monitored at centre standardisation activities and meetings.

### **Remediation**

The trainer/assessor will provide remediation opportunities as appropriate where there is a **minor** shortfall or omission in evidence. The trainer/assessor can clarify learner responses by requiring a written amendment or by oral questioning.

### **Re-assessment**

Where there has been more than a **minor** shortfall or omission in evidence, the learner should be provided with a re-assessment opportunity. A new and unseen instrument of assessment should be used.

All evidence of assessment, remediation and re-assessment must be recorded and available for internal and external verification.

### **End of course evaluation**

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

- ◆ the ability and competence of Emergency Paediatric First Aid trainers/assessors
- ◆ the structure and content of the Emergency Paediatric First Aid course
- ◆ the first aid equipment used
- ◆ the appropriateness of the training venue

## Internal verification

The internal verifier should work to the requirements of their role as identified previously in the Roles and Responsibilities Section. The internal verifier may wish to make additional use of this document — *Internal Verification: A Guide for Centres Offering Regulated Qualifications August 2017* to support their internal verification role.

The Scottish Qualifications Authority uses a risk-based approach to meeting regulatory requirements for quality assurance. This should be reflected in the centre's Internal Verification Quality Assurance Policy and Procedures. Each trainer/assessor should have a minimum of one observation per year. Trainers/assessors working with a larger volume of learners may need monitoring more frequently. The centre's internal quality assurance policy should identify risk factors that would trigger additional observations.

The annual observation of the trainer/assessor which will be completed by an internal verifier could include:

- ◆ evidence of effective planning and delivery of training
- ◆ adapting learning materials to meet the needs of learners
- ◆ adapting flexibly to the needs of the learner
- ◆ engaging appropriately with the learner
- ◆ effectiveness of assessment methods and decisions
- ◆ effective and positive methods of providing feedback to the learner
- ◆ appropriate recording of all course requirements
- ◆ effective use and safety of first aid and technical equipment

Internal verifiers will record the outcomes of the observation and provide a copy to each trainer/assessor and other centre personnel as appropriate.

## Following completion of the Award in Emergency Paediatric First Aid

### Retention of records:

The centre should retain the following:

- ◆ learner details
- ◆ dates for courses delivered
- ◆ trainer/assessor who taught and assessed each course
- ◆ assessment outcome for each learner
- ◆ site selection checklists if delivered in sites out with the centre
- ◆ learner evidence as per SQA and Centre Retention Policy

Centres are required to retain learner assessment evidence for an annual external verification visit. This may be physical evidence or records of the evidence (where the evidence is ephemeral).

### Certification

The centre must register the learner with the Scottish Qualifications Authority. This should include:

#### Learner details

<b>Group Award Code:</b>	GP71 46
<b>Group Award Title:</b>	Emergency Paediatric First Aid
<b>Unit Code:</b>	J1SH 46
<b>Unit Title:</b>	<i>Emergency Paediatric First Aid</i>

On successful completion of the course, the centre should notify the Scottish Qualifications Authority of the learner's successful achievement of the *Award in Emergency Paediatric First Aid*. It is important to do this quickly after course completion.

The Scottish Qualifications Authority will generate the learner's *Award in Emergency Paediatric First Aid* certificate. There is no requirement for centres to provide learners with temporary certificates.

## Re-qualification

*Award in Emergency Paediatric First Aid* certificates are valid for 3 years. Once a certificate has lapsed, in order to re-qualify, learners must be assessed again against all learning outcomes and assessment criteria in the unit (Appendix 5).

The Health and Safety Executive strongly recommends that emergency paediatric first-aiders undertake annual refresher training during the 3-year certification period. Although not mandatory, this will assist qualified emergency paediatric first-aiders to maintain their basic skills and keep up to date with any changes to first aid procedures. This does not extend the currency of the *Award in Emergency Paediatric First Aid* certificate.

## Appendix 1: Acceptable First Aid Qualifications

The First Aid Awarding Organisation Forum has mapped the following certificates to the learning outcomes and assessment criteria of the *Award in First Aid at Work*. These will be accepted as equivalent to a First Aid at Work certificate for trainers, assessors and internal verifiers. The First Aid Awarding Organisation Forum may add other certificates to this list from time to time.

- ◆ Pearson First Person on Scene (FPOS)
- ◆ Level 2 Award in Pool Lifeguarding, Intervention, Supervision and Rescue (QCF)
- ◆ St John Ambulance First Aid at Work Certificate
- ◆ St Andrew's Ambulance First Aid at Work Certificate
- ◆ QA level 3 Certificate in First Response Emergency Care
- ◆ QA level 4 Certificate in First Response Emergency Care
- ◆ QA level 5 Diploma in First Response Emergency and Urgent Care
- ◆ Mountain Rescue Casualty Care
- ◆ Wilderness Emergency Medical Technicians

Registered Healthcare Professionals must act within their scope of practice and therefore have current expertise in first aid to train and/or assess. If holding current expertise in first aid practice, the following are exempt from the requirement to have a current and valid First Aid at Work certificate:

Current Registration as a Doctor with the General Medical Council (GMC)

Current Registration as a Nurse with the Nursing and Midwifery Council (NMC)

Current Registration as a Paramedic with the Health and Care Professions Council

## Appendix 2: Qualifications suitable for Training/Assessing

The First Aid Awarding Organisation Forum has deemed the following qualifications as being suitable for trainers and assessors.

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	Trainer	Assessors
<b>Current qualifications</b> <i>(available for new trainers/assessors to undertake):</i>		
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 Training and Assessing in First Aid Qualifications (RQF)	✓	✓
Cert Ed/PGCE/B Ed/M Ed	✓	✓
SQA SVQ 3 Learning and Development SCQF level 8 — GP51 48	✓	✓
SQA SVQ 4 Learning and Development SCQF level 9 — GP52 49	✓	✓
TQFE (Training Qualification for Further Education)	✓	✓
Planning and Delivering Training Sessions to Groups SCQF level 6 — HE0T 33 (Scottish Qualifications Authority Unit)	✓	
SCQF level 6 Award in Planning and Delivering Learning Sessions to Groups (Scottish Qualifications Authority Accredited)	✓	✓
L&D Unit 6 Manage Learning and Development in Groups SCQF level 8 (Scottish Qualifications Authority Accredited) — H5TP 04	✓	
L&D Unit 7 Facilitate Individual Learning and Development SCQF level 8 (Scottish Qualifications Authority Accredited) — HC87 04	✓	
L&D Unit 8 Engage and Support Learners in the Learning and Development Process SCQF level 8 (Scottish Qualifications Authority Accredited) — FD3Y 04	✓	
Carry Out the Assessment Process SCQF level 7 (Scottish Qualifications Authority Unit)		✓
Level 3 Award in Assessing Competence in the Work Environment		✓
Level 3 Award in Assessing Vocationally Related Achievement		✓
Level 3 Award in Understanding the Principles and Practices of Assessment		✓
Level 3 Certificate in Assessing Vocational Achievement		✓
L&D Unit 9DI Assess Workplace Competence Using Direct and Indirect Methods SCQF level 8 (Scottish Qualifications Authority Accredited) — FD41 04		✓
L&D Unit 9D Assess Workplace Competence Using Direct Methods SCQF level 7 (Scottish Qualifications Authority Accredited) — FD40 04		✓

Other acceptable qualifications		
CTLLS/DTLLS	✓	✓
PTLLS with unit 'Principles and Practice of Assessment' (12 credits)	✓	✓
Further and Adult Education Teacher's Certificate	✓	✓
IHCD Instructional Methods	✓	✓
IHCD Instructor Certificate	✓	✓
English National Board 998	✓	✓
Nursing mentorship qualifications	✓	✓
NOCN Tutor Assessor Award	✓	✓
SVQ/NVQ level 3 in training and development	✓	✓
SVQ/NVQ level 4 in training and development	✓	✓
PDA Developing Teaching Practice in Scotland's Colleges SCQF level 9 (Scottish Qualifications Authority — GG82 49)	✓	✓
PDA Teaching Practice in Scotland's Colleges SCQF level 9 (Scottish Qualifications Authority) — GG87 49	✓	
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 Training — Assessment and Quality Standards SCQF level 9 (Scottish Qualifications Authority Unit)		✓
A1 Assess Learners Using a Range of Methods or D33 Assess Learners Using Differing Sources of Evidence		✓
Conduct the Assessment Process SCQF level 8 (Scottish Qualifications Authority Unit) — HP01 48		✓
A2 Assess Learner Performance through Observation or D32 Assess Learner Performance		✓
Regulated Qualifications based on the Learning and Development NOS 9 Assess Learner Achievement		✓

**Please note assessor candidates cannot use the First Aid at Work qualification to achieve L&D9 and L&D9DI. However, if assessors already have these qualifications, they can assess first aid.**

## Appendix 3: Qualifications suitable for Internal Verification

The First Aid Awarding Organisation Forum has deemed the following qualifications as being suitable for internal verifiers.

This list is **not exhaustive** but provides a guide to acceptable internal verification qualifications:

L&D Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment SCQF level 8 (Scottish Qualifications Authority Accredited) — FD43 04
Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
Conduct the Internal Verification Process SCQF level 8 (Scottish Qualifications Authority Unit) — H291 35
Regulated Qualifications based on the Learning and Development National Occupational Standards (NOS) level 11 Internally Monitor and Maintain the Quality of Assessment
V1 Conduct Internal Quality Assurance of the Assessment Process or D34 Internally Verify the Assessment Process
Internally Verify the Assessment Process SCQF level 8 (Scottish Qualifications Authority Unit)

**Please note internal verifier candidates cannot use the First Aid at Work qualification to achieve L&D11. However, if internal verifiers already have this qualification, they can internally verify first aid.**

## Appendix 4: Qualifications suitable for External Verification

The First Aid Awarding Organisation Forum has deemed the following qualifications as being suitable for external verifiers.

This list is **not exhaustive** but provides a guide to acceptable external verification qualifications:

L&D Unit 12 Externally Monitor and Maintain the Quality of Workplace Assessment SCQF level 9 (Scottish Qualifications Authority Accredited) — FD44 04
Regulated qualifications based on the Learning and Development NOS 12 Externally Monitor and Maintain the Quality of Assessment
Level 4 Award in the External Quality Assurance of Assessment Processes and Practice
Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice
Conduct External Verification of the Assessment Process SCQF level 9 (Scottish Qualifications Authority Unit) — H7VG 36
V2 Conduct External Quality Assurance of the Assessment Process or D35 Externally Verify the Assessment Process
Externally Verify the Assessment Process SCQF level 9 (Scottish Qualifications Authority Unit)

**Please note external verifier candidates cannot use the First Aid at Work qualification to achieve L&D12. However, if external verifiers already have this qualification, they can externally verify first aid.**

# Appendix 5: Unit J1SH 46 Emergency Paediatric First Aid



<b>Unit title</b>	Emergency Paediatric First Aid (SCQF level 6)
<b>SQA unit code</b>	J1SH 46
<b>SCQF level</b>	6
<b>SCQF credit</b>	1

## History of changes

**Publication date:** May 2019

**Version:** 01

<b>Version number</b>	<b>Date</b>	<b>Description</b>	<b>Authorised by</b>

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## Unit specification

Title		Emergency Paediatric First Aid (SCQF level 6)	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1	Understand the role and responsibilities of the paediatric first aider.	1.1	Identify the <u>role and responsibilities</u> of a paediatric first aider.
		1.2	Identify how to minimise the risk of infection to self and <u>others</u> .
		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 <u>an infant and a child</u> .
		2.3	Summon appropriate assistance <u>when necessary</u> .
3	Be able to provide first aid for an infant and a child who are unresponsive.	3.1	Identify <u>when to administer Cardiopulmonary Resuscitation (CPR)</u> to an infant and a child.
		3.2	Demonstrate <u>CPR</u> using an infant and a child manikin.
		3.3	Justify when to place <u>an infant or a child</u> into the <u>recovery position</u> .
		3.4	Demonstrate how to place an infant and a child into the recovery position.
		3.5	Demonstrate continual monitoring of breathing for an infant and a child whilst they are in the recovery position.
		3.6	Identify how to <u>administer first aid</u> to an infant or a child who is experiencing a <u>seizure</u> .

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</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.
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 <b>shock</b> . 6.2 Identify how to administer first aid to an infant or a child who is suffering from shock.
7 Know how to provide first aid to an infant or a child with bites, stings and minor injuries.	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>

<b>Additional information about the unit</b>
<b>Unit purpose and aim(s)</b>
Purpose of the unit is for the learner to attain knowledge and practical competencies required to deal with a range of paediatric first aid situations.
<b>Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)</b>
Resuscitation Council (UK) Guidelines Department for Education: <i>Early Years Foundation Stage Statutory Framework — March 2017</i> Health and Social Care Board (NI) <i>Childminding and Day Care for Children Under Age 12 Minimum Standards</i> Welsh Government: <i>National Minimum Standards for Regulated Childcare for Children up to the age of 12 years</i>
<b>Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)</b>
Unit should be delivered, assessed and quality assured in accordance with <i>Assessment Principles for Regulated First Aid Qualifications</i> , published by the First Aid Awarding Organisation Forum.
<b>Support for the unit from a SSC or other appropriate body</b>
First Aid Awarding Organisation Forum
<b>Location of the unit within the subject/sector classification system</b>
Health and Social Care
<b>Availability for use</b>
AO/ABs who meet the Terms of Reference of the First Aid Awarding Organisation Forum.
<b>Unit available from</b>
Earliest introduction 1 January 2019.
<b>SCQF level</b>
6
<b>SCQF credit</b>
1

## Additional information about the unit (cont)

**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 within 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 because 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 Cardio Pulmonary Resuscitation:** must include agonal gasps.

**CPR:** must demonstrate correct placement of AED pads on a child manikin and identify where to place AED pads on an infant manikin. The learner 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.

## Simulation

Simulation is permitted in this unit.

The following assessment criteria must be assessed by practical demonstration: 2.1, 2.2, 3.2, 3.4, 3.5, 4.2 and 5.2.