



FOCUS AWARDS

Focus Awards Level 3 Award in  
Emergency Paediatric First Aid (RQF)

603/4110/5

Silicon House, Farfield Park, Manvers, Rotherham S63 5DB

# Qualification Summary

## Key Information

### Level

3

### Sector

Health and Social Care

### Qualification Type

Other Vocational Qualification

### Total Qualification Time

7

### Credit Value

1

### Guided Learning Hours

6

### Status

Available to Learners

### Methods of Assessment

Portfolio of Evidence

### Minimum Age

16



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# Focus Awards Level 3 Award in Emergency Paediatric First Aid (RQF)

QRN: 603/4110/5

GLH: 6

TQT: 8

Credit: 1

## Qualification Purpose:

Focus Awards Level 3 Award in Emergency Paediatric First Aid (RQF) is aimed at those working in an early years setting who require a first aid qualification for emergency paediatric first aid.

This qualification provides the knowledge and skills for first aiders working in early years environments. Learners will gain the knowledge, skills and understanding of emergency paediatric first aid.

Learners will become familiar with the role of the paediatric first-aider and be able to assess and react appropriately to an emergency situation, such as a child or an infant who is unresponsive, has an airway obstruction, has breathing difficulties or is suffering from shock or anaphylaxis.

## Age Ranges

Entry is at the discretion of the centre; however learners should be 16 to undertake this qualification.

## Geographical Coverage

This qualification is available in England.

## Learner Entry Requirements

There are no specific entry requirements for this qualification although it is a Focus Awards recommendation that learners hold a valid Emergency First Aid at Work Certificate (EFAW). It is also advised that learners have a minimum of Level 1 in literacy or numeracy, or equivalent.

## Reasonable Adjustments and Special Considerations

Please refer to the Focus Awards 'Reasonable Adjustments and Special Considerations Policy'. A copy is available for download from the Focus Awards website at the following url:

<https://www.focusawards.org.uk/wp-content/uploads/2016/08/Reasonable-Adjustments.pdf>



## Assessment Methods

This qualification is Internally Assessed. Each learner must create a portfolio of evidence that demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include some or all of the following:

- Assessor observation
- Witness testimony
- Learner product
- Worksheets
- Assignments/projects/reports
- Record of oral and written questioning
- Learner and peer reports
- Recognition of prior learning (RPL)

## Progression Routes

Learners wishing to progress from this qualification can undertake the following qualifications:

- Level 2 Award in Health and Safety in the Workplace (RQF)
- Level 2 Award in Paediatric First Aid (RQF)
- Level 3 Award in First Aid at Work (RQF)
- Level 3 Award in Paediatric First Aid (RQF)

## Supporting Material and Useful Websites

- <https://focusawards.org.uk/supportingmaterials>
- <https://ofqual.gov.uk>



## Qualification Structure

In order to achieve the Focus Awards Level 3 Award in Emergency First Aid at Work Learners must complete the mandatory unit.

### Mandatory Units

Unit Title	Unit Reference	Level	Credit	Guided Learning Hours
Emergency Paediatric First Aid	D/617/3862	3	1	6



# Units

<b>Unit Title:</b>	Emergency Paediatric First Aid
<b>Unit No:</b>	D/617/3862
<b>Level:</b>	3
<b>GLH:</b>	6
<b>Credit:</b>	1

**Unit details:** The aim of this unit is to provide the learner with the knowledge and practical competencies required to deal with a range of paediatric first aid situations.

<b>Learning Outcome</b> The learner will:		<b>Assessment Criterion</b> The learner can:	
1	Understand the role and responsibilities of the 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
		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
4	Be able to provide first aid for an infant and a child who is unresponsive	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	5.1	Identify when a foreign body airway obstruction is: <ul style="list-style-type: none"> <li>• mild</li> <li>• severe</li> </ul>

	foreign body airway obstruction	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



# Staff Requirements

## Requirements for Tutors/Instructors

Tutors delivering the qualification will be required to hold or be working towards a teaching qualification. This may include qualifications such as the Levels 3, 4 or 5 in Education and Training, or a Certificate in Education. Focus Awards will however; consider other teaching qualifications upon submission. Tutors must also be able to demonstrate that they are occupationally competent within the sector area.

## Requirements for Assessors

Assessors will be required to hold, or be working towards a relevant assessing qualification. This includes qualifications such as:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally-Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement

Focus Awards will however; consider other relevant assessing qualifications upon submission.

Assessors who only hold the Level 3 Award in Understanding the Principles and Processes of Assessment will be required to complete an additional programme of study to achieve the relevant competency units required for one of the qualifications listed above.

Trainee assessors who do not hold an assessment qualification will require their decisions to be countersigned by a suitably qualified assessor.

Assessors must also be able to show they are occupationally competent within the sector area

## Requirements for Internal Quality Assurers (IQA)

Internal Quality Assurers should hold or be working towards the following IQA qualification. This may include qualifications such as the V1 (previously D34), or the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice. Focus Awards will however; consider other relevant IQA qualifications upon submission.

Trainee IQAs who do not hold an IQA qualification will require their decisions to be countersigned by a suitably qualified IQA. IQAs must be able to demonstrate occupational competence.



## Handy vocabulary of terms used in this specification

This table explains how the terms used in Focus Awards' Qualification Specification content are applied. Not all terms are necessarily used in this particular qualification.

Apply	Explain how existing knowledge can be used in new or different situations.
Analyse	Break the subject down into individual parts. Examine each, show how they fit together, whether they support each other and why they're important. Reference to current research or theory may add weight to your analysis.
Clarify	Clearly and concisely explain the information presented.
Classify	Organise in alignment with specified criteria.
Collate	Gather and organise information in a logical order (e.g., alphabetically, numerically, chronologically etc.).
Compare	Examine the subjects in detail to identify differences and similarities.
Critically compare	Similar to 'compare' above, but consider any positive aspects and/or limitations/restrictions arising from identified differences and similarities.
Consider	Think critically about a presented situation, problem, action or decision, and explain it. Also see 'explain' below.
Demonstrate	Describe or explain knowledge or understanding by providing examples or illustrations.
Describe	Write about the subject, presenting detailed information logically.
Develop...	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Collate and consider appropriate evidence to identify the cause or origin of a situation or problem.
Differentiate	Identify the differences between 2 or more arguments, situations or subjects.
Discuss	Create a detailed account from a range of viewpoints, opinions or perspectives.
Distinguish	Explain the difference between 2 or more items, resources, pieces of information.
Draw conclusions...	Derive a reason or logic based decision or judgement.
Estimate	Use existing knowledge, experience and other relevant information to arrive at an approximate or 'best guess' opinion or judgement.

Evaluate	Examine strengths and weaknesses, consider arguments for and against, and/or similarities and differences. Assess any presented evidence from different perspectives and arrive at a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Present detailed information about the subject with reasons showing how or why it's included. Include examples to support these reasons where possible.
Extrapolate	Use existing knowledge and data to predict possible outcomes or results that might be outside the expected 'norm'.
Identify	Recognise and name the main points accurately. Additional description or explanation may be needed to aid clarity and attribute credibility.
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Provide a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Create and record (list) a logical, organised sequence of information, required resources and actions/events that enable a concept or idea to be crystallised and communicated.
Provide	Identify and deliver detailed and accurate information related to the subject.
Reflect	Consider actions, experiences or learning and how these may impact practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes to improve clarity or better demonstrate understanding.
Select	Make an informed choice for a specific purpose or required outcome/result.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Provide the main points clearly in sentences or paragraphs.
Summarise	Convey the main ideas or facts concisely.

# Assessor Feedback

Student Name:	
Student Number:	
Course:	
Unit(s):	
Criteria:	
Date:	
Comments:	
Decision:	
Further Actions:	
Assessor:	
Position:	

# IQA Report

IQA Report			
Qualification:			
Assessor:		IQA:	
Candidate Name	Unit(s) Sampled	Assessment Methods	Comments
		IQA Signature	
		Assessor Signature	