



PART OF **nocn** GROUP

QUALIFICATION SPECIFICATION

Level 3 Paediatric First Aid Qualifications

NOCN Level 3 Award in Emergency Paediatric First Aid

Qualification No: 603/6323/X

NOCN Level 3 Award in Paediatric First Aid

Qualification No: 603/6322/8

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2.0 – January 2022

To know more about NOCN:

- Visit the NOCN website: www.nocn.org.uk
- Call the Customer Service Team: **0300 999 1177**

Introduction

NOCN is a market-leading awarding organisation that has been providing qualifications for a wide range of centres, including FE colleges and training providers, for 30 years both in the UK and internationally.

We work with centres to deliver a high quality and flexible service for learners to underpin our passionate belief in the power of education and its impact on communities and individuals.

We offer all the advantages of being with a national awarding organisation with a diverse portfolio of qualifications, alongside providing a personalised, bespoke, service to our centres and learners.

As an accredited Leader in Diversity, we are proud of our reputation as a provider of fully accessible, trusted and flexible qualifications.

About NOCN Group

NOCN is part of NOCN Group, a progressive educational charity whose core aims are to help learners reach their potential and organisations thrive. The group includes business units specialising in regulated UK and international qualifications, end point assessment, Access to Higher Education, endorsed and assured short courses, Smart job cards, assessment services, consultancy, and research.

NOCN Group shares a joint purpose to offer learners, training providers, employers and FE colleges a fully integrated range of learning and skills development products and services.

First Aid Awarding Organisation Forum

NOCN is a member of the First Aid Awarding Organisation Forum (FAAOF). This means that we work with other Awarding Organisations to develop joint principles and standards for the delivery, assessment and quality assurance of First Aid qualifications including:

- Assessment Principles for Regulated First Aid Qualifications
- Blended Learning in First Aid - Quality Assurance Standards
- Delivery Standards for Regulated First Aid Qualifications

You can find more information about these important standards on the Forum's website.

<http://www.firstaidqualifications.org.uk/>

The website also includes answers to Frequently Asked Questions.

Qualifications at a Glance

Title	Size
<p>NOCN Level 3 Award in Emergency Paediatric First Aid</p>	<p>L3 Award = 1 Credit, 6 GLH.</p>
<p>NOCN Level 3 Award in Paediatric First Aid</p>	<p>L3 Award = 2 Credits, 12 GLH.</p>
Purpose	Target Audience
<p>The purpose of these qualifications is to equip learners with the skills, knowledge and understanding to perform the role of a Paediatric First Aider (NOCN Level 3 Award in Paediatric First Aid) or provide learners with the confidence to perform first aid for infants and children in emergency situations (NOCN Level 3 Award in Emergency Paediatric First Aid)</p>	<p>NOCN Level 3 Award in Emergency Paediatric First Aid: Anyone in an organisation.</p> <p>NOCN Level 3 Award in Paediatric First Aid: Those within an organisation with responsibility for providing a first aider role for infants and children.</p>
Content Overview	Entry Requirements
<p>NOCN Level 3 Award in Emergency Paediatric First Aid: Covers the skills, knowledge and understanding for learners to perform first aid to infants and children in emergency situations</p> <p>NOCN Level 3 Award in Paediatric First Aid: Covers the full range of skills, knowledge and understanding required for a first aider for infants and children.</p>	<p>There are no formal entry requirements for learners undertaking these qualifications.</p> <p>However, learners need to be physically able to perform first aid techniques.</p>
Assessment	Additional Resources
<p>The assessment for these qualifications are multiple-choice tests and observation of practical skills.</p>	<p>All practical observation assessments are hosted on vLearn.</p>

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1. Overview of the Qualifications

These qualifications are vocationally based and offer the opportunity for learners to demonstrate an achievement of the practical skills, understanding and knowledge required by a paediatric first aider including what is required to offer suitable care and how to administer first aid procedures for minor injuries and illness in infants and children.

These qualifications are suitable for anyone with responsibility for infants and/or children such as:

- parents, guardians and grandparents
- those who provide care in a professional capacity e.g. Early years practitioners

It is a requirement of the [Early Years Foundation Stage \(EYFS\) Statutory Framework](#) that all early years' providers in England have sufficient and appropriately qualified first aiders among their staff. A minimum of one suitably qualified member of staff is required, but providers should ensure enough staff are qualified to cover the size of their organisation. Similarly, regulated childcare services in Wales are required to meet the [National Minimum Standards for Regulated Childcare for children up to the age of 12 years](#) (NMS) which are monitored by Care Inspectorate Wales (CIW). In Northern Ireland the Health and Social Care Board (NI) specifies a similar requirement through its [Childminding and Day Care for Children Under Age 12 Minimum Standards](#).

1.1. Entry Requirements

There are no formal entry requirements for learners undertaking these qualifications.

Learners must be able to demonstrate the requirements of the qualifications and have access to required assessment opportunities and relevant resources. Please refer to specific assessment requirements on individual components for more information.

Centres should undertake initial assessment activities with learners to ensure this is an appropriate qualification and they can achieve the level they will be studying before enrolling them onto a programme of learning.

The qualifications are available to learners aged **16** years or over.

1.2. Progression Routes

The qualifications will provide learners with an opportunity to:

- administer first aid procedures to infants and children
- for those undertaking the NOCN Level 3 in Emergency Paediatric First Aid, progress on to the NOCN Level 3 Award in Paediatric First Aid
- become qualified Paediatric First Aiders or Emergency Paediatric First Aiders by achieving a First Aid certification which is valid for 3 years.

‘Within any certification period, FAAOF strongly recommends that first aiders undertake annual refresher training. Although not mandatory, this will help qualified first aiders maintain their basic skills and keep up to date with any changes to first aid procedures.’

2. Qualification Details

2.1. Qualification Structure (Emergency Paediatric First Aid)

The NOCN **Level 3 Award in Emergency Paediatric First Aid** is a **1** credit qualification with a Total Qualification Time (TQT) of 7 hours, including 6 Guided Learning Hours (GLH).

Learners **must** achieve 1 credit from **1** mandatory component.

Component Title	Level	Credit Value	Mandatory or Optional	Ofqual Reference Number
Emergency Paediatric First Aid	3	1	Mandatory	L/618/3402

2.2. Qualification Structure (Paediatric First Aid)

The NOCN **Level 3 Award in Paediatric First Aid** is a **2** credit qualification with a Total Qualification Time (TQT) of 15 hours, including 12 Guided Learning Hours (GLH).

Learners **must** achieve 2 credits from the **2** mandatory components.

Component Title	Level	Credit Value	Mandatory or Optional	Ofqual Reference Number
Emergency Paediatric First Aid	3	1	Mandatory	L/618/3402
Managing Paediatric Illness, Injuries and Emergencies	3	1	Mandatory	Y/618/3404

2.3. Total Qualification Time (TQT)

Through consultation with users, TQT has been agreed by considering the total number of learning hours required for the average learner to achieve these qualifications.

TQT is split into two areas:

Area	Example of activities
<p>1. Guided Learning Hours (GLH):</p> <ul style="list-style-type: none"> • learning activity under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training • includes the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training 	<ul style="list-style-type: none"> • Classroom-based learning supervised by a teacher • Work-based learning supervised by a teacher • Live webinar or telephone tutorial with a teach in real time • E-learning supervised by a teacher in real time • All forms of assessment which take place under the immediate guidance or supervision of an appropriate provider of training • Exam time
<p>2. Other Learning Hours (OLH):</p> <ul style="list-style-type: none"> • an estimate of the number of hours a learner will spend, as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training, including: <ul style="list-style-type: none"> ○ preparatory work ○ self-study ○ any other form of education or training, including assessment 	<ul style="list-style-type: none"> • Independent and unsupervised research/learning • Unsupervised compilation of a portfolio of work experience • Unsupervised e-learning • Unsupervised e-assessment • Unsupervised coursework • Watching a pre-recorded podcast or webinar • Unsupervised work-based learning

2.4. Assessment and Grading

The assessment for these qualifications must follow the requirements set out in the *FAAOF Assessment Principles for Regulated First Aid Qualifications* document.

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

The assessment requirements set out in this qualification specification comply with the Principles but it is recommended that centres are familiar with the FAAOF *Assessment Principles for Regulated First Aid Qualifications* document:

<http://www.firstaidqualifications.org.uk/wp-content/uploads/2019/07/Assessment-Principles-for-Regulated-FA-Quals-v1.pdf>

The NOCN Level 3 Award in Emergency Paediatric First Aid and NOCN Level 3 Award in Paediatric First Aid are externally assessed qualifications. Each unit of the qualifications is assessed by multiple-choice tests and observations of practical skills.

Centres must ensure that knowledge based learning is substantive, and relevant to the work or events likely to be encountered during a First Aider at work role.

Knowledge Assessment

Learners will be required to complete the multiple-choice test after the delivery of the content for that unit. The assessments will be taken online using the assessment platform; however, paper-based assessments will also be available.

Each test is externally set and marked and consists of multiple-choice questions covering the learning outcomes and associated assessment criteria for each unit.

Assessment conditions:

- The multiple choice tests are closed book tests meaning that learners are not permitted to use teaching and learning materials or their notes to answer the questions.
- Learners who achieve the required pass mark for the multiple-choice tests and pass the practical observations for each unit will be awarded either the NOCN Level 3 Award in Emergency Paediatric First Aid or the NOCN Level 3 Paediatric First Aid qualification, dependent on their chosen qualification.

NOCN Level 3 Award in Emergency Paediatric First Aid:

Component Title	MCQ's	Time to complete
Emergency Paediatric first aid	18	30 min

NOCN Level 3 Award in Paediatric First Aid:

Component Title	MCQ's	Time to complete
Emergency Paediatric first aid	18	30 min
Managing paediatric illness, injuries and emergencies	33	55 min

Practical Observations

Each learner will be assessed through Competency Based Observational Assessments (CBOA).

To achieve the practical elements of each unit each learner must be observed by a suitably qualified assessor. Learners will perform a number of practical tasks in relation to the skills required to be demonstrated. Learners will be assessed as to being competent in achieving/not achieving against the relevant assessment criteria.

Centres must ensure that when learners are being assessed this is not done in the presence of learners who have not yet undertaken their assessment.

Simulation

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

Assessors and learners will complete the practical observation forms provided by NOCN and hosted on the vLearn platform.

The qualification is graded at Pass/Fail.

Standards of first aid practice

Skills and knowledge must be taught and assessed in accordance with currently accepted first aid practice in the United Kingdom as laid down:

- by the Resuscitation Council (UK), and
- in other publications, provided that they are supported by a responsible body of medical opinion.

2.5. Fair and Equitable Assessment

Assessment within the NOCN Level 3 Award in Emergency Paediatric First Aid and NOCN Level 3 Award in Paediatric Aid at Work is designed to be accessible and inclusive.

Centres must ensure that when learners are being assessed this is not done in the presence of learners who have not yet undertaken their assessment. For further guidance please see <http://www.firstaidqualifications.org.uk/assessment-principles/>

2.6 Test Invigilation

Test Invigilation

The multiple-choice test invigilator is the person in the test room with responsibility for conducting a particular test in the presence of candidates. Invigilators have a key role in upholding the integrity of the test process.

The role of the invigilator is to ensure that tests are conducted in accordance with laid down instructions, to:

- Ensure that all candidates have an equal opportunity to demonstrate their abilities.
- Ensure the security of the test papers and completed response sheets, before, during and after the test.
- Prevent possible candidate malpractice.
- Prevent possible administrative failures.

Invigilators must:

- Be appropriately trained in their duties.
- Give all their attention to conducting the test properly.
- Be able to observe each candidate in the test room at all times.
- Be able to confirm candidate identity.
- Inform the Head of the Centre if they are suspicious about the security of test papers, completed response sheets or any other issue that threatens the integrity of the test process. (In such cases, the Head of the Centre must inform NOCN immediately, and send a full written report within five working days of the suspicion arising).

Invigilators **must not**: carry out any other task (for example doing other work or using a mobile phone) in the test room.

Test Management

NOCN's Invigilation Policy on the NOCN website (<https://www.nocn.org.uk/support/nocn-policies/>) provides detailed guidance for centres on the following areas of test management:

- Keeping test papers secure.
- Starting the test.
- During the test.
- Summoning help during a test.
- Candidates who arrive late.
- Leaving the test room.
- Ending the test.
- Completing the documentation.
- Malpractice.
- Emergencies.

2.7 Learners with Particular Requirements

If you are a NOCN Recognised Centre and have learners with particular requirements, please see the **NOCN Reasonable Adjustments Policy and Procedure** found on the NOCN website at www.nocn.org.uk

This policy gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the assessment criteria.

The NOCN Centre Recognition process requires the centre to hold policy statements on Equal Opportunities, Diversity and Disability Discrimination which will be reviewed by NOCN. Please contact assurance@nocn.org.uk for further details. Further guidance can also be found on http://www.firstaidqualifications.org.uk/wp-content/uploads/2021/08/Reasonable-Adjustments-Joint-Statement_V1.pdf

2.8 Recognised Prior Learning

It is not expected that RPL will be used for these qualifications.

Further guidance can be found in the NOCN Recognition of Prior Learning Policy and Procedure.

[https://www.nocn.org.uk/Data/Support_Downloads/NOCNRecognitionofPriorLearning\(RPL\)PolicyandProcedure\(V5.0202102\)\(1\).pdf?date=18/01/2022%2016:19:10](https://www.nocn.org.uk/Data/Support_Downloads/NOCNRecognitionofPriorLearning(RPL)PolicyandProcedure(V5.0202102)(1).pdf?date=18/01/2022%2016:19:10)

2.9 Delivery Requirements

The delivery of these qualifications must comply with the requirements set out in the FAAOF *Delivery Standards for Regulated First Aid Qualifications* document.

The requirements set out in this qualification specification comply with these Delivery Standards but it is recommended that centres become familiar with the FAAOF *Delivery Standards for Regulated First Aid Qualifications* document.

<http://www.firstaidqualifications.org.uk/wp-content/uploads/2019/10/Delivery-Standards-for-Regulated-First-Aid-Qualifications.pdf>

Centres are required to use a learner to trainer ratio of 12:1 (12 learners to 1 trainer). If there are more than 12 learners, additional qualified trainers must be available.

Course delivery and duration

Qualification	Minimum Contact Hours (excluding breaks)	Minimum Days	Maximum Weeks	Minimum Session
Emergency Paediatric First Aid	6	N/A	4	2 hours
Paediatric First Aid	12	2	7	2 hours

Blended Learning

Blended learning is permitted for the Paediatric First Aid qualification only, providing that it complies with the Blended Learning in First Aid Assurance Standards document. (FAAOF)

<http://www.firstaidqualifications.org.uk/wp-content/uploads/2020/08/2.Blended-Learning-in-First-Aid-Quality-Assurance-Standards.pdf>

Note: distance learning must be completed before face-to-face classroom session and all assessments must take place in the classroom.

Equipment and Resources

Centres must ensure that the following equipment and resources are available as a minimum:

- 1 child and 1 baby Resuscitation manikin between a maximum of 4 learners (facilities must be available to ensure the manikin face is kept sterilised, for example with the use of disposable face shields or manikin face wipes)
- 1 training defibrillator between a maximum of 4 learners
- 1 disposable training dressing per learner
- 1 disposable training bandage per learner
- 1 pair of disposable gloves (not latex) per learner
- 1 first aid kit
- 1 of each type of adrenaline auto injector (Jext, Epi-pen, Emerade)
- training rooms that have carpeted floors or mats/blankets provided, for use during practical sessions
- a training venue which meets acceptable health and safety standards is conducive to learning, with sufficient:
 - Size, floor surfaces, seating, writing surfaces, toilet facilities, ventilation, lighting, heating, access, exits, cleanliness, absence of distracting noise. It is also required that training rooms are able to cater for people with special needs (where appropriate).

2.10 Requalification

The NOCN Level 3 Award in Emergency Paediatric First Aid and the NOCN Level 3 Award in Paediatric First Aid are valid for a period of 3 years. In order to remain qualified, the full qualification must be retaken before the 3 year period is up.

3. Centre Information

3.1. Required Resources for Delivering the Qualifications

As part of the requirement to deliver these qualifications, staff undertaking delivery, assessment and quality assurance must meet the minimum requirements for competency. The minimum requirements are set out in the FAOFA Assessment Principles for Regulated First Aid Qualifications.

<http://www.firstaidqualifications.org.uk/wp-content/uploads/2019/07/Assessment-Principles-for-Regulated-FA-Quals-v1.pdf>

(All * references to the section in the Assessment Principles, as above)

3.1.1. Tutor/Trainer Requirements

Those delivering training for these qualifications must have knowledge and competency in first aid as well as knowledge and competency to train based on qualifications and experience. An acceptable portfolio **must show**:

- Occupational knowledge and competence in first aid - evidenced by:
 - Holding a paediatric first aid/ first aid at work/medical qualification as detailed in Appendix 1*
- 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, or;
- Providing an acceptable record of competently teaching theoretical and practical first aid sessions under the supervision of a suitably qualified Trainer/Assessor.

3.1.2. Assessor Requirements

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**:

- Occupational knowledge and competence in first aid - evidenced by:
 - Holding a paediatric first aid/ first aid at work/medical qualification as detailed in Appendix 1*
- Knowledge and competency in assessing first aid - evidenced by:
 - Holding an acceptable assessing qualification/CPD Training as detailed in Appendix 2*

AND either:

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

3.1.3. Internal Quality Assurer Requirements

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

- Occupational knowledge and competence in first aid - evidenced by:
 - Holding a paediatric first aid/ first aid at work/medical qualification as detailed in Appendix 1*
- Knowledge and competency in internal quality assurance - evidenced by:
 - Holding a qualification/completing CPD training as detailed in Appendix 3*

Internal Quality Assurers **must**:

- Have knowledge of the requirements of the qualification they are quality assuring at the time any assessment is taking place.
- Have knowledge and understanding of the role of assessors.
- Visit and observe assessments.
- Carry out other related internal quality assurance.

Each centre must have internal quality assurance policies and procedures in place to ensure that decisions made by Assessors are appropriate, consistent, fair and transparent, and that they do not discriminate against any learner. The policies and procedures must be sufficient to secure the quality of the award, ensuring validity, reliability and consistency.

NOCN supports and recognises Centres' internal quality assurance systems which support the above; any system should include standardisation and sharing of good practice.

Centre staff may undertake more than one role, e.g. tutor, assessor or internal quality assurer, but they **cannot** carry out any quality assurance on work that they have previously assessed.

3.1.4. Continuing Professional Development (CPD)

Centres are expected to support their staff, ensuring that their subject knowledge remains current and that their members of staff are up to date with regards to best practice in delivery, assessment and quality assurance.

3.1.5. External Quality Assurance

Once recognised as a Centre, NOCN will allocate an External Quality Assurer. The External Quality Assurer will have ongoing responsibility for monitoring the Centre's compliance with the requirements of centre recognised status.

The External Quality Assurer will make regular visits to all Centres. During these visits he/she will:

- Monitor the Centre's compliance with:
 - the Centre Recognition agreement by reviewing course documentation, meeting managers, tutors, internal quality assurers, learners and administrative staff.
 - the specific delivery, assessment and resource requirements set out in this qualification specification
- Verify recommendations for achievement submitted by the centre via Quartzweb.

Refer to the **NOCN Quality Assurance User Guide** for further information on the External Quality Assurance process.

3.2. Offering the Qualifications

Existing Centres

If you are already recognised to offer NOCN qualifications and would like more information about offering these qualifications, please contact: business-enquiries@nocn.org.uk.

Use Horizon to add the qualifications to your centre.

New Centres

If you are interested in offering these qualifications, but are not yet a NOCN Approved Centre and would like more information about becoming a NOCN centre and offering these qualifications please see **Become a Registered Centre** on our website: <https://www.nocn.org.uk/customers/nocn-centres/> and click Become a Centre.

4. Component Information

Within this suite each qualification consists of one or more distinct **mandatory** components. The qualification structure (see section 2) sets out the rules for achieving each qualification.

To achieve their qualification learners will need to achieve a pass mark for each of the components dependent on their chosen qualification. The assessments have been externally created.

A copy of each of the components follows:

4.1 Mandatory Components

Title	Emergency paediatric first aid
Level	3
Credit value	1
GLH	6
Ofqual Ref Number	L/618/3402

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
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>
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"> • Mild • Severe 4.2 Demonstrate how to administer first aid to an infant and a child who is choking

<p>5. Be able to provide first aid to an infant and a child with external bleeding</p>	<p>5.1 Identify the severity of external bleeding for an infant and a child</p> <p>5.2 Demonstrate how to administer first aid to an infant or a child with external bleeding</p>
<p>6. Know how to provide first aid to an infant or a child who is suffering from shock</p>	<p>6.1 Recognise when an infant or a child is suffering from shock</p> <p>6.2 Identify how to administer first aid to an infant or a child who is suffering from shock</p>
<p>7. Know how to provide first aid to an infant or a child with bites, stings and minor injuries</p>	<p>7.1 Identify how to administer first aid for:</p> <ul style="list-style-type: none"> ▪ Bites ▪ Stings ▪ Small cuts ▪ Grazes ▪ Bumps and bruises ▪ Small splinters ▪ Nose bleeds

<p>Additional information about the unit</p>	
<p>Unit purpose and aims</p>	<p>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</p>
<p>Details of the relationship between the unit and relevant NOS or other professional standards or curricula (if appropriate)</p>	<p>Department for Education: Early Years Foundation Stage Statutory Framework – March 2017</p> <p>Health and Social Care Board (NI) Childminding and Day Care for Children Under Age 12 Minimum Standards</p> <p>Welsh Government: National Minimum Standards for Regulated Childcare for Children up to the age of 12 years</p>
<p>Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)</p>	<p>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</p>
<p>Additional information</p>	<p>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</p> <p>Others may include: infant or child receiving first aid; work colleagues; parents; carers; other people within</p>

	<p>the infant or child's environment</p> <p>Infant and a child: the learner must apply their skills or knowledge to both infant (baby) and child first aid situations</p> <p>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</p> <p>When necessary: learners should be able to evaluate a situation to determine when to summon further assistance and what type of assistance to request</p> <p>When to administer Cardiopulmonary Resuscitation: must include agonal gasps</p> <p>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'</p> <p>Recovery Position: a position that maintains a stable open draining airway</p> <p>Administer first aid: provide appropriate help for an infant (baby) or a child, manage the situation and seek appropriate assistance when necessary</p> <p>Seizure: relates to a generalised seizure. <i>First aiders should be suspicious of cardiac arrest in any casualty presenting with seizure</i></p> <p>Shock: hypovolaemic shock (resulting from blood loss)</p> <p>Bites: human and animal bites</p> <p>Stings: bee and wasp stings</p>
Simulation	Simulation is permitted in this unit. The following ACs must be assessed by practical demonstration: 2.1, 2.2, 2.3, 3.2, 3.4, 3.5, 4.2, 4.2, 5.2.

Title	Managing paediatric illness, injuries and emergencies
Level	3
Credit value	1
GLH	6
Ofqual ref Number	Y/618/3404

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1. Be able to provide first aid to an infant or a child with suspected injuries to bones, muscles and joints	1.1 Recognise a suspected: <ul style="list-style-type: none"> • Fracture or dislocation • Sprain or strain 1.2 Identify how to administer first aid for an infant or a child with a suspected: <ul style="list-style-type: none"> • Fracture or dislocation • Sprain or strain 1.3 Demonstrate how to apply: <ul style="list-style-type: none"> • A support sling • An elevated sling
2. Be able to provide first aid to an infant or a child with suspected head and spinal injuries	2.1 Recognise a suspected: <ul style="list-style-type: none"> • Head injury • Spinal injury 2.2 Identify how to administer first aid for an infant or a child with a suspected head injury
3. Know how to provide first aid to an infant or a child with conditions affecting the eyes, ears and nose	2.3 Demonstrate how to administer first aid for an infant or a child with a suspected spinal injury
3. Know how to provide first aid to an infant or a child with conditions affecting the eyes, ears and nose	3.1 Identify how to administer first aid for an infant or a child with a foreign body in the: <ul style="list-style-type: none"> • Eye • Ear • Nose 3.2 Identify how to administer first aid for an infant or a child with an eye injury
4. Know how to provide first aid to an infant or a child with an acute medical condition or sudden illness	4.1 Recognise suspected: <ul style="list-style-type: none"> • Diabetic emergency • Asthma attack • Allergic reaction • Meningitis • Febrile convulsions 4.2 Identify how to administer first aid for an infant or a child who is suspected to be suffering from: <ul style="list-style-type: none"> • Diabetic emergency • Asthma attack • Allergic reaction • Meningitis • Febrile convulsions

<p>5. Know how to provide first aid to an infant or a child who is experiencing extremes of body temperature</p>	<p>5.1 Recognise when an infant or a child is suffering from:</p> <ul style="list-style-type: none"> • extreme cold • extreme heat <p>5.2 Identify how to administer first aid for an infant or a child who is suffering from:</p> <ul style="list-style-type: none"> • extreme cold • extreme heat
<p>6. Know how to provide first aid to an infant or a child who has sustained an electric shock</p>	<p>6.1 Identify how to safely manage an incident involving electricity</p> <p>6.2 Identify how to administer first aid for an infant or a child who has suffered an electric shock</p>
<p>7. Know how to provide first aid to an infant or a child with burns and scalds</p>	<p>7.1 Identify how to recognise the severity of burns and scalds</p> <p>7.2 Identify how to administer first aid for an infant or a child with burns and scalds</p>
<p>8. Know how to provide first aid to an infant or a child with suspected poisoning</p>	<p>8.1 Identify how poisonous substances can enter the body</p> <p>8.2 Identify how to administer first aid for an infant or a child with suspected sudden poisoning</p>
<p>9. Be able to provide first aid to an infant or a child with anaphylaxis</p>	<p>9.1 Recognise suspected anaphylaxis in an infant or a child</p> <p>9.2 Identify how to administer first aid for an infant or a child with suspected anaphylaxis</p> <p>9.3 Demonstrate the use of a 'training device' adrenaline auto-injector</p>

<p>Additional information about the unit</p>	
<p>Unit purpose and aims</p>	<p>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</p>
<p>Details of the relationship between the unit and relevant NOS or other professional standards or curricula (if appropriate)</p>	<p>Department for Education: Early Years Foundation Stage Statutory Framework – March 2017</p> <p>Health and Social Care Board (NI) Childminding and Day Care for Children Under Age 12 Minimum Standards</p> <p>Welsh Government: National Minimum Standards for Regulated Childcare for Children up to the age of 12 years</p>
<p>Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)</p>	<p>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</p>

Availability for use	Restricted to AOs who meet the Terms of Reference of the First Aid Awarding Organisation Forum
Additional information	<p>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 treatment would be the same</p> <p>Recognise: to include signs and/or symptoms of the condition and/or where appropriate mechanism of injury</p> <p>Fracture: should include possibility of ‘green stick’ fracture</p> <p>Administer first aid: Provide appropriate help to a child or infant (baby), manage the situation and seek appropriate assistance when necessary</p> <p>Head injury: includes concussion, compression and skull fracture. The learner is not expected to differentiate between these conditions</p> <p>Foreign body: includes dust/sand/a fly etc. on the eye</p> <p>Diabetic emergency: should focus on the condition of hypoglycaemia</p> <p>Asthma attack: must include assisting a child to use a spacer device and to take their own inhaler</p> <p>Poisonous substances may include: plants; fungi; medication; cleaning products; food; airborne pollutants; drugs; alcohol</p> <p>The use of a ‘training device’ adrenaline auto-injector: must be demonstrated using a training device and NOT a live auto-injector</p>
Simulation	Simulation is permitted in this unit. The following ACs must be assessed by practical demonstration: 1.3, 2.3, 9.3



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