



## TQUK Level 3 Award in Paediatric First Aid (RQF)

**Qualification Specification**

**Qualification Number: 603/0581/2**



## Introduction

### Welcome to TQUK.

TQUK is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England, CCEA Regulation in Northern Ireland and by Qualifications Wales.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation and/or Qualifications Wales, sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications.

Please visit our website [www.tquk.org](http://www.tquk.org) for news of our latest developments.

### Qualification Specifications

Each qualification which TQUK offers is supported by a specification that includes all the information required by a centre to deliver a qualification. Information in the specification includes unit information, assessment and learning outcomes.

The aim of the Qualification Specification is to guide a centre through the process for delivering the qualification.

**Please read it alongside the TQUK Centre Handbook.**

Details of TQUK's procedures and policies can be found on our website [www.tquk.org](http://www.tquk.org)

Qualification specifications can be also be found on our website [www.tquk.org](http://www.tquk.org)

Please check the website regularly to ensure that you are using the most up to date version.

If you have any further questions, please contact TQUK.

## Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as on corporate/business letterheads, pages of a centre's website relating to TQUK qualifications, printed brochures, leaflets or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border and shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be done so as a representation of the true logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties that they may use. TQUK should be made aware of relationships with re-sellers or third parties including any additional websites that the centre will use in addition to their own website. If this information is changed TQUK should be notified. TQUK is required to monitor centre's websites and materials to ensure that learners are not being misled.

If a centre is no longer a TQUK recognised centre it must immediately discontinue the use of TQUK's logo, name and qualifications.

## Introduction to the Qualification

The TQUK Level 3 Award in Paediatric First Aid (RQF) is regulated by Ofqual.

### Qualification Purpose

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

The objectives of the qualification include supporting a role in the workplace and giving learners personal growth and engagement in learning.

This qualification lasts for a period of 3 years, after which learners will

## Entry Requirements

There are no specific entry requirements however learners should have a minimum of level two in literacy and numeracy or equivalent.

The qualification is suitable for learners aged 14 years and above.

## Progression

- Successful learners can progress to other qualifications such as:
- TQUK Level 2 Award in Cardiopulmonary Resuscitation and Automated External Defibrillation
- TQUK Level 3 Award in First Aid at Work
- Level 2 Certificate for the Children & Young People's Workforce
- Level 2/3 Diploma for Children's Care, Learning and Development
- Level 2 Award / Certificate/ Diploma in Healthcare Support Skills
- Level 3 Certificate/ Diploma in Healthcare Support
- Level 3 Diploma in Maternity and Paediatric Support
- TQUK Level 3 Diploma for the Children and Young People's Workforce (QCF)
- TQUK Level 3 Diploma for the Children's Workforce (Early Years Educator) (RQF)

## Structure

Learners must achieve two credits from two mandatory units

### Mandatory Units

Title	Unit ref.	Level	Guided Learning Hours	Credit value
Emergency Paediatric First Aid	K/615/2495	3	6	1
Managing paediatric illness, injuries and emergencies	M/615/2496	3	6	1

## Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. The credit value, where given, for a qualification is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 16 hours

## Guided Learning Hours

These hours are made up of all real time contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

GLH for this qualification is 12

## Assessment

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

Where indicated in the unit specifications, assessment must meet the requirements of the identified assessment strategy/principles.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes must be met to achieve a pass - there is no grading.

## Centre Recognition

To offer any TQUK qualification each centre must be recognised by TQUK and meet qualification approval criteria. Qualification approval must be confirmed prior to any assessment of learners taking place. It is essential that centres provide learners with access to appropriate support in the form of specialist resources.

The TQUK Centre Recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. The policies and procedures will also support an approved Centre's quality systems.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, to deliver and assess the qualification.

## Support from TQUK

Recognised centres will be able to access support from TQUK whenever necessary. External Quality Assurance activities will be undertaken on a regular basis. TQUK also offers recognised centres the service of a Client Relationship Officer whose role is to support centres with any administration queries or qualification support.

## Course Delivery

### Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain about the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

## Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer on the level of the learner's current knowledge and/or skills.

Initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable and relevant to TQUK qualifications.

## Learner Registration

Once approved to offer a qualification the centre should register learners before any assessment can take place. Recognised centres must follow TQUK's procedures for registering learners. For short courses, TQUK offer the option of registering a course and booking a number of places. Learners are then added once the course has taken place, thus acknowledging situations where substitutions are made at short notice to meet business needs.

## Resources

Learners will need access to the following:

- Course manual
- ICT resources if applicable
- Equipment at the venue
- Appropriate general and subject specific texts
- A suitably equipped venue and resources
- Other resources to support identified needs of learners
- Resources to support the delivery of the qualification

To ensure suitable training, the trainer must also be able to provide the following resources:-

- CPR manikins at a ratio of 1 manikin to 3 learners
- Training defibrillator (if applicable)
- Hard surface wipes ideal for manikins
- First aid kit
- Training dressings
- Triangular bandages
- Sterile eye pads
- Auto injector trainer
- Face shield
- Example accident report form
- Disposable gloves

This list is not final, additional resources may be added to meet the needs of the learners.

## Trainer/Assessor Requirements

Tutors/trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they are delivering. This can include the below:

- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- Level 3 Award/4 Certificate/5 Diploma in Education and Training

Assessors who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering. This can include:

- 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
- A1 or D32/D33

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

## Internal Quality Assurer Requirements

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification. This could include:

- 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
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

All staff members involved with the qualification (training, assessing or IQA) will also need to be '*occupationally competent in the subject area being delivered*'. This could be evidenced by a combination of the below:

- A higher level qualification in the same subject area as the qualification approval request.
- Experience of the delivery/assessment/IQA of the qualification/s requested.
- Work experience in the subject area of the qualifications.

Staff members will also be expected to have a working knowledge of the requirements of the qualification, and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they are up to date with work practices and developments in the qualifications they are involved with.

## Useful Websites

Health and Safety Executive	<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>
Office of Qualifications and Examinations Regulation	<a href="http://www.ofqual.gov.uk">www.ofqual.gov.uk</a>
Register of Regulated Qualifications	<a href="http://register.ofqual.gov.uk">http://register.ofqual.gov.uk</a>
Health and Safety Executive NI	<a href="https://www.hseni.gov.uk/">https://www.hseni.gov.uk/</a>

For further details regarding approval and funding eligibility please refer to the following websites:

Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/> for public funding information for 19+ learners in England

Learning Aim Reference Service (LARS) <https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data>

DAQW – Database of Approved Qualifications [www.daqw.org.uk](http://www.daqw.org.uk) for public funding in Wales

Department for the Economy <https://www.economy-ni.gov.uk/> or Department of Education [www.deni.gov.uk](http://www.deni.gov.uk) for public funding in Northern Ireland.

Title:		Emergency Paediatric First Aid K/615/2495	
Level:		3	
Credit value:		1	
Guided learning hours:		6	
Learning outcomes		Assessment criteria	
1.	Understand the role and responsibilities of the paediatric first aider	1.1	Explain the role and responsibilities of a paediatric first aider
		1.2	Explain how to minimise the risk of infection to self and <b>others</b>
		1.3	Identify when to use personal protection equipment when providing first aid
		1.4	Identify contents of a paediatric first aid kit
		1.5	Identify the need to complete an accident report/incident record
		1.6	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
3.	Be able to provide first aid for an infant and a child who is unresponsive and breathing normally	3.1	Place an infant and a child in the <b>recovery position</b>
		3.2	Continually monitor an infant and a child whilst they are in the recovery position
		3.3	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 and not breathing	4.1	Identify when to administer Cardio Pulmonary Resuscitation (CPR) to an unresponsive infant and an unresponsive child who is <b>not breathing normally</b>

	normally	4.2	Administer <b>CPR</b> using an infant and a child manikin
5.	Be able to provide first aid for an infant and a child who is choking	5.1	Identify when choking is: <ul style="list-style-type: none"> <li>• mild</li> <li>• severe</li> </ul>
		5.2	<b>Administer first aid</b> 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	Explain the types and severity of bleeding in infants and children
		6.2	Control external bleeding
7.	Understand how to provide first aid to an infant and a child who is suffering from shock	7.1	Recognise an infant and a child who is suffering from
		7.2	Administer first aid to an infant or child who is suffering from <b>shock</b>
8.	Understand how to administer first aid to an infant and a child with bites, stings and minor injuries	8.1	Explain 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> </ul>

Additional information: **Others** may include:

- Infant or child receiving first aid
- Work colleagues
- Parents
- Carers
- Other people within the infant or child's environment

**Recovery Position:** a position that maintains a stable open draining airway

**Not breathing normally:** must include agonal gasps

**CPR** must include: 'correct placement of AED pads' and 'follows AED instructions'.

<b>Title:</b>		Managing paediatric illness, injuries and emergencies M/615/2496	
<b>Level:</b>		3	
<b>Credit value:</b>		1	
<b>Guided learning hours:</b>		6	
<b>Learning outcomes</b>		<b>Assessment criteria</b>	
1.	Be able to administer first aid to an infant and a child with a suspected fracture	1.1	Describe <b>types of fractures</b>
		1.2	Recognise suspected: fractures
		1.3	<b>Administer first aid</b> for suspected: fractures
2.	Be able to administer first aid to an infant and a child with head, neck or back injury	2.1	Describe how to recognise suspected: <ul style="list-style-type: none"> <li>• Head injury</li> <li>• Neck or back injury</li> </ul>
		2.2	Administer first aid for suspected: <ul style="list-style-type: none"> <li>• Head injury</li> <li>• Neck or back injury</li> </ul>
3.	Understand how to administer first aid to an infant and a child with conditions affecting the eyes, ears and nose	3.1	Explain how to administer first aid for an infant or child with a <b>foreign body</b> in the: <ul style="list-style-type: none"> <li>• Eye</li> <li>• Ear</li> <li>• Nose</li> </ul>
		3.2	Explain how to administer first aid for an infant or child with an eye injury
4.	Understand how to administer emergency first aid to an infant and a child with an acute medical condition or sudden illness	4.1	Describe how to recognise: <ul style="list-style-type: none"> <li>• Diabetic emergencies</li> <li>• Asthma attack</li> <li>• Allergic reaction</li> <li>• Meningitis</li> </ul>
		4.2	Explain how to manage: <ul style="list-style-type: none"> <li>• Diabetic emergency</li> </ul>

			<ul style="list-style-type: none"> <li>• Asthma attack</li> <li>• Allergic reaction</li> <li>• Meningitis</li> <li>• Febrile convulsions</li> </ul>
5.	Understand how to administer first aid to an infant and a child who is experiencing the effects of extreme heat and cold	5.1	Describe how to recognise the effects of: <ul style="list-style-type: none"> <li>• extreme cold</li> <li>• extreme heat</li> </ul>
		5.2	Explain how to administer first aid for an infant or child who is suffering from the effects of: <ul style="list-style-type: none"> <li>• extreme cold</li> <li>• extreme heat</li> </ul>
6.	Understand how to administer first aid to an infant and a child who has sustained an electric shock	6.1	Explain how to safely manage an incident involving electricity
		6.2	Describe how to administer first aid for electric shock incidents
7.	Understand how to administer first aid to an infant and a child with burns or scalds	7.1	Describe how to recognise the severity of: <ul style="list-style-type: none"> <li>• burns</li> <li>• scalds</li> </ul>
		7.2	Explain how to administer first aid for: <ul style="list-style-type: none"> <li>• burns</li> <li>• scalds</li> </ul>
8.	Understand how to administer first aid to an infant and a child who has been poisoned	8.1	Identify how <b>poisonous substances</b> can enter the body
		8.2	Explain how to administer first aid for sudden poisoning
		8.3	Explain how to manage sudden poisoning
9.	Understand how to provide first aid to an infant or child with anaphylaxis	9.1	List common triggers for anaphylaxis
		9.2	Describe how to recognise anaphylaxis in an infant and a child
		9.3	Explain how to administer first aid for an infant and a child with anaphylaxis

Additional information: **Types of Fracture:** should include 'green stick' fracture

**Administer first aid:** Provide appropriate help to a child or infant (baby), manage the situation and seek appropriate assistance when necessary

Foreign body includes dust on the eye

Poisonous substances may include:

- Plants
- Medication
- Cleaning products
- Food
- Airborne pollutants
- Drugs
- Alcohol



