

# CACHE Qualification Specification

CACHE Level 2 Award in Paediatric First Aid (QCF)

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# Section 1: General introduction

## About this Qualification Specification

This Qualification Specification contains details of all the units and assessments you will be required to complete to gain the qualification. It also contains extra information for your tutor or assessor.

In addition to this Specification there is a separate 'Resource Centre' which contains general information to help support the qualification. This pack has been designed for tutors or assessors and can be found on our secure website 'cachezone'.

## How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** - *shows how difficult it is*
- a **credit value** - *one credit represents about 10 hours' work*
- a **unit aim** – *explains what is covered in the unit*
- **learning outcomes** – *cover what you need to do (skills) or what you need to understand (knowledge)*
- **assessment criteria** – *what you need to show (evidence)*

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand why effective communication is important in the work setting.	1.1. Identify the different reasons people communicate.		
	1.2. Explain how communication affects relationships in the work setting.		

Example shows how outcomes and criteria are laid out in the Unit Assessment Records (UARs) in Section 3

## Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

### Competence / Skills based learning outcomes:

- generally begin with 'Be able to' and the assessment criteria usually show that the evidence must be observable
- are about being able to perform a variety of different tasks as part of your work role **within** a real work environment.

### Knowledge based learning outcomes:

- generally begin with 'Know', 'Understand' or 'Know how to' and the assessment criteria will reflect that evidence can be recorded in ways other than observation, although observation remains a valid method (however, some learning outcomes could be purely knowledge based and do not need to be in the context of a work role).

## Making use of the CACHE websites

The CACHE websites are maintained on a regular basis and this is where the most up to date documents can be found. We strongly advise that these should be used as a resource on an on-going basis to ensure you always have the most current information.

All our qualification documents are version controlled, allowing you to check for updates or revisions.

### The Public Website

Our public website address is: [www.cache.org.uk](http://www.cache.org.uk) and contains information that is available to everybody. It contains information about all our qualifications, including:

- Key Facts
- Qualification Specifications

There are also some other key documents that can be referred to when required. For example:

- **Complaints Procedure**
- **Appeals Process**
- **Equality and Diversity Statement** – our approach to non-discrimination
- **CACHE Statement of Values** – our values when working with children or young people

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

### The Centre Secure Website

More specific information to support Centre delivery (including the Resource Centre) can be found on our secure website 'cachezone'. **This site is for Centres only.**

Login is via the 'cachezone page' on our public website using the details provided by the Centre administrator.

## **Section 2: About this qualification**

## Qualification summary

<b>Title</b>	CACHE Level 2 Award in Paediatric First Aid (QCF)			
<b>Type</b>	QCF			
<b>Qualification number</b>	600/0187/2			
<b>Aim</b>	This qualification provides learners with the first aid skills they require to enter into the children's workforce. The qualification is designed for learners who have responsibility for children, whether at work in their setting or within a domestic environment. The aim of the qualification is to guide and assess the development of knowledge and skills relating to paediatric first aid.			
<b>Purpose</b> Ofqual code and description (where applicable)	D. Confirm occupational competence and/or 'licence to practice' D1: Confirm competence in an occupational role to the standards required			
<b>Guided learning hours</b>	Min	20	Max	20
<b>Credit value</b>	2	<b>Minimum credits at / above Level</b>	2	
	Current first aid guidelines require that first aid qualifications are renewed every three years.  It is a principle of the Qualifications and Credit Framework that credit for learning can only be gained once. Therefore, where this qualification is repeated for renewal purposes, a certificate will be provided but no further credit will be gained.			
<b>Minimum age of learner</b>	16			
<b>Age ranges covered by the qualification</b>	0 – Puberty  For the purpose of paediatric first aid: <ul style="list-style-type: none"> <li>• an infant is defined as being under 12 months of age</li> <li>• a child is defined as between one year and puberty.</li> </ul>			
<b>Real work environment (RWE) requirement / recommendation</b>	Learners do not need to be working or undertaking practical placements to take this qualification.			
<b>Progression</b>	This is a standalone qualification which is for learners who have responsibility for children in any setting.  This qualification must be retaken within three years from the date of certification to ensure the learner updates their knowledge and practice in line with changes in procedures and protocols.			

<b>Equivalencies / Performance Points</b>	Please refer to cachezone for up-to-date information on Equivalencies and Performance Points for CACHE qualifications.
<b>Recommended assessment methods</b>	Multiple choice examination, oral examination, portfolio of evidence, practical demonstration/assignment, practical examination. All units will be internally assessed.  NB: CACHE assessment tasks are provided for tutors' convenience. They are not mandatory.
<b>Additional assessment requirements</b>	The units must be assessed in line with Skills for Care and Development's QCF Assessment Principles. The current resuscitation council guidelines should always be referred to when assessing this qualification. Assessors for the paediatric first aid units must hold a current Paediatric First Aid Certificate in order to assess these two QCF units. This agreement applies to all awarding organisations offering the units. The following are exempt from this requirement: <ul style="list-style-type: none"> <li>• Doctors registered with the General Medical Council (GMC)</li> <li>• Nurses registered with the Nursing and Midwifery Council (NMC)</li> <li>• Paramedics registered with the Health Professions Council (HPC).</li> </ul> For these exemptions to apply, the trainer should demonstrate current (within the last two years) experience of first-aid skills by producing sufficient evidence in their portfolio.
<b>Grading system</b>	The qualification will be pass or refer and all the assessment criteria for the chosen units must be achieved in order to obtain a pass.
<b>How long will it take to complete?</b>	The qualification can be completed in 20 hours. The units must be completed within 3 months of each other.
<b>Entry requirements / recommendations</b>	Learners should be at least 16 years old. CACHE does not set any other entry requirements but Centres may have their own guidelines.

## Introduction to this qualification

The CACHE Level 2 Award in Paediatric First Aid (QCF) has been developed to meet the standards for paediatric first aid, covering the relevant criteria in the Early Years Foundation Stage Statutory Framework. It provides learners with the first aid skills they require to enter into the children's workforce and it therefore meets Ofsted requirements. The qualification is designed for learners who have responsibility for children, whether at work in their setting or within a domestic environment. The aim of the qualification is to guide and assess the development of knowledge and skills relating to paediatric first aid. This qualification will give learners an understanding of the more common illnesses that occur in children and give them confidence to deal with emergencies within all early years settings in a professional manner. Incidents and accidents with children can occur at any time and this qualification covers the type of situations that may occur, and will give learners knowledge and understanding of how to deal with such situations in a safe and appropriate manner.

This qualification is for all learners aged 16 and above who are capable of reaching the required standards.

The qualification confirms competence in Paediatric First Aid.

To continue to administer paediatric first aid in a childcare setting, or domestic environment you will need to renew this qualification within three years from the date of certification. This is due to regular changes in procedures and protocols based on updated clinical knowledge, the continual improvement and changes in paediatric emergency care and to maintain up to date skills.

The certification date will appear on your certificate to enable you to evidence to your employer the currency of your qualification.

It is a principle of the Qualifications and Credit Framework that credit for learning can only be gained once. Therefore, where this qualification is repeated for renewal purposes, a certificate will be provided but no further credit will be gained.

## Rules of combination

- Learners must take two mandatory units.
- Total Credits: 2
- All credits must be achieved from the units contained in this specification.
- When completing the units there must be no more than a three month gap between the completion of each unit.

## Please note the EYFS requirements

The (EYFS) Early Years Foundation Stage has a section which relates to Paediatric First Aid. It states that courses must be approved by the Local Authority in whose area the early years provision is located. If you have not already done so, we suggest that you contact your Local Authority to seek approval.

## Unit achievement log

Unit ref.	Unit No.	Unit title	Unit type	Level	Credit	GLH	Page	Date achieved	Notes
F/600/2036	PEFAP 001	Paediatric emergency first aid	Skills	2	1	10	17		
J/600/2037	MPII 002	Managing paediatric illness and injury	Skills	2	1	10	23		



## **Section 3: Units**

This section includes CACHE assessment tasks for tutors' convenience. They are not mandatory.

## Unit layout

For each unit the following material has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by the owner of the unit (e.g. Edexcel, CACHE etc.).
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the QCF framework.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner.  1 credit = 10 learning hours.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Assessment task (set by CACHE)*	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes.

\* *Additional information, Unit assessment guidance and Assessment tasks* may not be provided for all units.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information on them can be found.

## PEFAP 001: Paediatric emergency first aid

Unit reference F/600/2036 Level 2

Credit value 1 GLH 10

**Unit aim** The purpose of the unit is for the learner to attain knowledge and practical competences required to deal with the range of paediatric emergency first aid situations contained in this unit.

<b>Learner name:</b>	<b>CACHE Centre no:</b>
<b>CACHE PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<p>Simulation is permitted for this unit but assessment criteria 2.1, 2.2, 3.1, 4.2, 5.2 and 6.3 must be assessed in a realistic simulated environment including practical demonstration of CPR on infant and child manikins. Assessment should be carried out by a vocationally competent assessor qualified to make assessment decisions. This means that the assessor must be capable of carrying out the full requirements within the competency of this unit.</p> <p>The current resuscitation council guidelines should always be referred to when assessing this qualification.</p>			
1. Understand the role of the paediatric first aider.	1.1. Identify the responsibilities of a paediatric first aider.		
	1.2. Describe how to minimise the risk of infection to self and others.		
	1.3. Describe suitable first aid equipment, including personal protection and how it is used appropriately.		
	1.4. Identify what information needs to be included in an accident report/incident record, and how to record it.		
	1.5. Define an infant and a child for the purposes of first aid treatment.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to assess an emergency situation and act safely and effectively.	2.1. Demonstrate how to conduct a scene survey.		
	2.2. Demonstrate how to conduct a primary survey on an infant and a child.		
	2.3. Identify when and how 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. Demonstrate how to place an infant and a child into the appropriate recovery position.		
	3.2. Describe how to continually assess and monitor an infant and a child whilst in your care.		
4. Be able to provide first aid for an infant and a child who is unresponsive and not breathing normally.	4.1. Identify when to administer CPR to an unresponsive infant and an unresponsive child who is not breathing normally.		
	4.2. Demonstrate how to administer CPR using an infant and a child manikin.		
	4.3. Describe how to deal with an infant and a child who is experiencing a seizure.		
5. Be able to provide first aid for an infant and a child who has a foreign body airway obstruction.	5.1. Differentiate between a mild and a severe airway obstruction.		
	5.2. Demonstrate how to treat an infant and a child who is choking.		
	5.3. Describe the procedure to be followed after administering the treatment for choking.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
6. Be able to provide first aid to an infant and a child who is wounded and bleeding.	6.1. Describe common types of wounds.		
	6.2. Describe the types and severity of bleeding and the affect that it has on an infant and a child.		
	6.3. Demonstrate the safe and effective management for the control of minor and major external bleeding.		
	6.4 Describe how to administer first aid for minor injuries.		
7. Know how to provide first aid to an infant and a child who is suffering from shock.	7.1. Describe how to recognise and manage an infant and a child who is suffering from shock.		
	7.2. Describe how to recognise and manage an infant and a child who is suffering from anaphylactic shock.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: PEFAP 001**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	Mapped against EYDC standards
Additional unit assessment requirements provided with the QCF unit	Early Years Foundation Stage Practice Guidance – DCSF 2008
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by CACHE	Simulation is permitted for this unit but learning outcomes 2, 3, 4, 5 and 6 must be assessed in a realistic simulated environment by a vocationally competent assessor qualified to make assessment decisions. This means that assessor must be capable of carrying out the full requirements within the competency of this unit.

## Assessment task – PEFAP 001 Paediatric emergency first aid

As a worker in the children and young people's sector, it is important to develop an awareness of the knowledge and skills involved in paediatric emergency first aid.

Task links to learning outcomes 1 and 7, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 7.1 and 7.2.

Produce a folder which you can refer to at work, in which you have:

- identified the responsibilities of a paediatric first aider
- described how to minimise the risk of infection to self and others
- described suitable first aid equipment, including personal protection, and how it is used appropriately
- identified what information needs to be included in an accident report/incident record and how to record it
- defined an infant and a child for the purposes of first aid treatment
- described how to recognise and manage an infant and a child who is suffering from shock
- described how to recognise and manage an infant and a child who is suffering from anaphylactic shock.

NB: The folder produced for this unit can also be used to include information from unit MPII 002.



## MPII 002: Managing paediatric illness and injury

Unit reference J/600/2037

Level 2

Credit value 1

GLH 10

**Unit aim** The purpose of the unit is for the learner to attain knowledge and practical competences required to deal with the range of paediatric illnesses and injuries contained in this unit.

<b>Learner name:</b>	<b>CACHE Centre no:</b>
<b>CACHE PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
Simulation is permitted for this unit but assessment criteria 1.4 and 2.2 must be assessed in a realistic simulated environment by a vocationally competent assessor qualified to make assessment decisions. This means that the assessor must be capable of carrying out the full requirements within the competency of this unit.			
1. Be able to provide first aid to an infant and a child with a suspected fracture and a dislocation.	1.1. Describe the common types of fractures.		
	1.2. Describe how to manage a fracture.		
	1.3. Describe how to manage a dislocation.		
	1.4. Demonstrate the application of a support sling and an elevation sling.		
2. Be able to provide first aid to an infant and a child with a head, a neck and a back injury.	2.1. Describe how to recognise and manage head injuries including: <ul style="list-style-type: none"> <li>• concussion</li> <li>• skull fracture</li> <li>• cerebral compression.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. Demonstrate how to manage a suspected spinal injury.		
3. Know how to provide first aid to an infant and a child with conditions affecting the eyes, ears and nose.	3.1. Describe how to manage an infant and a child with foreign bodies in their eyes, ears and nose.		
	3.2. Describe how to recognise and manage common eye injuries.		
4. Know how to provide first aid to an infant and a child with a chronic medical condition or sudden illness.	4.1. Describe how to recognise and manage chronic medical conditions including: <ul style="list-style-type: none"> <li>• sickle cell anaemia</li> <li>• diabetes</li> <li>• asthma.</li> </ul>		
	4.2. Describe how to recognise and manage serious sudden illnesses including: <ul style="list-style-type: none"> <li>• meningitis</li> <li>• febrile convulsions.</li> </ul>		
5. Know how to provide first aid to an infant and a child who is experiencing the effects of extreme heat and cold.	5.1. Describe how to recognise and treat the effects of extreme cold for an infant and a child.		
	5.2. Describe how to recognise and treat the effects of extreme heat for an infant and child.		
6. Know how to provide first aid to an infant and a child who has sustained an electric shock.	6.1. Describe how to safely manage an incident involving electricity.		
	6.2. Describe first aid treatments for electric shock incidents.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
7. Know how to provide first aid to an infant and a child with burns or scalds.	7.1. Describe how to recognise the severity of burns and scalds to an infant and a child and respond accordingly.		
	7.2. Describe how to treat burns and scalds to an infant and a child.		
8. Know how to provide first aid to an infant and a child who has been poisoned.	8.1. Describe how poisons enter the body.		
	8.2. Describe how to recognise and treat an infant and a child affected by common poisonous substances, including plants.		
	8.3. Identify sources of information that provide procedures for treating those affected by poisonous substances.		
9. Know how to provide first aid to an infant and a child who has been bitten or stung.	9.1. Describe how to recognise the severity of bites and stings to an infant and a child and respond accordingly.		
	9.2. Describe how to recognise and treat bites and stings.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: MPII 002**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	Mapped against EYDC standards
Additional unit assessment requirements provided with the QCF unit	Early Years Foundation Stage Practice Guidance – DCSF 2008
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by CACHE	Simulation is permitted for this unit but learning outcomes 1 and 2 must be assessed in a realistic simulated environment by a vocationally competent assessor qualified to make assessment decisions. This means that assessor must be capable of carrying out the full requirements within the competency of this unit.

## Assessment task – MPII 002 Managing paediatric illness and injury

As a worker in the children's and young people's sector, it is important to develop an awareness of the knowledge and skills involved in managing paediatric illness and injury.

Produce a folder which you can refer to at work, in which you have:

**Task** links to learning outcomes 3, 4, 5, 6, 7, 8 and 9, assessment criteria 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, 7.1, 7.2, 8.1, 8.2, 8.3, 9.1 and 9.2.

- described how to manage an infant and a child with foreign bodies in their eyes, ears and nose
- described how to recognise and manage common eye injuries
- described how to recognise and manage chronic medical conditions including:
  - sickle cell anaemia
  - diabetes
  - asthma
- described how to recognise and manage serious sudden illnesses including:
  - meningitis
  - febrile convulsions
- described how to recognise and treat the effects of extreme cold for an infant and a child
- described how to recognise and treat the effects of extreme heat for an infant and a child
- described how to safely manage an incident involving electricity
- described first aid treatments for electric shock incidents
- described how to recognise the severity of burns and scalds to an infant and a child and respond accordingly
- described how to treat burns and scalds to an infant and a child
- described how poisons enter the body
- described how to recognise and treat an infant and a child affected by common poisonous substances, including plants
- identify sources of information that provide procedures for treating those affected by poisonous substances
- described how to recognise the severity of bites and stings to an infant and a child and respond accordingly
- described how to recognise and treat bites and stings.

NB: The folder produced for this unit can also be used to include information from unit PEFAP 001.



## Additional guidance

This guidance is designed to help the learner achieve a high level of competence in dealing with emergency situations in their settings. Coping with serious incidents requires a wide range of skills. The following gives guidance on how to ensure that good quality evidence is captured to show the learner's understanding is as full as possible.

### PEFAP 001: Paediatric emergency first aid

#### 1. Understanding the role of the paediatric first aider

The principles of first aid management are:

- to preserve life
- to prevent deterioration
- to promote recovery.

Equipment will include:

- Personal Protective Equipment (PPE):
  - latex gloves
  - face shields
  - pocket masksand their use and maintenance.

Other equipment and processes will cover:

- bandages
- first aid kits
- hand hygiene
- prevention of infection to self and others.  
and their use and maintenance where appropriate.

Accident Incident/records:

- should comply with OFSTED 2007 and RIDDOR (1995) regulations
- be accurate and complete.

For the **purposes of paediatric first aid:**

- an infant is defined as being under 12 months of age
- a child is defined as between one year and puberty.

## 2. Assessing an emergency situation and acting safely and effectively

Assessing emergency situations should include:

- assessing the level of safety
- conducting a scene survey
- managing situations including bleeding and shock
- knowing when and how to call for help
- assessing the casualty's level of injury
- assessing for any life threatening injuries
- conducting a primary survey on an infant and a child
- remembering appearance, breathing and circulation (A, B, C The Paediatric Assessment Triangle)
- dealing with persons affected by the incident.

## 3. Providing first aid for an infant and a child who is unresponsive and breathing normally

This should include:

- a practical demonstration of the correct recovery position for an infant
- a practical demonstration of the correct recovery position for a child
- the importance of how to use them
- an explanation of why it is important to follow the correct processes.
- observing, monitoring and recording A, B, C.

## 4. Providing first aid for an infant and a child who is unresponsive and not breathing normally

CPR will include:

- knowing when to administer CPR
- knowing the correct procedures for CPR
- a practical demonstration of CPR on infant and child manikins
- alternative ventilation procedures to CPR.

Dealing with seizures will include:

- recognising the symptoms of seizures in infants and children
- managing the seizures
- maintaining a safe environment for the infant/child
- monitoring the condition of the infant/child
- knowing what support to provide the infant/child following the seizures.

## 5. Providing first aid for an infant and a child who has a foreign body airway obstruction

This should include:

- choking recognition in infants/children
- knowing the difference between a mild and severe airway obstruction
- a practical demonstration on an infant manikin to show the different ways of removing a blockage from the airway of infants
- a practical demonstration on a child manikin to show the different ways of removing a blockage from the airway in children
- actions to be taken after administering the treatment for choking.

## 6. Providing first aid to an infant and a child who is wounded and bleeding

This will include:

- identifying different types of wounds from minor to severe
- identifying different types of bleeding: venous and arterial
- the effect different types of bleeding would have on an infant
- the effect different types of bleeding would have on a child
- a practical demonstration of the control of minor and major bleeding (including elevation of affected limbs and application of bandages)
- how to check for foreign bodies in the wound
- describing what to do when there is a foreign body in the wound
- describing first aid procedures for dealing with minor injuries.

## 7. Know how to provide first aid to an infant and a child who is suffering from shock

This should include:

- a primary survey
- identifying signs and symptoms of shock
- knowing the position the infant and child should be placed in
- observing, monitoring and recording A,B,C
- knowing the signs and symptoms of anaphylactic shock
- understanding the importance of allergen history
- how to manage an anaphylactic reaction in an infant/child
- understanding the use of an Epi-pen/Anapen and other relevant medications
- observing, monitoring and recording A,B,C.

## **MPII 002: Managing paediatric illness and injury**

### **1. Be able to provide first aid to an infant and a child with a suspected fracture and a dislocation**

This will include:

- describing the common types of fractures, such as simple, greenstick, complex, open and closed
- how to immobilise fractures
- definition of a dislocation
- how to care for a child/infant with a dislocation
- use of rest, ice, compression, elevation (RICE)
- observing, monitoring and recording A,B,C
- knowledge of nil by mouth as further treatment may require a general anaesthetic
- the learner demonstrating the application of a support sling and an elevation sling.

### **2. Be able to provide first aid to an infant and a child with a head, a neck and a back injury**

This will include:

- how to define and recognise head injuries
- Identify the signs and symptoms of:
  - concussion
  - skull fracture
  - cerebral compression
- how to manage these conditions
- recognising possible connected problems such as fluid from the ear
- observing, monitoring and recording A,B,C
- when and how to send for urgent medical help
- the learner demonstrating how to manage a suspected spinal injury by immobilisation, keeping the spine straight, supporting head and neck at all times and observing for deterioration.

### **3. Know how to provide first aid to an infant and a child with conditions affecting the eyes, ears and nose**

This should include:

- how to manage foreign bodies in eyes by keeping the child calm, using sterile water to remove dust/sand from eyes
- how to manage foreign bodies in ears by keeping the child calm, using tepid water to remove insects from ears

- how to manage foreign bodies in nose by keeping the child calm, encouraging the child to breathe through their mouth
- knowing to seek immediate medical help for embedded foreign bodies in eye, ear or nose
- how to recognise and treat common eye injuries such as blows to the eye (checking for injuries to the eyeball), injuries to the eye socket, associated injuries to the head or face
- considering neck injury and how to treat appropriately if there is a direct blow to the face.

#### **4. Know how to provide first aid to an infant and a child with a chronic medical condition or sudden illness**

##### Chronic medical conditions

This will include:

- recognising the signs and symptoms of sickle cell anaemia
- how to manage sickle cell anaemia by administering the infant/child's regular pain relief if available, reassuring the child and keeping the child warm, sending for medical help and child or infants parents
- recognising the signs and symptoms of diabetes
- how to manage diabetes by recognising the signs of hypoglycaemia; providing sugar immediately if conscious; putting in the recovery position if unconscious, checking if insulin is prescribed in the case of a known diabetic and when to send for urgent medical attention
- recognising the signs and symptoms of asthma such as difficulties or problems with speech, changes in colour of face and lips; coughing and wheezing
- how to manage asthma by helping the infant/child to use inhalers; use the correct sitting position and sending for urgent medical help.

##### Serious sudden illness

This will include:

- recognising the signs and symptoms of meningitis such as rashes
- how to manage meningitis by obtaining urgent medical help
- recognising the signs and symptoms of febrile convulsions such as high temperature
- how to manage febrile convulsions by ensuring the infant/child is not restrained in any way, moving objects that could cause injury, preventing choking
- observing, monitoring and recording A,B,C.

## 5. Know how to provide first aid to an infant and a child who is experiencing the effects of extreme heat and cold

This should include:

- the definition of hypothermia, in an infant and child
- signs and symptoms of hypothermia such as the colour and temperature of the skin to touch
- how to manage hypothermia by:
  - obtaining urgent medical help
  - preventing further body heat loss
  - warming the child/infant gradually if possible
- the definition of hyperthermia in an infant and child
- signs and symptoms of hyperthermia such as heat stroke and heat exhaustion
- how to manage hyperthermia by:
  - use of fans to cool
  - loosening clothing
  - tepid sponging
  - providing cool liquids to drink
  - obtaining medical help.

## 6. Know how to provide first aid to an infant and a child who has sustained an electric shock

This should include:

- the safe management of incidents involving electricity, i.e. not touching the infant/child if still in contact with electric wire; turning electricity off and understanding how to remove the infant/child from electric contact safely
- personal safety
- treatment for electric shock:
  - look for signs and symptoms of shock and manage symptoms
  - treat the burn area at the site of contact;
  - observe, monitor and record A,B,C
  - obtain urgent medical help/ refer the casualty to hospital.

## **7. Know how to provide first aid to an infant and a child with burns or scalds**

This will include:

- identifying the types of burns and scalds including superficial burns; partial thickness burns, full thickness burns and the relevance of the extent of burns and scalds
- treatment for burns from superficial to severe burns such as
  - when to remove light clothing
  - when not to remove burnt clothing
  - when to cool with water
  - when to keep the burn covered
  - when to seek medical help.

## **8. Know how to provide first aid to an infant and a child who has been poisoned**

This should include:

- knowing the different types of poisoning such as those that can be inhaled; absorbed; swallowed; those that are chemicals; plants and toxins in food
- recognising when an infant/child has been affected by common poisonous substances
- observing, monitoring and recording A,B,C
- knowing they need to seek urgent medical attention
- gathering information about the poison i.e. labels on containers or keeping any remaining substance to go with casualty, keeping any vomit to go with casualty to hospital
- knowing where to get information about procedures for treating those affected by a poisonous substance such as National Poisons Information Service (NPIS).

## **9. Know how to provide first aid to an infant and a child who has been bitten or stung**

This should include:

- knowing how to recognise signs and symptoms of bites and stings from different sources such as wasp and bee stings, human bites, animal bites
- how to treat with a cold compress where appropriate
- the correct method of removal of stings
- treatment for anaphylactic shock
- Knowing that in all cases of human or animal bites the infant or child should receive medical attention
- When and how to seek medical attention, or emergency services.



## **Section 4: Assessment and quality assurance information for tutors and assessors**

## Assessment guidance

A recommended range of assessment methods has been identified for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

### Recommended range of assessment methods for this qualification

One of the following assessment methods can be chosen to produce evidence.

#### For Competence / Skills and Knowledge learning outcomes:

- Direct observation of learner by assessor
  - by an assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice
- Professional discussion
- Expert Witness evidence
  - when directed by the Sector Skills Council or other assessment strategy/principles
- Learner's own work products
- Learner log or reflective diary
- Activity plan or planned activity
- Observation of children, young people or adults by the learner
- Portfolio of evidence
- Recognition of prior learning
- Reflection on own practice in real work environment
- Oral questions and answers<sup>1</sup>

#### For knowledge only learning outcomes:

- Written and pictorial information
- Scenario or case study
- Task set by CACHE (for knowledge learning outcomes)
- Oral questions and answers
- Assessment method devised by Centre and approved by CACHE

If you are proposing to use an assessment method that is not included within the recommended list you should contact your Centre Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

A key to the recommended assessment methods is included in *"How to ... A Guide to Assessing CACHE QCF Qualifications"* which forms part of the Resource Centre on cachezone.

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<sup>1</sup> Oral questions and answers may be used to evidence understanding of skills based learning outcomes where assessment criteria start with 'Explain' or 'Describe' (or similar words to demonstrate understanding). These can be assessed by the **assessor who is assessing the skills competencies** as it relates to evidence from the workplace.

## Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in *the "How to ... A Guide to Understanding the Requirements of Assessors and Internal Quality Assurers for CACHE QCF Qualifications"*.

The Centre needs to ensure that individuals undertaking assessor or quality assurer roles within your Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

## Paediatric First Aid Specific Assessment Requirements

### Requirements of assessors

In summary, there are three requirements of assessors of these units. These apply regardless of whether the assessor is a Centre member of staff or a representative from a voluntary organisation such as St Johns, Red Cross or St Andrews. They must as a minimum:

- be qualified to make assessment decisions
- hold a current and valid Paediatric First Aid Certificate
- be able to show they are occupationally knowledgeable / competent in relation to the learning outcome

Skills and knowledge should be assessed in accordance with currently accepted first-aid practice in the United Kingdom. CACHE accepts the Paediatric first-aid management of injuries and illness, as laid down by the Resuscitation Council (UK); and in the current edition of the first-aid manual of the Voluntary Aid Societies (St John Ambulance, British Red Cross, St Andrew's Ambulance Association); or in other publications, provided they are in line with the two above or supported by a responsible body of medical opinion.

### Requirements of trainers

In summary, there are three requirements of trainers / tutors of these units. They must as a minimum:

- hold a current and valid Paediatric First Aid Certificate
- be able to show they are occupationally knowledgeable / competent in relation to the learning outcome
- hold a current trainer's certificate.

Centres may find it is expedient to use an assessor to deliver the training who meets the additional assessment requirements outlined in the section above.

St John, Red Cross and St Andrews are voluntary organisations that offer First Aid courses. They are not awarding organisations and were not involved in the development of the two paediatric first aid units. However they may be able offer courses to meet the learning outcomes of the two units and are likely to have competent trainers or assessors on their books.

All trainers should have a valid PFA certificate. The following are exempt from this requirement:

- Doctors registered with the General Medical Council (GMC)
- Nurses registered with the Nursing and Midwifery Council (NMC)
- Paramedics registered with the Health Professions Council (HPC).

For these exemptions to apply, the trainer should demonstrate current (within the last two years) experience of first-aid skills by producing sufficient evidence in their portfolio.

### **Requirements of Internal Quality Assurers**

In summary, there are two requirements of internal quality assurers of these units. These apply regardless of whether the quality assurer is a Centre member of staff or a representative from a voluntary organisation such as St Johns, Red Cross or St Andrews. They must:

1. be qualified to make quality assurance decisions
2. be occupational knowledgeable in relation to the learning outcome

These requirements are no different to any other qualification IQA requirements and paediatric first aid should be treated in the same way.

## Skills for Care and Development Assessment Principles

### Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

### Competence / Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

## CACHE Assessment Strategy

### Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** need to be both occupationally knowledgeable and qualified to make quality assurance decisions

### Competence / Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

## Section 5: Feedback

## Tell us what you think!

Your feedback is really important to us.

Please take a few moments to tell us how well this document supports you when teaching or studying this qualification.

The form is also available as a separate document on cachezone.

## QCF Support Materials Feedback Form

**Qualification:** CACHE Level 2 Award in Paediatric First Aid (QCF)

**Name:** **Are you:** a Tutor / a Learner

**Centre name:** **Centre no.:**

**Contact details: \*** **Tel.:**

**Email:**

**Please rate the following statements on a scale of 1-3:**

1 Disagree 2 Tend to agree 3 Agree

1	2	3
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1. This document is presented in a clear and accessible way and I can easily find the information I need.

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2. This document contains all the information I need to teach or study this qualification.

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3. The language used throughout this document is clear, unambiguous and appropriate for both tutors and learners.

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4. **Tutors only.** This document has had a positive effect on the way I deliver this qualification.

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**Please use the space below to provide more detailed comments or additional feedback**

**\* Please indicate if you would like us to contact you about your feedback**

Yes / No

Please email your completed feedback form to: [qcfsupportmaterials@cache.org.uk](mailto:qcfsupportmaterials@cache.org.uk)

Alternatively, you may post or fax your form to:

**CACHE QCF Support Materials,**  
**CACHE, Apex House,**  
**81 Camp Road, St. Albans, Herts. AL1 5GB**  
 Fax: **01727 818613**





## Section 6: Publication history

This section identifies important changes made to this document since its first publication in May 2011.

- **p.10, Qualification summary:** Additional notes added to 'Credit value' regarding qualification renewal
- **p.11, Qualification Summary, 'Additional assessment requirements':** Paragraph added relating to exemptions from PFA certificate requirements.
- **p.12, Introduction to this qualification:**
  - Paragraph 4, Line 1: "domestic environment" added
  - Paragraph 4, Line 2: "renew" replaces "retake"
  - New paragraph added: "Please note the EYFS requirements"
- **p.12, Rules of combination:** Bullet point 4 added
- **pp.40-41, Requirements of trainers:** Final paragraph added relating to exemptions from PFA certificate requirements.
- **p.41, Requirements of Internal Quality Assurers:** Section added

A comprehensive **CACHE QCF Support Materials Publication History**, including details of changes made to all CACHE QCF support materials, is available on [cachezone](#).