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**Version 1.0 – June 2024**  
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**SafeCert Level 3 Award in Paediatric First Aid**  
**Qualification Number – SC24 04**

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## Document Control

**Document Title:** Qual Spec – SafeCert Level 3 Award in Paediatric First Aid  
**Document Number:** QS2-Paediatric  
**Author:** Paul Horsburgh  
**Change Authority:** Paul Horsburgh

## Change History

Version	Date	Reason for change	Change by
1.0	25/06/2024	First Release	Paul Horsburgh

## Change Mechanism

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## Introduction

This Qualification Specification is designed to outline information relating to the delivery and achievement of the qualification. If you have any further questions, please contact our staff at SafeCert Awards Ltd (SafeCert), Contact details can be found on page 2 of this document.

## Qualification Title: SafeCert Level 3 Award in Paediatric First Aid

This qualification consists of two mandatory units as follows:

- Unit 1: Emergency Paediatric First Aid
- Unit 2: Managing Paediatric Illness, Injuries and Emergencies

## Qualification Details

The SafeCert Level 3 Award in Paediatric First Aid which is Accredited by SafeCert Awards. The minimum learning hours are a minimum of 12 hours. Candidates are encouraged to do self-directed study. The minimum learning hours includes the assessment, which is classroom based. The learning and assessment, can be split over 2 days or sessions that are each a minimum of 2 hours. The SafeCert Level 3 Award in Paediatric First Aid, must be completed in a maximum period of 6 weeks.

Candidates who successfully complete unit 1: Emergency Paediatric First Aid are eligible for the SafeCert Level 3 Award in Emergency Paediatric First Aid, those candidates who complete both units are eligible for the SafeCert Level 3 Award in Paediatric First Aid.

## Qualification Objective

The SafeCert Level 3 Award in Paediatric First Aid is an award for candidates who are working with children and infants. It will be of particular interest to teachers, child minders, crèche assistants, playgroup personnel and anyone else who has a responsibility for children. This qualification is a fantastic introduction into paediatric first aid. Candidates will gain the knowledge and competence to administer paediatric first aid.

## Emergency Paediatric First Aid – Summary of Learning Outcomes

This unit has seven learning outcomes:

1. Understand the role and responsibilities of a paediatric first aider
2. Be able to assess an emergency situation safely
3. Be able to provide first aid for an infant and a child who are unresponsive
4. Be able to provide first aid for an infant and a child who are choking
5. Be able to provide first aid to an infant and a child with external bleeding
6. Know how to provide first aid to an infant or a child who is suffering from shock
7. Know how to provide first aid to an infant or a child with bites, stings and minor injuries

## Managing Paediatric Illness, Injuries and Emergencies – Summary of Learning Outcomes

This unit has nine Learning outcomes:

1. Be able to provide first aid to an infant or a child with suspected injuries to bones, muscles and joints
2. Be able to provide first aid to an infant or a child with suspected head and spinal injuries
3. Know how to provide first aid to an infant or a child with conditions affecting the eyes, ears and nose
4. Know how to provide first aid to an infant or a child with an acute medical condition or sudden illness
5. Know how to provide first aid to an infant or a child who is experiencing extremes of body temperature
6. Know how to provide first aid to an infant or a child who has sustained an electric shock
7. Know how to provide first aid to an infant or a child with burns and scalds
8. Know how to provide first aid to an infant or a child with suspected poisoning
9. Be able to provide first aid to an infant or a child with anaphylaxis

### Mode of Delivery and Assessment

Assessment by the tutor is ongoing with practical observation tests on practical skills, culminating in a multiple choice question paper.

There are detailed requirements for the delivery and assessment of these qualifications, guidance on which is specified in this document. Therefore, delivery and assessment must be undertaken in line with this guidance, regardless of the mode of delivery chosen.

### External Documents Relating to the Qualification

There are a range of additional documents available, pertaining to this qualification. The main ones are as follows:

- Tutor/Assessor & IQA Support Guidance for this award. This is the assessment guidance together with the assessments. (This is only given to approved SafeCert centres for this award).
- Assessment Principles for Regulated First Aid Qualifications: This is requirement document from the First Aid Awarding Body Forum (see FAAOF on website links on last page of this document)
- Centre Handbook. (This is only for approved SafeCert centres).
- There are other documents and policies such as details of the appeals procedure and reasonable adjustments. These can be found on the 'About Us' page on the SafeCert website.

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Centre's must be approved by SafeCert Awards, before they can provide any of the SafeCert Award qualifications. Qualification's approval can be included during the initial centre approval process. If a centre wishes to seek approval for further awards after the initial approval, they should complete and submit the additional awards approval form.

More Information about your qualification can be found on our website: [www.safecertawards.com](http://www.safecertawards.com)

## Unit: Emergency Paediatric First Aid

The purpose of this unit is for the learner to attain knowledge and practical competencies required to deal with a range of paediatric first aid situations.

Learning Outcome	Assessment Criteria	Indicative Content
<b>1. Understand the role and responsibilities of a paediatric first aider</b>	1.1 Identify the role and responsibilities of a paediatric first aider	<p>Identification of the roles and responsibilities of a paediatric first aider may include:</p> <ul style="list-style-type: none"> <li>• Preventing cross infection</li> <li>• Recording incidents and actions</li> <li>• Safe use of available equipment</li> <li>• Knowledge of paediatric first aid contents</li> <li>• Assessing an incident</li> <li>• Summoning appropriate assistance</li> <li>• Prioritising treatment</li> <li>• Dealing with post incident stress</li> </ul>
	1.2 Identify how to minimise the risk of infection to self and others	<p>Minimising the risk of infection may include:</p> <ul style="list-style-type: none"> <li>• Personal Protective Equipment (<i>PPE</i>)</li> <li>• Hand hygiene</li> <li>• Disposal of contaminated waste</li> <li>• Using appropriate dressings</li> <li>• Barrier devices during rescue breaths</li> <li>• Covering own cuts</li> </ul> <p><b>Others</b> may include: infant or child receiving first aid; work colleagues; parents; carers; other people within the infant or child's environment.</p>
	1.3 Differentiate between an infant and a child for the purposes of first aid treatment	<p>Differentiating age ranges for first aid treatment may include:</p> <ul style="list-style-type: none"> <li>• Infants: under 1-year-old</li> <li>• Children: 1 to 18 years' old</li> </ul>
<b>2. Be able to assess an emergency situation safely</b>	2.1 Conduct a scene survey	<p>Conducting a scene survey may include:</p> <ul style="list-style-type: none"> <li>• Checking for further danger</li> <li>• Identifying the number of casualties</li> <li>• Evaluating what happened</li> <li>• Prioritising treatment</li> <li>• Delegating tasks</li> </ul>
	2.2 Conduct a primary survey on: <ul style="list-style-type: none"> <li>• an infant</li> <li>• a child</li> </ul>	<p>The primary survey sequence may include:</p> <ul style="list-style-type: none"> <li>• Danger</li> <li>• Response</li> <li>• Airway</li> <li>• Breathing</li> <li>• Circulation</li> </ul>
	2.3 Summon appropriate assistance when necessary	<p>Summoning appropriate assistance may include:</p> <ul style="list-style-type: none"> <li>• Shouting for help</li> <li>• Calling 999/112 via speakerphone or bystander</li> <li>• Leaving the casualty to call 999/112</li> <li>• Calling an NHS emergency helpline such as 111</li> </ul>



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<b>3. Be able to provide first aid for an infant and a child who are unresponsive</b>	3.1 Identify when to administer Cardiopulmonary Resuscitation (CPR) to: <ul style="list-style-type: none"> <li>• an infant</li> <li>• a child</li> </ul>	Identifying when to administer CPR must include: <ul style="list-style-type: none"> <li>• When the casualty is unresponsive and:               <ul style="list-style-type: none"> <li>○ Not breathing</li> <li>○ Not breathing normally/agonal breathing</li> </ul> </li> </ul>
	3.2 Demonstrate CPR using: <ul style="list-style-type: none"> <li>• an infant manikin</li> <li>• a child manikin</li> </ul>	Demonstrating CPR must include: <ul style="list-style-type: none"> <li>• 5 initial rescue breaths</li> <li>• 30 chest compressions               <ul style="list-style-type: none"> <li>○ Correct hand positioning</li> <li>○ Correct compression depth for infant and child</li> <li>○ 100-120 per minute</li> </ul> </li> <li>• 2 rescue breaths               <ul style="list-style-type: none"> <li>○ Correct rescue breath positioning</li> <li>○ Blowing steadily into mouth (<i>about 1 sec to make chest rise</i>)</li> <li>○ Taking no longer than 10 seconds to deliver 2 breaths</li> </ul> </li> <li>• AED (<i>Defibrillator</i>)               <ul style="list-style-type: none"> <li>○ Correct placement of AED pads</li> <li>○ Following AED instructions</li> </ul> </li> </ul> <p><b>CPR</b> – minimum demonstration time of 2 minutes (<i>at floor level For child manikin</i>). May additionally include use of rescue breath barrier devices.</p>
	3.3 Identify when to place an infant or a child into the recovery position	Identifying when to place the casualty into the recovery position should include when the casualty has lowered levels of response and: <ul style="list-style-type: none"> <li>• Does not need CPR</li> <li>• Is breathing normally</li> <li>• Is uninjured</li> </ul> <p>An injured casualty may be placed in the recovery position if the airway is at risk (<i>e.g. fluids in the airway or you need to leave the casualty to get help</i>). <b>Infant or a child:</b> the learner may apply their skills or knowledge to either an infant (<i>baby</i>) or a child first aid situation because the recognition/treatment would be the same.</p>
	3.4 Demonstrate how to place: <ul style="list-style-type: none"> <li>• an infant into the recovery position</li> <li>• a child into the recovery position</li> </ul>	Placing a casualty into the recovery position may include: <ul style="list-style-type: none"> <li>• Placing in a position that maintains a stable, open, draining airway at floor level (<i>or holding in position for infants</i>)</li> <li>• Continually monitoring airway and breathing</li> <li>• Turning the casualty onto the opposite side every 30 minutes</li> </ul>
	3.5 Demonstrate continual monitoring of breathing, whilst they are in the recovery position, for: <ul style="list-style-type: none"> <li>• an infant</li> </ul>	Continually monitoring airway and breathing includes: <ul style="list-style-type: none"> <li>• Continual checking for normal breathing to ensure that cardiac arrest can be identified immediately</li> </ul>



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	<ul style="list-style-type: none"> <li>a child</li> </ul>	
	3.6 Identify how to administer first aid to an infant or a child who is experiencing a seizure	<p>Administering first aid to a casualty having a generalised seizure may include:</p> <ul style="list-style-type: none"> <li>Keeping the casualty safe (<i>removing dangers</i>)</li> <li>Noting the time and duration of the seizure</li> <li>Opening airway and checking breathing post seizure</li> <li>Determining when to call 999/112</li> </ul> <p><b>Infant or a child:</b> the learner may apply their skills or knowledge to <b>either</b> an infant (<i>baby</i>) <b>or</b> a child first aid situation because the recognition/treatment would be the same.</p>
4. Be able to provide first aid for an infant and a child who are choking	4.1 Identify, when an infant or a child is choking	<p>Identifying mild choking may include recognising the casualty is able to:</p> <ul style="list-style-type: none"> <li>Speak</li> <li>Cough</li> <li>Cry</li> <li>Breathe</li> </ul> <p>Identifying severe choking may include recognising the casualty is:</p> <ul style="list-style-type: none"> <li>Unable to cough effectively</li> <li>Unable to speak or cry</li> <li>Unable or struggling to breathe</li> <li>In visible distress</li> <li>Unconscious</li> </ul> <p><b>Infant or a child:</b> the learner may apply their skills or knowledge to <b>either</b> an infant (<i>baby</i>) <b>or</b> a child first aid situation because the recognition would be the same.</p>
	4.2 Demonstrate how to administer first aid to: <ul style="list-style-type: none"> <li>an infant who is choking</li> <li>a child who is choking</li> </ul>	<p>Administering first aid for choking should include the following:</p> <ul style="list-style-type: none"> <li>Encouraging to cough</li> <li>Up to 5 back blows</li> <li>Up to 5 abdominal thrusts (<i>chest thrusts for infants</i>)</li> <li>Calling 999/112 when required</li> <li>CPR if unconscious</li> </ul>
5. Be able to provide first aid to an infant and a child with external bleeding	5.1 Identify whether external bleeding is life-threatening	<p>Identifying the severity of arterial bleeding may include recognising the blood:</p> <ul style="list-style-type: none"> <li>Is under pressure</li> <li>Spurts in time with the heartbeat</li> </ul> <p><b>Recognition that arterial bleeding Is a life-threatening emergency</b></p> <p>Identifying the severity of venous bleeding may include recognising the blood:</p> <ul style="list-style-type: none"> <li>Volume in veins is comparable to arteries</li> <li>Flows profusely from the wound</li> </ul> <p><b>Recognition that venous bleeding Is a life-threatening emergency</b></p> <p>For context - identifying capillary bleeding may include recognising that blood trickles from the wound. Capillary bleeding Is <b>not</b> a life-threatening emergency</p>

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	5.2 Demonstrate how to administer first aid to an infant or a child with external bleeding	<p>Administering first aid for external bleeding may include:</p> <ul style="list-style-type: none"> <li>• Maintaining aseptic technique</li> <li>• Siting or laying the casualty</li> <li>• Examining the wound</li> <li>• Applying direct pressure onto (or into) the wound</li> <li>• Dressing the wound</li> </ul> <p>Catastrophic bleeding treatment may include:</p> <ul style="list-style-type: none"> <li>• Wound packing</li> <li>• Tourniquet application</li> <li>• Improvised tourniquet application</li> </ul> <p><b>Infant or a child:</b> the learner may apply their skills or knowledge to <b>either</b> an infant (<i>baby</i>) <b>or</b> a child first aid situation because the recognition/treatment would be the same.</p>
6. Know how to provide first aid to an infant or a child who is suffering from shock	6.1 Recognise when an infant or a child is suffering from shock	<p><b>Shock:</b> hypovolaemic shock (<i>resulting from blood loss</i>)</p> <p>Hypovolaemic shock recognition may include:</p> <ul style="list-style-type: none"> <li>• Pale, clammy skin</li> <li>• Fast, shallow breathing</li> <li>• Rise in pulse rate</li> <li>• Cyanosis</li> <li>• Dizziness/passing out when sitting or standing upright</li> </ul> <p><b>Infant or a child:</b> the learner may apply their skills or knowledge to <b>either</b> an infant (<i>baby</i>) <b>or</b> a child first aid situation because the recognition/treatment would be the same.</p>
	6.2 Identify how to administer first aid to an infant or a child who is suffering from shock	<p>Administering first aid for hypovolaemic shock may include:</p> <ul style="list-style-type: none"> <li>• Treating the cause</li> <li>• Casualty positioning</li> <li>• Keeping the casualty warm</li> <li>• Calling 999/112</li> </ul> <p><b>Infant or a child:</b> the learner may apply their skills or knowledge to <b>either</b> an infant (<i>baby</i>) <b>or</b> a child first aid situation because the recognition/treatment would be the same.</p>
7. Know how to provide first aid to an infant or a child with bites, stings and minor injuries	<p>7.1 Identify how to administer first aid to an infant or a child:</p> <ul style="list-style-type: none"> <li>• Bites</li> <li>• Stings</li> <li>• Small cuts</li> <li>• Grazes</li> <li>• Bumps and bruises</li> <li>• Small splinters</li> <li>• Nosebleeds</li> </ul>	<p>Administering first aid for bites may include:</p> <ul style="list-style-type: none"> <li>• Irrigation</li> <li>• Dressing</li> <li>• Seeking medical advice</li> </ul> <p>Administering first aid for stings may include:</p> <ul style="list-style-type: none"> <li>• Scraping off the sting</li> <li>• Applying an ice pack</li> <li>• Giving sips of cold water (<i>if the sting is in the mouth</i>)</li> <li>• Monitoring for allergic reaction</li> </ul> <p>Administering first aid for small cuts and grazes may include:</p> <ul style="list-style-type: none"> <li>• Irrigation</li> <li>• Dressing</li> </ul> <p>Administering first aid for bumps and bruises may include:</p> <ul style="list-style-type: none"> <li>• Cold compress for 10 minutes</li> </ul> <p>Small splinter removal may include the following steps:</p> <ul style="list-style-type: none"> <li>• Cleaning of area</li> <li>• Remove with tweezers</li> <li>• Dress</li> </ul> <p>Administering first aid for a nosebleed may include:</p>

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		<ul style="list-style-type: none"> <li>• Sitting the casualty down, head tipped forwards</li> <li>• Pinching the soft part of the nose</li> <li>• Telling the casualty to breathe through their mouth</li> </ul> <p><b>Infant or a child:</b> the learner may apply their skills or knowledge to <b>either</b> an infant (<i>baby</i>) <b>or</b> a child first aid situation because the recognition/treatment would be the same.</p>
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Additional Information about the unit			
<b>Qualification Number</b>	<b>SC24 04</b>	<b>Level</b>	3
<b>Minimum Learning Hours</b>	6 Hours	<b>Credit</b>	1
<b>Support for the award from SSC or another appropriate body</b>	SafeCert	<b>Assessment requirements and guidance</b>	This award should be delivered, assessed and quality assured in accordance with SafeCert <i>Assessment Guidance</i>
<b>Indicative Content</b>	The purpose of the indicative content in this unit is to provide an indication of the context behind each assessment criteria. This is not intended to be exhaustive or set any absolute boundaries		

## Unit: Managing Paediatric Illness, Injuries and Emergencies

The purpose of this unit is for the learner to attain knowledge and practical competences required to deal with a range of paediatric first aid situations. This unit together with the Emergency Paediatric First Aid unit constitutes the SafeCert Level 3 Award in Paediatric First Aid Award.

Learning Outcome	Assessment Criteria	Indicative Content
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"> <li>• Fracture or dislocation</li> <li>• Sprain or strain</li> </ul>	Recognising fractures, dislocations, sprains or strains may include: <ul style="list-style-type: none"> <li>• Pain</li> <li>• Loss of power</li> <li>• Unnatural movement</li> <li>• Swelling or bruising</li> <li>• Deformity</li> <li>• Irregularity</li> <li>• Crepitus</li> <li>• Tenderness</li> </ul>
	1.2 Identify how to administer first aid for an infant or a child with a suspected: <ul style="list-style-type: none"> <li>• Fracture or dislocation</li> <li>• Sprain or strain</li> </ul>	Administering first aid for fractures or dislocations may include: <ul style="list-style-type: none"> <li>• Immobilising</li> <li>• Calling 999/112, or</li> <li>• Arranging transport to hospital</li> </ul> Administering first aid for sprains or strains may include: <ul style="list-style-type: none"> <li>• Rest</li> <li>• Ice</li> <li>• Compression/comfortable support</li> <li>• Elevation</li> </ul> <p><b>Infant or a child:</b> the learner may apply their skills or knowledge to <b>either</b> an infant (<i>baby</i>) <b>or</b> a child first aid situation because the treatment would be the same.</p>
	1.3 Demonstrate how to apply: <ul style="list-style-type: none"> <li>• A support sling</li> <li>• An elevated sling</li> </ul>	Demonstrating the application of a sling must include: <ul style="list-style-type: none"> <li>• A support sling</li> <li>• An elevated sling</li> </ul>
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"> <li>• Head injury</li> <li>• Spinal injury</li> </ul>	Recognising concussion, compression and fractured skull may include: <ul style="list-style-type: none"> <li>• Mechanism of injury</li> <li>• Signs and symptoms</li> <li>• Conscious levels</li> </ul> Recognising spinal injury may include: <ul style="list-style-type: none"> <li>• Mechanism of injury</li> <li>• Pain or tenderness in the neck or back</li> </ul> <p><b>Head injury:</b> includes concussion, compression and skull fracture. The learner is not expected to differentiate between these conditions.</p>
	2.2 Identify how to administer first aid for	Recognising concussion, compression and fractured skull may include: <ul style="list-style-type: none"> <li>• Mechanism of injury</li> <li>• Signs and symptoms</li> </ul>

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	<p>an infant or a child with a suspected head injury</p>	<ul style="list-style-type: none"> <li>• Conscious levels</li> </ul> <p>Recognising spinal injury may include:</p> <ul style="list-style-type: none"> <li>• Mechanism of injury</li> <li>• Pain or tenderness in the neck or back</li> </ul> <p><b>Head injury:</b> includes concussion, compression and skull fracture. The learner is not expected to differentiate between these conditions.</p>
	<p>2.3 Demonstrate how to administer first aid for an infant or a child with a suspected spinal injury</p>	<p>Demonstrating first aid for spinal injury may include:</p> <ul style="list-style-type: none"> <li>• Calling 999/112</li> <li>• Keeping the head and neck in-line</li> <li>• Safe method(s) of placing the casualty into the recovery position whilst protecting the spine (<i>if the airway is at risk</i>)</li> </ul> <p><b>Infant or a child:</b> the learner may apply their skills or knowledge to <b>either</b> an infant (<i>baby</i>) <b>or</b> a child first aid situation because the treatment would be the same.</p>
<p><b>3. Know how to provide first aid to an infant or a child with conditions affecting the eyes, ears and nose</b></p>	<p>3.1 Identify how to administer first aid for an infant or a child with a foreign body in the:</p> <ul style="list-style-type: none"> <li>• Eye</li> <li>• Ear</li> <li>• Nose</li> </ul>	<p>Administering first aid for a foreign body in the eye may include:</p> <ul style="list-style-type: none"> <li>• Washing small particles of dust or dirt out of the eye</li> <li>• Ensuring the water runs away from the good eye</li> </ul> <p><b>Foreign body:</b> includes dust/sand/a fly etc. on the eye</p> <p>Administering first aid for a foreign body in the ear or nose may include:</p> <ul style="list-style-type: none"> <li>• Transportation to hospital for the safe removal of the object</li> </ul> <p><b>Foreign body:</b> includes marbles, rubbers, smarties stuck in the ear or nose.</p> <p><b>Infant or a child:</b> the learner may apply their skills or knowledge to <b>either</b> an infant (<i>baby</i>) <b>or</b> a child first aid situation because the treatment would be the same.</p>
	<p>3.2 Identify how to administer first aid for an infant or a child with an eye injury</p>	<p>Administering first aid for an embedded object in the eye may include:</p> <ul style="list-style-type: none"> <li>• Covering the injured eye</li> <li>• Ensuring the good eye is not used (<i>cover if needed</i>)</li> <li>• Calling 999/112 or arranging transport to hospital</li> </ul> <p>Administering first aid for a chemical in the eye may include:</p> <ul style="list-style-type: none"> <li>• Irrigation with large volumes of clean water (<i>unless contra-indicated due to the chemical involved</i>)</li> <li>• Ensuring the water runs away from the good eye</li> <li>• Calling 999/112</li> </ul> <p><b>Infant or a child:</b> the learner may apply their skills or knowledge to <b>either</b> an infant (<i>baby</i>) <b>or</b> a child first aid situation because the treatment would be the same.</p>

<p><b>4. Know how to provide first aid to an infant or a child with an acute medical condition or sudden illness</b></p>	<p>4.1 Recognise suspected:</p> <ul style="list-style-type: none"> <li>• Diabetic hypoglycaemic emergency</li> <li>• Asthma attack</li> <li>• Allergic reaction</li> <li>• Meningitis</li> <li>• Febrile convulsions</li> </ul>	<p>Recognising a diabetic hypoglycaemic emergency may include:</p> <ul style="list-style-type: none"> <li>• Fast onset</li> <li>• Lowered levels of response</li> <li>• Pale, cold and sweaty skin</li> <li>• Normal or shallow breathing</li> <li>• Rapid pulse</li> </ul> <p>Recognising an asthma attack may include:</p> <ul style="list-style-type: none"> <li>• Difficulty breathing and speaking</li> <li>• Wheezy breathing</li> <li>• Pale and clammy skin</li> <li>• Cyanosis</li> <li>• Use of accessory muscles</li> </ul> <p>Recognising an allergic reaction may include:</p> <ul style="list-style-type: none"> <li>• Red, itchy, raised skin rash (<i>hives</i>)</li> <li>• Red, itchy eyes</li> <li>• Swelling (<i>often under the eyes</i>)</li> </ul> <p>Recognising meningitis may include:</p> <ul style="list-style-type: none"> <li>• Fever (<i>high temperature</i>)</li> <li>• Dislike of bright lights</li> <li>• Stiff neck</li> <li>• Sleepy or vacant</li> <li>• Slurred speech</li> <li>• Rash (<i>if progressed to sepsis</i>)</li> <li>• Tense or bulging soft spot on the head (<i>infants</i>)</li> </ul> <p>Recognising febrile convulsions may include:</p> <ul style="list-style-type: none"> <li>• Rapid rise in body temperature (<i>above 38oC</i>)</li> <li>• Seizure</li> <li>• Stoppage of breathing during the seizure</li> <li>• Blue lips (<i>cyanosis</i>)</li> </ul>
	<p>4.2 Identify how to administer first aid for an infant or a child who is suspected to be suffering from:</p> <ul style="list-style-type: none"> <li>• Diabetic hypoglycaemic emergency</li> <li>• Asthma attack</li> <li>• Allergic reaction</li> <li>• Meningitis</li> <li>• Febrile convulsions</li> </ul>	<p>Administering first aid for a diabetic hypoglycaemic emergency may include:</p> <ul style="list-style-type: none"> <li>• Giving 10g of glucose for conscious casualties (<i>subject to sufficient response levels</i>)</li> <li>• Providing further food or drink if casualty responds to glucose quickly</li> <li>• Determining when to call 999/112</li> </ul> <p>Administering first aid for an asthma attack may include:</p> <ul style="list-style-type: none"> <li>• Correct casualty positioning</li> <li>• Assisting a casualty to take their reliever inhaler and use a spacer device</li> <li>• Calming and reassurance</li> <li>• Determining when to call 999/112</li> </ul> <p>Administering first aid for an allergic reaction may include:</p> <ul style="list-style-type: none"> <li>• Moving the casualty away from the trigger (<i>allergen</i>)</li> <li>• Contacting parents/following care plan</li> <li>• Closely monitoring for the signs of anaphylaxis and treating accordingly</li> </ul> <p>Administering first aid for meningitis may include:</p>

		<ul style="list-style-type: none"> <li>• Calling 999/112 and informing concerns of meningitis</li> <li>• Knowledge that early hospital treatment might be vital</li> </ul> <p><b>Infant or a child:</b> the learner may apply their skills or knowledge to <b>either</b> an infant (<i>baby</i>) <b>or</b> a child first aid situation because the treatment would be the same.</p>
<p><b>5. Know how to provide first aid to an infant or a child who is experiencing extremes of body temperature</b></p>	<p>5.1 Recognise when an infant or a child is suffering from:</p> <ul style="list-style-type: none"> <li>• Extreme cold</li> <li>• Extreme heat</li> </ul>	<p>Recognising extreme cold (<i>hypothermia</i>) may include:</p> <ul style="list-style-type: none"> <li>• Pale skin</li> <li>• Cold to the touch</li> <li>• Shivering (<i>followed by muscle stiffness as body cools further</i>)</li> <li>• Slowing down of bodily functions</li> <li>• Lethargy and confusion</li> <li>• Eventually unconsciousness</li> </ul> <p>Recognising extreme heat (<i>heat exhaustion</i>) may include:</p> <ul style="list-style-type: none"> <li>• Pale, sweaty skin</li> <li>• Nausea or vomiting</li> <li>• Hot to the touch</li> </ul> <p>Recognising extreme heat (<i>heat stroke</i>) may include:</p> <ul style="list-style-type: none"> <li>• High body temperature</li> <li>• Confusion and agitation</li> <li>• Hot, dry and Flushed skin</li> <li>• No sweating</li> <li>• Fitting</li> <li>• Throbbing headache</li> <li>• Lowered levels of consciousness</li> </ul> <p><b>Infant or a child:</b> the learner may apply their skills or knowledge to <b>either</b> an infant (<i>baby</i>) <b>or</b> a child first aid situation because the treatment would be the same.</p>
	<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"> <li>• Extreme cold</li> <li>• Extreme heat</li> </ul>	<p>Administering first aid for extreme cold (<i>hypothermia</i>) may include:</p> <ul style="list-style-type: none"> <li>• Sheltering from the environment</li> <li>• Replacing wet clothing with dry garments</li> <li>• Wrapping in warm blankets</li> <li>• Covering the head</li> <li>• Giving a warm drink</li> <li>• Maintaining airway and breathing</li> <li>• If unconscious, place in recovery position with insulating materials under and around the casualty</li> <li>• Calling 999/112</li> </ul> <p>Administering first aid for extreme heat (<i>heat exhaustion</i>) may include:</p> <ul style="list-style-type: none"> <li>• Moving the casualty to a cool shaded area</li> <li>• Remove excessive clothing</li> <li>• Correct casualty positioning</li> <li>• Rehydrating with water or oral rehydration solutions</li> </ul> <p>Administering first aid for extreme heat (<i>heat stroke</i>) may include:</p>



		<ul style="list-style-type: none"> <li>• Moving the casualty away from the heat source</li> <li>• Calling 999/112</li> <li>• Rapid cooling using the fastest method possible</li> </ul> <p><b>Infant or a child:</b> the learner may apply their skills or knowledge to <b>either</b> an infant (<i>baby</i>) <b>or</b> a child first aid situation because the treatment would be the same.</p>
6. Know how to provide first aid to an infant or a child who has sustained an electric shock	6.1 Identify how to safely manage an incident involving electricity	<p>Identifying how to safely manage an incident involving electricity may include:</p> <ul style="list-style-type: none"> <li>• Preventing anyone approaching the casualty when the electricity is still LIVE</li> <li>• Taking safe steps to isolate the power</li> <li>• Only approaching once the scene is safe</li> </ul>
	6.2 Identify how to administer first aid for an infant or a child who has suffered an electric shock	<p>Administering first aid for electric shock may include:</p> <ul style="list-style-type: none"> <li>• Checking airway and breathing</li> <li>• Resuscitation</li> <li>• Treating burns and other injuries</li> <li>• Calling 999/112</li> </ul> <p><b>Infant or a child:</b> the learner may apply their skills or knowledge to <b>either</b> an infant (<i>baby</i>) <b>or</b> a child first aid situation because the treatment would be the same.</p>
7. Know how to provide first aid to an infant or a child with burns and scalds	7.1 Identify how to recognise the severity of burns and scalds	<p>Recognising the severity of burns and scalds may include:</p> <ul style="list-style-type: none"> <li>• Cause</li> <li>• Age</li> <li>• Burn/scald size</li> <li>• Depth</li> <li>• Location</li> </ul>
	7.2 Identify how to administer first aid for an infant or a child with burns and scalds	<p>Administering first aid for dry/wet heat burns may include:</p> <ul style="list-style-type: none"> <li>• Cooling the burn for 20 minutes</li> <li>• Removing jewellery and loose clothing</li> <li>• Covering the burn</li> <li>• Determining when to call 999/112</li> </ul> <p>Administering first aid for chemical burns may include:</p> <ul style="list-style-type: none"> <li>• Ensuring safety</li> <li>• Brushing away dry/powder chemicals</li> <li>• Irrigating with copious amounts of water (<i>unless contra-indicated</i>)</li> <li>• Treating the face/eyes as priority</li> </ul> <p>Administering first aid for electrical burns may include:</p> <ul style="list-style-type: none"> <li>• Ensuring it is safe to approach/touch the casualty</li> <li>• Checking DRABC and treating accordingly</li> <li>• Cooling the burns</li> </ul> <p><b>Infant or a child:</b> the learner may apply their skills or knowledge to <b>either</b> an infant (<i>baby</i>) <b>or</b> a child first aid situation because the treatment would be the same.</p>
8. Know how to provide first aid to an infant or	8.1 Identify how poisonous substances can enter the body	<p>Identification of the following routes a poison can enter the body may include:</p> <ul style="list-style-type: none"> <li>• Ingested (<i>swallowed</i>)</li> <li>• Inhalation (<i>breathed in</i>)</li> <li>• Absorbed (<i>through the skin</i>)</li> </ul>

<p><b>a child with suspected poisoning</b></p>		<ul style="list-style-type: none"> <li>• Injected (<i>directly into skin tissue, muscles or blood vessels</i>)</li> </ul>
	<p>8.2 Identify how to administer first aid for an infant or a child with suspected sudden poisoning</p>	<p>Administering first aid for <b>corrosive</b> substances may include:</p> <ul style="list-style-type: none"> <li>• Ensuring your own safety</li> <li>• Substances on the skin – diluting and washing away with water</li> <li>• Swallowed substances – rinsing out the mouth then giving frequent sips of milk or water (<i>subject to sufficient levels of response</i>)</li> <li>• Calling 999/112 and giving information about the poison if possible</li> <li>• Protecting airway and breathing</li> <li>• Resuscitation if necessary using PPE/Barrier devices</li> </ul> <p>Administering first aid for <b>non-corrosive</b> substances may include:</p> <ul style="list-style-type: none"> <li>• Ensuring your own safety</li> <li>• Calling 999/112, and giving information about the poison if possible</li> <li>• Protecting airway and breathing</li> <li>• Resuscitation if necessary using PPE/barrier devices</li> </ul> <p><b>Infant or a child:</b> the learner may apply their skills or knowledge to <b>either</b> an infant (<i>baby</i>) <b>or</b> a child first aid situation because the treatment would be the same.</p>
<p><b>9. Be able to provide first aid to an infant or a child with anaphylaxis</b></p>	<p>9.1 Recognise suspected anaphylaxis in an infant or a child</p>	<p>Recognising anaphylaxis may include rapid onset and rapid progression of a life-threatening airway, breathing and circulation problem:</p> <ul style="list-style-type: none"> <li>• <b>Airway</b> – Swelling of the tongue, lips or throat</li> <li>• <b>Breathing</b> – Difficult, wheezy breathing or tight chest</li> <li>• <b>Circulation</b> - <ul style="list-style-type: none"> <li>○ Dizziness, feeling faint or passing out</li> <li>○ Pale, cold clammy skin and fast pulse</li> <li>○ Nausea, vomiting, stomach cramps or diarrhoea</li> </ul> </li> </ul> <p>There may also be skin rash, swelling and/or flushing.</p> <p><b>Infant or a child:</b> the learner may apply their skills or knowledge to <b>either</b> an infant (<i>baby</i>) <b>or</b> a child first aid situation because the treatment would be the same.</p>
	<p>9.2 Identify how to administer first aid for an infant or a child with suspected anaphylaxis</p>	<p>Administering first aid for anaphylaxis may include:</p> <ul style="list-style-type: none"> <li>• Calling 999/112</li> <li>• Correct casualty positioning</li> <li>• Assisting to use their adrenaline auto-injector</li> <li>• Resuscitation if required</li> </ul> <p><b>Infant or a child:</b> the learner may apply their skills or knowledge to <b>either</b> an infant (<i>baby</i>) <b>or</b> a child first aid situation because the treatment would be the same.</p>

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	9.3 Demonstrate the use of a 'training device' adrenaline auto-injector	<b>The use of a 'training device' adrenaline auto-injector:</b> must be demonstrated using a training device and <b>NOT</b> a live auto-injector
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Additional Information about the unit			
Qualification Number	SC24 04	Level	3
Minimum Learning Hours	6 Hours	Credit	1
Support for the award from SSC or another appropriate body	HSE and First Aid Awarding Organisation Forum	Assessment requirements and guidance	This award should be delivered, assessed and quality assured in accordance with SafeCert <i>Assessment Guidance</i>
Indicative Content	The purpose of the indicative content in this unit is to provide an indication of the context behind each assessment criteria. This is not intended to be exhaustive or set any absolute boundaries		

Additional Information about the full Paediatric First Aid Award			
Group Award Code	SC24 04	Minimum Learning Hours	12 Hours
Level	3	Credit	2
Support for the award from SSC or other appropriate body	SafeCert	Assessment guidance	This award should be delivered, assessed and quality assured in accordance with SafeCert <i>Assessment Guidance</i>

### Guidance Notes on Delivery

This qualification has a minimum contact time of 12 hours, over a minimum period of 2 days for both units. These same requirements also state that the qualification can be delivered over a maximum of a 6 week period, with a minimum duration of each training session being 2 hours.

There are detailed requirements for the delivery and assessment of these qualifications specified in this document. Therefore, delivery and assessment must be undertaken in line with this guidance, regardless of the mode of delivery chosen.

Any training materials used for assessment purposes must either be endorsed by SafeCert beforehand or approved by the SafeCert external quality adviser before their usage in line with this document. Where SafeCert– endorsed materials are available by training providers, they will be listed on our website [www.safecertawards.com](http://www.safecertawards.com)

#### Use of blended learning

This qualification may be delivered by blended learning where the following principles are adhered to:

- The time taken to complete the first aid course should not be reduced. There may be a benefit to flexibility, but blended learning should not reduce the overall time required to take the course.
- A minimum of two-thirds of the training time should be face-to-face learning

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- The practical content of the learning outcomes should be delivered and assessed face-to-face. Distance learning must only cover theory.

Following the distance element of learning, learners' skills and knowledge must be assessed in full during the face-to-face part of the course, in accordance with the qualification specification.

### Prerequisites

**Age** - Candidates must be 14 years or above.

These qualifications are available to anyone who is capable of reaching the required standards.

There are no formal requirements for entry to these qualifications.

### Qualification Structure

This qualification consists of two mandatory units, the details of which are included from page 5 of this document. This SafeCert Level 3 Award in Paediatric First Aid qualification is typically delivered in 2 days, in a classroom setting.

The validity of this award is for three years. Before the end of the three year period it needs to be renewed. It is also strongly advised to do annual refresher training, as per HSE guidance, to keep up to date with CPR and other practical skills.

SafeCert Awards is a member of the First Aid Awarding Organisation Forum who agree the content of first aid qualifications, based on the recommendations of the Resuscitation Council (UK) and the Assessment Principles for Regulated First Aid Qualifications. This qualification forms part of the SafeCert Awards First Aid suite of qualifications and is based on the Health and Safety Executive (HSE) training standard for delivery of First Aid courses, for the purpose of the Health and Safety (First Aid) Regulations 1981

### Opportunity for Progression

Successful completers can progress to:

- SafeCert Level 3 Award in First Aid at Work

### Pre-Qualification Procedures

The qualification is designed to be delivered free from any barriers that restrict access or progression thereby promoting equal opportunities.

### ID Checking

All candidates must be instructed to bring photographic identification to the assessment to be checked by the assessor. This instruction should be given ahead of the course/assessment when the candidate registers and/or with any pre-course materials.

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It is the responsibility of the centre to have systems in place to ensure that the person taking an examination/assessment is indeed the person they are purporting to be. All centres are therefore required to ensure that each candidate's photographic identification is checked before they are allowed to undertake the examination/assessment and write the type of photo identification provided by each candidate on the candidate List under "identification provided".

### Initial Assessment

All centres need to carry out an initial assessment that identifies what competence and knowledge a candidate has already so that this can be taken into account. This should be recorded so that centres can identify any associated special requirements and record this in appropriate plans.

## SECTION 2 – ASSESSMENT OVERVIEW

### Delivery /Assessment Ratios

In order to effectively deliver and assess this qualification, it is recommended that centres do not exceed the ratio of 1 qualified tutor/assessor to 12 candidates. It is essential all candidates get an adequate amount of contact time each and this would prove difficult, if the number of candidates exceeded 12. If a centre wishes to increase this ratio, they must first request approval and state how they would support candidate needs.

Please note, a student cannot assume responsibility in the workplace, until they reach the age of 16, and then it is the employer's responsibility, to ensure that the student is suitable for that role.

### Guidance on Assessment

SafeCert has worked with subject specialists, to develop a robust and streamlined, assessment process which includes the following:

1. Multiple Choice Assessment – Candidates are assessed with a multiple choice assessment. One multiple choice assessment for each unit, therefore two in total. The multiple-choice assessment is externally set by SafeCert Awards and internally marked.
2. Practical Skills Assessment - Candidates are assessed on all practical skills during the course, which are outlined in the tutor/assessor/IQA guidance document.

Full details and assessment materials, are recorded in the Tutor/Assessor Guidance support information.

### Guidance on Internal Quality Assurance

SafeCert centres are required to have a robust internal quality assurance system. The internal quality assurance must be completed by a suitably qualified person who has not been involved in the delivery or assessment of the award.

The internal quality assurer's role is to monitor the assessment of the qualification and delivery. This can be completed in several ways such as observing a course delivery/assessment, sampling assessments, candidate interviews in person or by telephone etc.

All assessment materials must be kept at the centre for a minimum of 3 years and made available for any quality assurance checks.

### Guidance on External Quality Assurance

SafeCert approved centres are required to be externally quality assured to support centres in the implementation and management of the award and ensure the validity and value of the qualification.

SafeCert Awards employs a risk-based model to decide the frequency of EQA visits and each approved centre will receive at least one EQA visit within a 3-year cycle. In addition to the EQA visits SafeCert Awards will also conduct the following:

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- **Sample desktop EQA spot checks on assessment** – This is where we will ask a sample of centres each year to send in all their assessment paperwork so we can conduct an EQA desktop approval on assessment.
- **Sample EQA centre visits on observation of assessment** – This is where we will conduct a sample of visits to monitor assessments during the assessment process at the centre.

SafeCert centres, must provide access to all records, for any EQA visits. Full details can be found in the centre handbook.

### Reassessment Procedures

Candidates who are unsuccessful in any aspect of the assessment process will be offered one further opportunity to be reassessed in the appropriate component of the assessment, ideally within the timeframe allocated. Candidates should be aware that there will be an additional charge for conducting reassessments.

Plans for assessment and assignment tasks must be approved by SafeCert before the first assessment is undertaken by the candidates. This approval process will be carried out by the EQA either electronically (or using other forms of correspondence), or at an initial quality assurance visit. Materials for approval can be sent directly to SafeCert's office manager who will ensure it is passed to the appropriate person. A standard SafeCert observation proforma is available for use by centres.

### Grading

Assessment is pass/fail.

### Unit Certification

Candidates who only complete unit one will gain the SafeCert Level 3 Award in Emergency Paediatric First Aid. Candidates who complete both units can gain SafeCert Level 3 Award in Paediatric First Aid.

### Centre Examination Procedures

SafeCert requires centres to monitor assessments in place:

- The assessor must keep all assessment papers in a secure locked area until the start of the assessment.
- The assessor will ensure no candidates have any written notes or other reference material during the assessment.
- The assessor will ensure the assessment room is in a quiet area and the room has an exam notice – 'Please keep quiet during the assessment'.
- The assessor will make sure there is no talking during the assessment.
- The assessor will ensure there is a suitable distance between candidates to prevent copying of answers.
- All candidates will need to sit at their desks and remain quiet until the full assessment period is complete.
- All candidates must stop writing as soon as the assessor has indicated the assessment time is completed.



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- All question papers and answer sheets, should then be marked by the assessor. These are then sent to IQA for internal quality assurance of results and then held in a secure locked area, for at least the duration of the validity of the award. SafeCert will then request full assessment materials to be sent in, if you are a new centre or for periodic EQA desktop spot-checks on assessment. During external quality assurance visits, the EQA will need access to all assessment and IQA documents. SafeCert Awards will also conduct EQA observation of assessment visits to a sample of centres each year.

### Facilities/Resources/Safety Considerations

Any training or assessment site must meet the requirements of health and safety and accepted safe practice in the delivery of SafeCert Awards qualifications.

Training and assessment must be able to provide a suitable teaching area/environment conducive to candidates' learning, i.e. well lit, well ventilated and of adequate size as per the above requirements.

### Reasonable Adjustments

Awarding organisations and centres are required by law to do what is 'reasonable' in terms of giving access. What is reasonable will depend on the individual circumstances, the practicality, and the effectiveness of the adjustment. Other factors, such as the need to maintain competence standards and health and safety, must also be taken into consideration.

A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the candidate at a substantial disadvantage in the assessment situation.

#### **Reasonable adjustments must not affect the integrity of what needs to be assessed but may include:**

- Changing standard assessment arrangements, for example allowing a candidate extra time to complete the assessment activity.
- Adapting assessment materials, such as providing materials in large print.
- Providing access for facilitators during the assessment, such as a sign language interpreter or a reader.
- Re-organising the assessment room, such as removing visual stimuli for an autistic candidate.

There is a detailed list of Reasonable Adjustments listed in the Reasonable Adjustments and Special Considerations Policy on the SafeCert website on the link below, that the centre can apply without prior approval from SafeCert and these would be recorded on the candidate registration and assessment tracking record. Any other reasonable adjustment not listed must be applied for using Form RA1 in Appendix 2 and agreed upon before the assessment activity takes place.

They constitute an arrangement to give the candidate access to the assessment activity. The use of a reasonable adjustment will not be taken into consideration during the assessment of a candidate's work.

SafeCert has a Reasonable Adjustments and Special Considerations Policy which can be found on our website at the following link:

<https://www.safecertawards.com/pdf/ReasonableAdjustmentsandSpecialConsiderationsPolicy.pdf>  
or you can obtain a copy by e-mailing SafeCert at [info@safecertawards.com](mailto:info@safecertawards.com).

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All awarding organisations and centres have a responsibility to ensure that the process of assessment is robust and fair while allowing the candidate to show what they know and can do without compromising the assessment criteria.

### **Adjustments to assessments:**

- Should not invalidate the assessment requirements of the qualification.
- Should not give the candidates an unfair advantage.
- Should reflect the candidate's normal way of working.
- Should be based on the individual needs of the candidate.

## SECTION 3

### Centre Staffing

Ensure that there are a sufficient number of people either trained or qualified to assess the number of candidates they anticipate to register. Ensure that there are a sufficient number of people either trained or qualified to internally quality assure for the number of candidates and assessors.

Put quality assurance systems in place to ensure that all assessments are valid, reliable, authentic and sufficient while providing sufficient training and updating for the IQAs identified as being responsible for quality assurance.

Ensure that there is a system of standardisation in place to ensure that all assessments are consistent and fair, and those undertaking the roles of quality assurance and assessment maintain their skills, knowledge and understanding regarding assessment and quality assurance and the associated qualifications.

The occupational expertise of those undertaking the roles of assessment and internal verification is one of the key factors underpinning valid, fair and reliable assessment. The integrity of assessments and verifications are of paramount importance. Centres must ensure that there is sufficient time to conduct an effective assessment and internal verification.

### Criteria for Trainers/Assessors

SafeCert requires that nominated trainers/assessors have teaching experience and hold a qualification in the relevant subject area.

### Subject Qualifications

*Suitable Subject Area Qualifications may include:*

- Accredited First Aid at Work Certificate
- FPOS Intermediate
- Doctor / Nurse or Paramedic are exempt from having to hold FAW certificate
- Qualification in Paediatric First Aid

### Teaching

Suitable teaching awards for which candidates with these teaching awards can also act as assessors with these awards include the following:

- PTLLS Teaching Award
- Level 3 Award in Education and Training
- Planning and Delivering Learning Sessions to Groups Level 6

### Assessing

- TAQA Assessor Awards (or D32/D33/A1, A2)

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- SQA Assess Work based Competence using Direct Methods
- SQA Assess Work based Competence using Direct and Indirect Methods
- Planning and Delivering Learning Sessions to Groups Level 6
- Regulated FAW Assessing CPD Certificate from Awarding Body

As well as the subject knowledge and competence, the trainer/assessor should also have one or more, as required, of the approved teaching/assessing awards as listed on the next page.

**\*\* . Assessors who do not hold a formal assessing qualification may alternatively attend first aid assessor/IQA CPD Training with a recognised awarding organisation.**

### Criteria for Internal Quality Assurers

SafeCert requires the nominated IQA for an approved centre must hold a qualification in the relevant subject area.

#### **Suitable Subject Area Qualifications may include:**

- Accredited First Aid at Work Certificate
- FPOS Intermediate
- Doctor / Nurse or Paramedic are exempt from having to hold FAW certificate
- Qualification in Paediatric First Aid

As well as the subject knowledge and competence the IQA must also have one of the approved IQA qualifications as listed below.

Qualification	IQA*
V1 or D34	✓
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	✓
Regulated Qualifications based on the Learning and Development NOS 11 Internally Monitor and Maintain the Quality of Assessment	✓
SQA Accredited Learning and Development Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment	✓
SQA Internally Verify the Assessment Process	✓

**\*. IQAs who do not hold a formal IQA qualification may alternatively attend internal quality assurance CPD Training with a recognised awarding organisation.**

### Internal Quality Assurance

Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

### Delivery

The qualification must be delivered using a programme of training that is approved by SafeCert Awards, having checked that the learning outcomes have been met. A qualification can be approved by submitting the initial centre approval form during the initial approval or after with an additional awards

## SafeCert – The Safe Awarding Body

application form. These can be downloaded from [www.safecertawards.com](http://www.safecertawards.com), or you can contact SafeCert Awards for more information.

The programme may be applied flexibly, in accordance with candidates' needs and local circumstances; facilitators/assessors are encouraged to repeat sessions that candidates have not fully grasped or introduce additional sessions to ensure understanding and competence. It is recommended, that where possible, the theory sessions are interspersed with practical aspects.

### Centre Equipment Requirements

SafeCert requires centres involved in the delivery of this qualification to have the following resources in place:

- 1 child resuscitation manikin between a maximum of 4 candidates, and 1 baby manikin between a maximum of 4 candidates
- AED Trainer Units – CPR must include: 'correct placement of AED pads' and follow AED instructions'. Therefore AED trainer units 1 per 4 candidates are required
- A selection of Adrenaline Auto-Injector training devices to facilitate training and assessment. For health and safety reasons you would not bring live adrenaline injectors to the class for them to handle. So the training devices have no needle. The minimum must include:
  - Jext
  - Emerade
  - EpiPen
- Safety procedures in place to sterilise manikin faces at end of each course, OR one disposable face shield per candidate OR manikin face wipes to be used after each candidate
- Replacement airways and lungs for each resuscitation manikin to be changed at end of each course
- Minimum of 1 disposable training dressing and 1 pair disposable gloves per candidate
- Training room that has carpeted floors and if not mats/blankets provided, for use during practical sessions
- Adequate size of training room to accommodate maximum number of candidates
- Training room must be safe and has adequate ventilation, lighting and temperature suitable for current health and safety requirements.

### Useful Websites

Company	Website
Skills for Care and Development	<a href="http://www.skillsforcareanddevelopment.org.uk">www.skillsforcareanddevelopment.org.uk</a>
The Resuscitation Council (UK)	<a href="http://www.resus.org.uk">www.resus.org.uk</a>
HSE	<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>
Early Years Foundation	<a href="https://www.foundationyears.org.uk/2017/03/revised-eyfs-2017/">https://www.foundationyears.org.uk/2017/03/revised-eyfs-2017/</a>
SafeCert Awards	<a href="http://www.safecertawards.com">www.safecertawards.com</a>