

## BIIAB Level 3 Award in Emergency Paediatric First Aid

Level 3 Award – 610/0556/3

## About Us

BIIAB Qualification Limited is part of Skills and Education Group, a charitable organisation that champions education and skills-oriented organisations, providers and learners, making real change locally, nationally and internationally.

BIIAB Qualifications Limited has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

## Sources of Additional Information

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The BIIAB Qualifications Limited website [www.biiab.co.uk](http://www.biiab.co.uk) provides access to a wide variety of information.

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Version	Date	Details of Change
1.0	April 2022	New Release
1.1	September 2022	Headers Updated to reflect new branding
1.2	September 2022	Error rectified in information relating to assessment
1.3	April 2023	Reformatted Qualification Guide into new branding
1.4	April 2025	Qualification coming to end: Operational End Date - 30/04/2025 Certification End Date – 30/04/2025

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the

Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

## Qualification Summary

BIIAB Level 3 Award in Emergency Paediatric First Aid - 610/0556/3								
<b>Qualification Purpose</b>	Confirm Occupational Competence/Licence to Practice							
<b>Age Range</b>	<b>Pre 16</b>		<b>16-18</b>	✓	<b>18+</b>	✓	<b>19+</b>	✓
<b>Regulation</b>	The above qualification is regulated by Ofqual							
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Multiple Choice Examination</li> <li>• Practical Examination</li> </ul>							
<b>Type of Funding Available</b>	See FaLa (Find a Learning Aim)							
<b>Qualification/Unit Fee</b>	See BIIAB Qualifications Limited web site for current fees and charges							
<b>Grading</b>	Pass/Fail To achieve a Pass grade, learners <b>must</b> achieve all the Learning Outcomes and Assessment Criteria in all the units completed							
<b>Operational Start Date</b>	01/04/2022							
<b>Review Date</b>	31/03/2025							
<b>Operational End Date</b>	30/04/2025							
<b>Certification End Date</b>	30/04/2025							
<b>Guided Learning (GL)</b>	6 hours							
<b>Total Qualification Time (TQT)</b>	7 hours							
<b>Credit Value</b>	1							
<b>BIIAB Qualifications Limited Sector</b>	Health and Social Care							
<b>Ofqual SSA Sector</b>	1.3 Health and Social Care							
<b>Support from Trade Associations</b>	This qualification has been developed in collaboration with Awarding Organisations/Bodies belonging to the First Aid Awarding Organisation Forum Supported by the Health and Safety Executive							
<b>Administering Office</b>	See BIIAB Qualifications Limited web site							

## 1. About the BIIAB Level 3 Award in Emergency Paediatric First Aid

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual in England. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number (QN)
<b>BIIAB Level 3 Award in Emergency Paediatric First Aid</b>	610/0556/3

## 2. Objective and Purpose of this Qualification

This qualification has been designed to allow learners to obtain and then demonstrate the knowledge and skills required to be able to administer first aid to children and infants.

The purpose of the qualification is to confirm competence in an occupational role to the standards required.

This qualification is aimed at people who work with children and infants. It is also suitable for parents, grandparents and guardians, or indeed anyone who cares for children.

The qualification is valid for 3 years. The learner needs to retake the qualification before the certificate expiry day in order to remain qualified.

For the purpose of this qualification:

- An **infant** is defined as being under 12 months of age
- A **child** is defined as being between one year and puberty

### **Paediatric First Aid requirements in England**

Achievement of the BIIAB Level 3 Award in Emergency Paediatric First Aid will enable the learner to fulfil the first aid requirements for early years teachers, nursery workers and child minders as defined within the Statutory Framework for the Early Years Foundation Stage (EYFS). This requirement is for newly qualified early years staff (with a full and relevant Level 2 or Level 3 childcare qualification) to also hold a current Paediatric First Aid or Emergency Paediatric First Aid qualification in order to be included in the required staff: child ratios in an early-years setting.

### **Paediatric First Aid requirements in Northern Ireland**

Achievement of the BIIAB Level 3 Award in Emergency Paediatric First Aid will enable the learner to meet the first aid requirements for early years teachers, nursery workers and child minders as defined within the Minimum Standards for Day Care and Childminding for Children Under Age 12 published by the Department of Health, Social Services and Public Safety in Northern Ireland. This requirement is for all child minders to have up to date paediatric first aid training. In addition, in workplaces that provide full day care or sessional care, there must be at least one member of staff with up to date paediatric first aid training present at all times.

### **Qualification Development**

This qualification has been developed in collaboration with Awarding Organisations/Bodies belonging to the First Aid Awarding Organisation Forum. The Forum invites and receives regular input and attendance from other organisations such as the Health and Safety Executive (HSE) and Qualification Regulators.

## **3. About this Guidance**

This guidance has been developed to provide guidance for learners, assessors and quality assurers undertaking, delivering, or quality assuring this qualification.

The purpose of the guidance is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this guidance is updated, centres will be notified by BIIAB Qualifications Limited.

#### 4. BIIAB Qualifications Limited Customer Service

BIIAB Qualifications Limited is committed to giving the highest possible levels of customer service. Our Service Level Agreement is available via [www.biiab.co.uk](http://www.biiab.co.uk)

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Support Contact Details: 0115 854 1620

Email: [CustomerSupport@biiab.co.uk](mailto:CustomerSupport@biiab.co.uk)

Our Customer Support team will be happy to assist with any administration related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- centres available in the local area
- appeals
- whistleblowing

#### 5. What are Rules of Combination (ROC)?

Under the Regulatory Qualifications Framework (RQF), qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The ROC will specify:

- the total credit value of the qualification
- the amount of credit that must be achieved within specific groups of units (e.g. Mandatory, Optional Unit, and Optional groups)
- the minimum credit which must be achieved at the level or above the level of the qualification
- the Total Qualification Time (TQT)



- the title, Unit Regulation Number and BIIAB Qualifications Limited Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- any barred units (units that cannot be taken together as part of the qualification)

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

## 6. BIIAB Level 3 Award in Emergency Paediatric First Aid Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 3 Award in Emergency Paediatric First Aid, learners **must** complete one unit. This consists of:

- Minimum Guided Learning Hours: **6 hours**
- Total Qualification Time: **7 hours**

The qualification has been developed based upon industry feedback as to the fundamental knowledge required to work in the sector at the level.

Listed below is the qualification unit.

### Mandatory Unit

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
3PFA1V2	J/650/1577	Emergency Paediatric first aid	3	1	6	Practical Demonstration and Knowledge Test

## 7. Age Restriction

The qualification in this handbook is appropriate for use in the following age ranges:

- 16-18
- 18+
- 19+

## 8. Entry Requirements and Progression

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

Learners wishing to specialise in first aid for adults may also wish to consider undertaking:

- 610/0554/X the BIIAB Level 3 Award in Emergency First Aid at Work
- 610/0555/1 the BIIAB Level 3 Award in First Aid at Work

## 9. Assessment

### Overview of assessment strategy

The Assessment Strategy has been designed by BIIAB Qualifications Limited, in conjunction with an expert panel, industry experts and a steering group. All BIIAB Qualifications Limited approved training centres and their assessment must adhere to the designed assessment strategy for this qualification.

In order to assess formally learners' skills, BIIAB Qualifications Limited has developed **practical demonstration assessments**. These are scenarios for simulation by the centres. The scenarios will allow learners to demonstrate their skills in administering emergency first aid to adults. The assessor will also ask questions during the practical assessment in order to ascertain the learners' knowledge and understanding during the application of their skills.

BIIAB has developed four versions of each of the practical demonstration assessments. Centres may decide which version to use for each assessment, **centres who do not have the latest versions of these practical scenarios can request them from**

**BIIAB customer services.** These must be stored in a secure location before the tests are due to take place.

After completing the practical demonstration assessments, centres **must** keep the completed paperwork for inspection by BIIAB Qualifications Limited External Quality Assurers.

The practical demonstrations for the unit are as on the next page:

Unit No.	Assessment Method
3PFA1V2	<ul style="list-style-type: none"><li>• Scene Survey and Cardio-Pulmonary Resuscitation</li><li>• Recovery Position and Monitoring</li><li>• Choking</li><li>• Bleeding</li></ul>

In order to assess formally the learners' knowledge, BIIAB Qualifications Limited has developed **multiple-choice knowledge tests**.

If taken on paper, the tests are scheduled in ORCAS, the centre must download the paper, mark scheme, candidate answer sheet and nominal roll and store in a secure location before the test is due to take place. Each scheduled cohort will sit the same test. The centre (assessor) will use the mark scheme to determine if the learner has achieved the required pass mark. The candidate answer sheets, mark scheme, unused exam papers and nominal rolls must be returned to BIIAB Qualifications Ltd for further processing. After internal verification by the centre, the centre must upload the overall results to ORCS (BIIAB's Online Registration and Certification Service) and they will be subject to external verification by the BIIAB External Quality Assurer (EQA).

Please note that centres must not copy or keep any exam paper or mark scheme. If in doubt please refer to the user guides for ORCAS for further details on scheduling exams.

The table below sets out the multiple-choice knowledge test requirements for the unit

Unit No.	Assessment Method	Duration of Exam	Total Marks	Pass Mark
3PFA1V2	Multiple-choice paper	30 minutes	17	73.68%

- Learners achieving **less than** 70% will have failed and will need to be scheduled to take another multiple-choice test.
- Learners achieving 70% **or over**, but less than 100%, must demonstrate to the assessor that they know and understand the remaining assessment criteria. This can be assessed through professional discussion or oral questions. For tests taken on-screen, the report generated automatically will identify the assessment criteria not achieved by the candidate. For tests taken on paper, the mark scheme will identify which assessment criteria each question relates to, therefore the assessor will be able to identify the assessment criteria not achieved by the candidate.
- Learners achieving 100% will have passed and do not need further knowledge testing.

Please refer to BIIAB Qualifications Limited Centre Support Manual and Examination, Invigilation Regulations and all other relevant documentation and procedures for the delivery of multiple-choice tests.

Centres can decide in what order to assess learners; it is usual but not compulsory for learners to take the knowledge test before the practical test.

### **Recording of results by the assessor**

If the learners are taking the multiple-choice knowledge test on-screen, their results will be available in ORCS as soon as the learners have completed and submitted their answers. The assessor **must** record in ORCS whether the learner has achieved all remaining knowledge assessment criteria. The assessor **must** also record in ORCS the result of the learner's practical demonstration assessment. The results will be checked by BIIAB Qualifications Limited staff and certificates issued accordingly.

If the learners are taking the multiple-choice knowledge test on paper instead of on-screen, the assessor **must** record on the Candidate Answer Sheet the results of the multiple-choice test, the results of the assessment of the remaining knowledge assessment criteria and the result of the learner's practical demonstration assessment. The centre **must** post the Candidate Answer Sheets to BIIAB where they will be checked, scanned in to ORCS and certificates will be issued accordingly.

For more information, please see the process flowcharts and Candidate Answer Sheet overleaf.

## Assessment Methodology for each Learning Outcome

Unit No. 3PFA1V2	Learning Outcome	Assessment Methodology
1	Understand the role and responsibilities of the Paediatric first aider	Knowledge Test
2	Be able to assess an emergency situation safely	Practical demonstration and knowledge test
3	Be able to provide first aid for an infant and a child who are unresponsive	Practical demonstration and knowledge test
4	Be able to provide first aid for an infant and a child who is choking	Practical demonstration and knowledge test
5	Be able to provide first aid to an infant and a child with external bleeding	Practical demonstration and knowledge test
6	Be able to provide first aid to an infant and a child who is suffering from shock	Knowledge Test
7	Know how to provide first aid to an infant or a child with bites, stings and minor injuries	Knowledge Test

## Assessment Process

Assessment is the process used to judge the competence, of a learner, against set standards.

The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified\*, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask the learner questions based on the knowledge required by the learner to carry out first aid.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB Qualifications Limited, will quality assure the assessment and internal quality assurance decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

\*For details of qualifications required by the Assessor, IQA and EQA, please see the Assessment Principles for Regulated First Aid Qualifications in the next section.

Assessments will be accessible and will produce results that are valid, reliable, transparent and fair. BIIAB Qualifications Limited will ensure that the result of each assessment taken by a learner in relation to a qualification reflects the level of attainment demonstrated by that learner in the assessment and will be based upon the achievement of all of the specified learning outcomes.

Details of the ordering process, assessment documentation, invigilation requirements to centres and the documentation to be completed can be found in the Examination and Invigilation Regulations for the Administration of BIIAB Qualifications document, available at [www.biiab.co.uk](http://www.biiab.co.uk).

BIIAB Qualifications Limited will make every effort to ensure that it allows for assessment to:

- Be up to date and current
- Reflect the context from which the learner has been taught
- Be flexible to learner needs

## Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The **main** reasons for an appeal are likely to be:

- Learners do not understand why they are not yet regarded as having sufficient knowledge
- Learners believe they are competent and that they have been misjudged

BIIAB Qualifications Limited expects most appeals from learners to be resolved within the centre. BIIAB Qualifications Limited will only consider a learner's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB Qualifications Limited's appeals procedure please refer to <https://biiab.co.uk/policies-and-procedures/>

## Assessment Principles for Regulated First Aid Qualifications Introduction

These Assessment Principles have been produced by the First Aid Awarding Organisation Forum (FAAOF) in cooperation with the Health and Safety Executive (HSE) and Qualification Regulators.

These principles must be applied in addition to the generic criteria and regulations that Ofqual/SQA Accreditation/Qualifications Wales/CCEA Regulation require Awarding Organisations/Bodies meet for the delivery of regulated/accredited qualifications.

Awarding Organisations/Bodies who follow these First Aid Assessment Principles should also participate in the First Aid Awarding Organisation Forum (FAAOF) in line with the FAAOF Terms of Reference.

This document relates to First Aid Qualifications including but not limited to:

- Level 3 Award in Emergency First Aid at Work (3FAW1v2)
- Level 3 Award in First Aid at Work (3FAW2v2)
- Level 3 Award in Emergency Paediatric First Aid (3PFA1v2)
- Level 3 Award in Paediatric First Aid (3PFA2v2)

This document deals with training, assessment, evidence and quality assurance under the following headings:

- Roles and responsibilities of those involved in the training, assessment and quality assurance processes
- Assessment and sources of evidence

## **Roles and Responsibilities of those involved in the Training, Assessment and Quality Assurance Processes**

This document details the requirements of Trainers and Assessors separately. It is accepted, however, that both roles may be performed by the same person, providing the qualifications and experience requirements for both roles are met.

### **Trainers**

Those involved in the training of these qualifications **must** have knowledge and competency in first aid as well as knowledge and competency to train based on

qualifications and experience. An acceptable portfolio must show:

#### **i. Occupational knowledge and competence in first aid - evidenced by:**

- Holding a first aid at work qualification/medical registration as detailed in Appendix 1

#### **ii. Knowledge and competency in teaching/training first aid - evidenced by:**

- Holding an acceptable teaching/training qualification as detailed in Appendix 2

#### **AND either:**

- Providing an acceptable log of teaching first aid within the last 3 years or
- Providing an acceptable record of competently teaching theoretical and practical first aid sessions under the supervision of a suitably qualified Trainer/Assessor

### **Assessors**

Those involved in the assessment of these qualifications must have knowledge and competency in first aid as well as knowledge and competency to assess based on qualifications and experience. An acceptable portfolio must show:

#### **i. Occupational knowledge and competence in first aid - evidenced by:**

- Holding a first aid at work qualification/medical registration as detailed in Appendix 1

#### **ii. Knowledge and competency in assessing first aid - evidenced by:**

- Holding an acceptable assessing qualification/CPD Training as detailed in Appendix 2

#### **AND either:**

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



### **Internal Quality Assurance**

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

**i. Occupational knowledge and competence in first aid - evidenced by:**

- Holding a first aid at work qualification/medical registration as detailed in Appendix 1

**ii. Knowledge and competency in internal quality assurance – evidenced by:**

- Holding an acceptable internal quality assurance qualification/completing CPD training as detailed in Appendix 3

Internal Quality Assurers **must:**

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

### **External Quality Assurance**

Those involved in the external quality assurance of these qualifications (EQAs) must have knowledge and competency in first aid as well as knowledge and competency in external quality assurance. An acceptable portfolio should show:

**i. Occupational knowledge and competence in first aid - evidenced by:**

- Holding a first aid at work qualification/medical registration as detailed in Appendix 1

**ii. Knowledge and competency in external quality assurance – evidenced by:**

- Holding an acceptable external quality assurance qualification as detailed in Appendix 4

External Quality Assurers **must:**

- Have knowledge of the requirements of the qualification they are quality assuring at the time any assessment is taking place.
- Have knowledge and understanding of the role of Assessors and Internal Quality Assurers.

## **Assessment and Sources of Evidence**

### **Assessment Centres**

Assessment Centres will be responsible for maintaining up-to-date information on trainers/assessors and Internal Quality Assurers and for ensuring the currency of the competence of all those involved in the assessment and internal quality assurance process.

### **Simulation**

**Simulation is permitted** – each unit details what may be simulated.

### **Assessment**

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

### **Standards of first aid practice**

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

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

## **Appendix 1**

### **Occupational Knowledge and Competence in First Aid**

All trainers, assessors, internal quality assurers and external quality assurers **must** have occupational knowledge and competence in first aid.

#### **This may be evidenced by:**

- Holding a qualification (issued by an Ofqual/SQA Accreditation/Qualifications Wales/CCEA Regulation recognised Awarding Organisation/Body, or equivalent<sup>1</sup>) as follows:

Qualifications Delivered	Minimum qualification to be held by the Trainer/Assessor/IQA/EQA
Level 3 Award in First Aid at Work or Level 3 Award in Emergency First Aid at Work	Level 3 Award in First Aid at Work
Level 3 Award in Paediatric First Aid or Level 3 Award in Emergency Paediatric First Aid	Level 3 Award in Paediatric First Aid or Level 3 Award in First Aid at Work

Or

- Current registration as a Doctor with the General Medical Council (GMC)<sup>2</sup>; **Or**
- Current registration as a Nurse with the Nursing and Midwifery Council (NMC)<sup>2</sup>; **Or**
- Current registration as a Paramedic with the Health and Care Professions Council (HCPC)<sup>2</sup>

1 If the trainer/assessor/IQA/EQA holds a non-regulated first aid qualification the awarding organisation should undertake due diligence to ensure current occupational knowledge and competence.

2 Registered healthcare professionals must act within their scope of practice and therefore have current expertise in first aid to teach/assess the subject.

## Appendix 2

### Acceptable Training/Assessing Qualifications

This list is **not exhaustive** but provides a guide to acceptable training and/or assessing qualifications. Trainers who also assess learner competence must hold a qualification (or separate qualifications) to enable them to perform both functions.

Qualification	Train	Assess *
<b>CURRENT QUALIFICATIONS</b> (available for new trainers/assessors to undertake):		
Level 3 Award in Education and Training	<input type="checkbox"/>	<input type="checkbox"/>
Level 4 Certificate in Education and Training	<input type="checkbox"/>	<input type="checkbox"/>
Level 5 Diploma in Education and Training	<input type="checkbox"/>	<input type="checkbox"/>

Level 3 Award in Teaching and Assessing in First Aid Qualifications (RQF)	<input type="checkbox"/>	<input type="checkbox"/>
Cert Ed/PGCE/B Ed/M Ed	<input type="checkbox"/>	<input type="checkbox"/>
SVQ 3 Learning and Development SCQF Level 8	<input type="checkbox"/>	<input type="checkbox"/>
SVQ 4 Learning and Development SCQF Level 9	<input type="checkbox"/>	<input type="checkbox"/>
TQFE (Teaching Qualification for Further Education)	<input type="checkbox"/>	<input type="checkbox"/>
Planning and Delivering Learning Sessions to Groups SCQF Level 6 (SQA Unit)	<input type="checkbox"/>	<input type="checkbox"/>
SCQF Level 6 Award in Planning and Delivering Learning Sessions to Groups (SQA Accredited)	<input type="checkbox"/>	<input type="checkbox"/>
L&D Unit 6 Manage Learning and Development in Groups SCQF Level 8 (SQA Accredited)	<input type="checkbox"/>	
L&D Unit 7 Facilitate Individual Learning and Development SCQF Level 8 (SQA Accredited)	<input type="checkbox"/>	
L&D Unit 8 Engage and Support Learners in the Learning and Development Process SCQF Level 8 (SQA Accredited)	<input type="checkbox"/>	
Carry Out the Assessment Process SCQF Level 7 (SQA Unit)		<input type="checkbox"/>
Level 3 Award in Assessing Competence in the Work Environment		<input type="checkbox"/>
Level 3 Award in Assessing Vocationally Related Achievement		<input type="checkbox"/>
Level 3 Award in Understanding the Principles and Practices of Assessment		<input type="checkbox"/>
Level 3 Certificate in Assessing Vocational Achievement		<input type="checkbox"/>
L&D Unit 9DI Assess Workplace Competence Using Direct and Indirect Methods SCQF Level 8 (SQA Accredited)		<input type="checkbox"/>
L&D Unit 9D Assess Workplace Competence Using Direct Methods SCQF Level 7 (SQA Accredited)		<input type="checkbox"/>

Qualification	Train	Assess *
<b>Other Acceptable Qualifications</b>		
CTLLS/DTLLS	<input type="checkbox"/>	<input type="checkbox"/>
PTLLS with unit 'Principles and Practice of Assessment' (12 credits)	<input type="checkbox"/>	<input type="checkbox"/>

Further and Adult Education Teacher's Certificate	<input type="checkbox"/>	<input type="checkbox"/>
IHCD Instructional Methods	<input type="checkbox"/>	<input type="checkbox"/>
IHCD Instructor Certificate	<input type="checkbox"/>	<input type="checkbox"/>
English National Board 998	<input type="checkbox"/>	<input type="checkbox"/>
Nursing mentorship qualifications	<input type="checkbox"/>	<input type="checkbox"/>
NOCN Tutor Assessor Award	<input type="checkbox"/>	<input type="checkbox"/>
S/NVQ level 3 in training and development	<input type="checkbox"/>	<input type="checkbox"/>
S/NVQ level 4 in training and development	<input type="checkbox"/>	<input type="checkbox"/>
PDA Developing Teaching Practice in Scotland's Colleges SCQF Level 9 (SQA Qualification)	<input type="checkbox"/>	<input type="checkbox"/>
PDA Teaching Practice in Scotland's Colleges SCQF Level 9 (SQA Qualification)	<input type="checkbox"/>	
PTLLS (6 credits)	<input type="checkbox"/>	
Regulated Qualifications based on the Learning and Development standard NOS 7 Facilitate individual learning and development or NOS 6 Manage learning and development in groups	<input type="checkbox"/>	
Training Group A22, B22, C21, C23, C24	<input type="checkbox"/>	
Learning and Teaching – Assessment and Quality Standards SCQF Level 9 (SQA Unit)		<input type="checkbox"/>
A1 Assess Candidates Using a Range of Methods or D33 Assess Candidates Using Differing Sources of Evidence		<input type="checkbox"/>
Conduct the Assessment Process SCQF Level 7 (SQA Unit)		<input type="checkbox"/>
A2 Assess Candidate Performance through Observation or D32 Assess Candidate Performance		<input type="checkbox"/>
Regulated Qualifications based on the Learning and Development NOS 9 Assess Learner Achievement NOS 9 Assess learner achievement		<input type="checkbox"/>

\*Assessors who do not hold a formal assessing qualification may alternatively attend First Aid Assessor CPD Training with an Awarding Organisation/Body.

## Appendix 3

### Qualifications suitable for Internal Quality Assurance

This list is **not exhaustive** but provides a guide to acceptable IQA qualifications:

L&D Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment SCQF Level 8 (SQA Accredited)
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
Conduct the Internal Verification Process SCQF Level 8 (SQA Unit)
Regulated Qualifications based on the Learning and Development NOS 11 Internally Monitor and Maintain the Quality of Assessment
V1 Conduct Internal Quality Assurance of the Assessment Process or D34 Internally Verify the Assessment Process
Internally Verify the Assessment Process SCQF Level 8 (SQA Unit)

#### NOTE:

IQAs who do not hold a formal IQA qualification may alternatively attend Internal Quality Assurance CPD Training with an Awarding Organisation/Body.

## Appendix 4

### Qualifications suitable for External Quality Assurance

This list is **not exhaustive** but provides a guide to acceptable EQA qualifications:

L&D Unit 12 Externally Monitor and Maintain the Quality of Workplace Assessment SCQF Level 9 (SQA Accredited)
Regulated qualifications based on the Learning and Development standard <a href="#">NOS12 Externally monitor and maintain the quality of assessment</a>
Level 4 Award in the External Quality Assurance of Assessment Processes and Practice
Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice

Conduct External Verification of the Assessment Process SCQF Level 9 (SQA Unit)
---

V2 Conduct External Quality Assurance of the Assessment Process or D35 Externally Verify the Assessment Process
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Externally Verify the Assessment Process SCQF Level 9 (SQA Unit)
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It is understood that not all EQAs will be qualified initially, and that sufficient time should be considered to achieve these qualifications. During this time Awarding Organisations/Bodies must ensure that EQAs are following the principles set out in the Learning and Development standard NOS12 Externally monitor and maintain the quality of assessment.

**This is the end of the Assessment Principles for Regulated First Aid Qualifications.**

## **10. Additional Requirements for Centres**

### **Lesson plans**

Centres should plan and deliver training in accordance with detailed lesson plans, detailing timetables for delivery, aims, outcomes and objectives for each session, learner and trainer activity. Training should be delivered to the principles set out in the standard NOS 7 Facilitate individual learning and development.

### **End of Course Evaluation**

Centres should have an evaluation procedure, based on learner feedback, to evaluate the ability of trainer/assessors, the structure and content of the course, the equipment used and the training venue.

### **Internal Quality Assurance**

In addition to monitoring assessments, IQA monitoring undertaken by centres should also verify the trainer's ability in teaching first aid. Each trainer/assessor should have at least one IQA monitoring visit per year.

## Training Venue and Equipment Requirements

<b>Resuscitation manikins</b>	Should be provided at a minimum ratio of 1 manikin per 4 learners.
<b>Hygiene</b>	Sufficient procedures must be in place to ensure hygiene during the use of resuscitation manikins and other training equipment.
<b>AV equipment and training aids</b>	Sufficient Audio-Visual equipment and training aids should be available to facilitate learning using varying teaching methods.
<b>Learning materials</b>	Learners should be provided with clear and accurate reference books/handouts covering the topics included in the qualification.
<b>AED trainers</b>	At least one AED trainer should be available per 4 learners. Where fewer AED trainers are provided, learning hours/lesson plans should be adjusted accordingly to ensure learners are not disadvantaged.
<b>Bandages and dressings</b>	Sufficient clean bandages, dressings and other items commonly found in a first aid kit must be available to facilitate training and assessment.
<b>Training venue</b>	The training venue must meet acceptable health and safety standards and be conducive to learning, with sufficient: Size, floor surfaces, seating, writing surfaces, toilet facilities, ventilation, lighting, heating, access, exits, cleanliness, absence of distracting noise.

## Standards for Duration, Certification and Delivery

Qualification	Min Contact Hours <sup>1</sup>	Min Days <sup>2</sup>	Max Weeks <sup>3</sup>	Minimum Session <sup>4</sup>	Max Learner/Trainer Ratio	Certificate Validity
BIIAB Level 3 Award in Emergency Paediatric First Aid	6	N/A	4	2 hours	12:1	3 years



- 1 Time set aside for direct classroom teaching and assessing excluding breaks.
- 2 Minimum number of days over which the training should be delivered.
- 3 Maximum number of weeks over which the qualification can be attained.  
Special considerations may be taken into account to increase this duration if necessary.
- 4 Minimum duration of any one training session.

### **Blended Learning in First Aid – Quality Assurance Standards**

- 1 Blended learning or distance learning is acceptable, but the time taken to complete the first aid course should not be reduced. There may be a benefit in flexibility, but blended learning should not reduce the overall time required to take the course.
- 2 The employer should provide paid time for the employee to undertake the training. The employee should not be required to take the distance-learning element of the course in their 'own' time.
- 3 Following completion of the distance element of learning, the learner must be assessed by a suitably qualified first aid assessor (who has qualifications and experience as described in the First Aid Assessment Principles document/GEIS 3). The first aid assessor must satisfy him/herself that all the assessment criteria for the learning outcomes delivered via distance learning have been met. Auditable evidence should be generated. It is the centre's responsibility to confirm the identity of the learner and the authenticity of the evidence.
- 4 The assessment should be quality assured following national occupational standards (NOS).
- 5 A minimum of two-thirds of the training time should be face-to-face learning (e.g., 4 hours minimum face-to-face for Level 3 Award in Emergency First Aid at Work).
- 6 The general practical elements of the training course are the learning outcomes that should be delivered and assessed face-to-face.

## **11. Initial Assessment and Induction**

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB Qualifications Limited suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

## 12. Resources

BIIAB Qualifications Limited provides the following additional resources for this qualification:

- Multiple-choice Knowledge Tests
- Candidate Answer Sheets
- Practical Demonstration Assessment Scenarios

All of these resources are available on request.

### Access to the Units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. The two units in this qualification have been written by the First Aid Awarding Organisation Forum.

## 13. Design and Delivery

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that forms part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning hours (GL).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GL, will include the estimated number of hours spent in preparation, study or any other supervised learning, study or assessment for an average learner.

BIIAB Qualifications Limited will not prescribe how the qualification is delivered, but centres **must** ensure the delivery chosen meets their learners' needs.

## 14. Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this guidance document will be in the format below:

### Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

### Unit Number / Unit Reference Number (URN)

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB Qualifications Limited also assign unique unit numbers which is consistent when the unit is used in multiple BIIAB qualifications.

### Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

### Credit

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

### **Guided Learning Hours (GLH)**

The required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

### **Total Qualification Time (TQT)**

Total Qualification Time (TQT) is defined by Ofqual as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

TQT is always assigned to the qualification however a similar calculation may on occasions also be assigned to a unit.

### **Learning Outcomes and Assessment Criteria**

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved. There are usually multiple assessment criteria for each Learning Outcome.

## 15. Initial Registration

### Registration and Certification

Learners should be registered and certificated via BIIAB Qualifications Limited's Customer Management System.

### Equal Opportunities and Diversity Policy

BIIAB Qualifications Limited has in place an equal opportunities policy, a copy can be found at <https://www.biiab.co.uk/policies-and-procedures/>

BIIAB Qualifications Limited is committed to ensure that:

- approved centres operate an equal opportunities policy
- approved centres communicate the policy to staff and learners
- approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements

### Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments **must** inform their assessor at the beginning of their course of their requirements. BIIAB Qualifications Limited has a reasonable adjustment policy in place, a copy of which is provided to all approved centres and can be found at <https://www.biiab.co.uk/policies-and-procedures/>

## 16. Qualification Review and Feedback

BIIAB Qualifications Limited is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB Qualifications Limited will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be periodically reviewed and revised to ensure the content remains relevant, assessment approach remains appropriate and that it remains valid and fit for purpose.

## **17. Mandatory Units**

The following units are mandatory for this qualification.

## Emergency First Aid in the Workplace

<b>Unit Reference</b>	J/650/1577
<b>BIIAB Reference</b>	3PFA1V2
<b>Level</b>	3
<b>Credit Value</b>	1
<b>Guided Learning (GL)</b>	6
<b>Unit Summary</b>	This unit provides the learner with the knowledge to provide first aid to an infant or a child
<b>Learning Outcomes (1 to 7)</b> The learner will:	<b>Assessment Criteria (1.1 to 7.1)</b> The learner can:
1. Understand the role and responsibilities of a paediatric first aider	1.1 Identify the role and responsibilities of a paediatric first aider  1.2 Identify how to minimise the risk of infection to self and others  1.3 Differentiate between an infant and a child for the purposes of first aid treatment
2. Be able to assess an emergency situation safely	2.1 Conduct a scene survey  2.2 Conduct a primary survey on: <ul style="list-style-type: none"> <li>• an infant</li> <li>• a child</li> </ul> 2.3 Summon appropriate assistance when necessary
3. Be able to provide first aid for an infant and a child who are unresponsive	3.1 Identify when to administer Cardio Pulmonary Resuscitation (CPR) to: <ul style="list-style-type: none"> <li>• an infant</li> <li>• a child</li> </ul> 3.2 Demonstrate CPR using: <ul style="list-style-type: none"> <li>• an infant manikin</li> </ul>

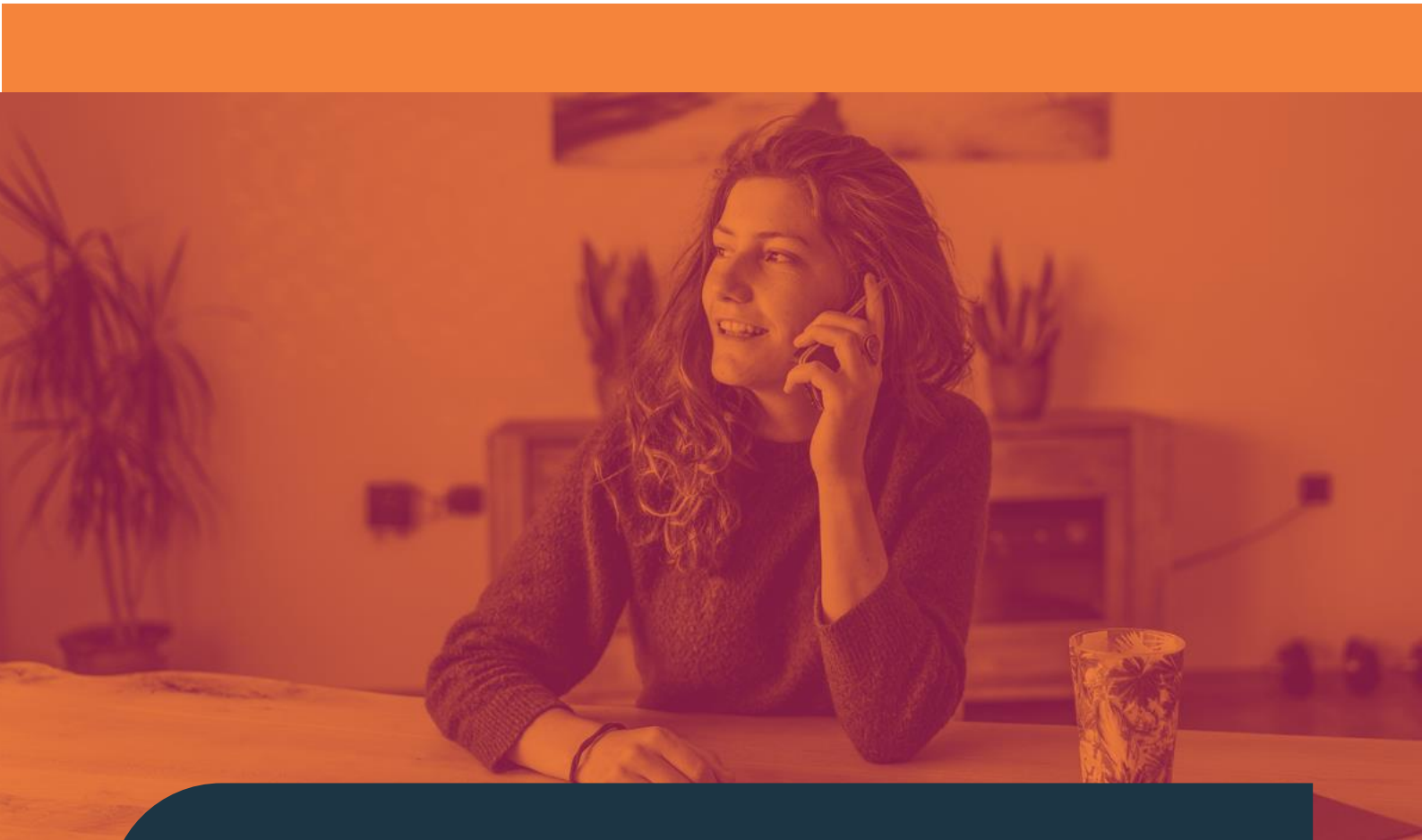
	<ul style="list-style-type: none"> <li>a child manikin</li> </ul> <p>3.3 Identify when to place an infant or a child into the recovery position</p> <p>3.4 Demonstrate how to place:</p> <ul style="list-style-type: none"> <li>an infant into the recovery position</li> <li>a child into the recovery position</li> </ul> <p>3.5 Demonstrate continual monitoring of breathing, whilst they are in the recovery position, for:</p> <ul style="list-style-type: none"> <li>an infant</li> <li>a child</li> </ul> <p>3.6 Identify how to administer first aid to an infant or a child who is experiencing a seizure</p>
4. Be able to provide first aid for an infant and a child who are choking	<p>4.1 Identify when an infant or a child is choking</p> <p>4.2 Demonstrate how to administer first aid to:</p> <ul style="list-style-type: none"> <li>an infant who is choking</li> <li>a child who is choking</li> </ul>
5. Be able to provide first aid to an infant and a child with external bleeding	<p>5.1 Identify whether external bleeding is life-threatening</p> <p>5.2 Demonstrate how to administer first aid to an infant or a child with external bleeding</p>
6. Know how to provide first aid to an infant or a child who is suffering from shock	<p>6.1 Recognise when an infant or a child is suffering from shock</p> <p>6.2 Identify how to administer first aid to an infant or a child who is suffering from shock</p>



7. Know how to provide first aid to an infant or a child with bites, stings and minor injuries

7.1 Identify how to administer first aid to an infant or a child with:

- bites
- stings
- small cuts
- grazes
- bumps and bruises
- small splinters
- nosebleeds



If you need any help with this guide  
please contact our team.

0115 854 1620

[QualsDevelopment@BIIAB.co.uk](mailto:QualsDevelopment@BIIAB.co.uk)

[biiab.co.uk](http://biiab.co.uk)

*We are part of the Skills and Education Group.*