



# AoFA Qualifications

## Level 3 Award in Emergency Paediatric First Aid (QCF) Qualification Specification



### Qualification Introduction

This course is designed for anyone wanting to become qualified in administering first aid to children and infants. For the purposes of child carers within England, Wales and Northern Ireland, this qualification partly fulfills the legal obligations under the statutory framework for the Early Year's Foundation Stage issued by the Department for Education and Skills.

This course is ideal for anyone who works with or comes into contact with infants and children in their working or voluntary roles. This course is also ideal for parents and families with young children.

Please note: If a learner is required to fulfill the full first aid requirements as set out by the EYFS then the learner will be required to complete the Level 3 Award in Paediatric First Aid course (2 days).

### Key facts:

Level:	3
Contact classroom hours:	1 day
Guided learning hours (GLH):	10
Number of units:	1
Credits:	1
Qualification number:	601/4290/X
Qualification Credit Framework (QCF) approved:	Yes
Resources available:	Supporting PowerPoint presentation, scheme of work and advertising leaflet.
Assessment methods:	Multiple choice questions and observation.
Certificate validity:	3 years

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Level 3 Award in Emergency Paediatric First Aid (QCF)

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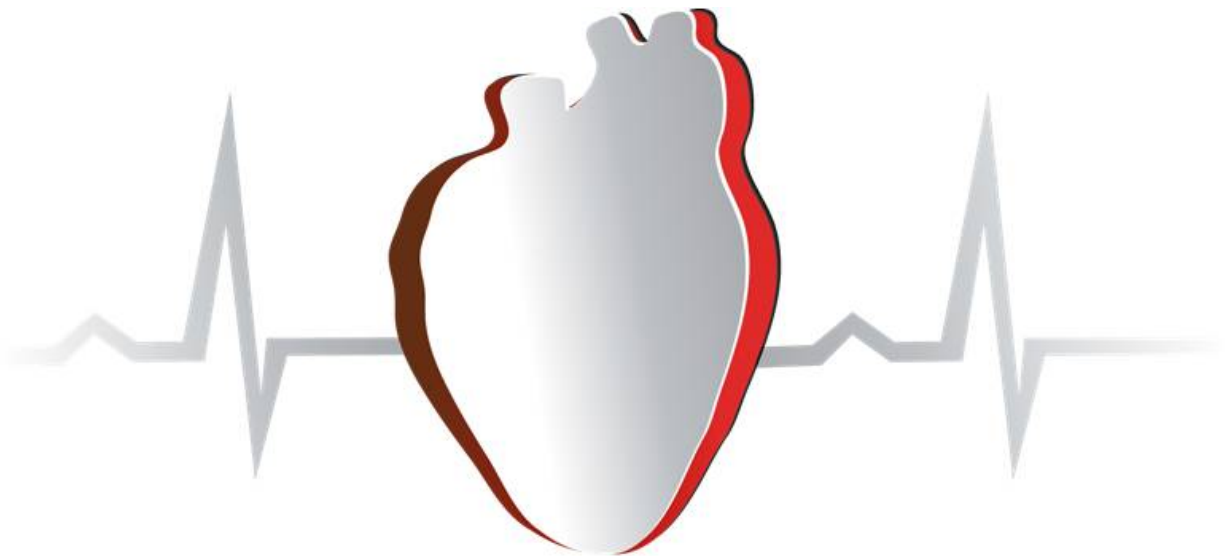
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## Section 1- Introduction to the Qualification:

This section covers:

- 1.1 The aim of the qualification
- 1.2 The qualification structure
- 1.3 Entry requirements
- 1.4 Target audience
- 1.5 Requalification requirements
- 1.6 Learner progression



### 1.1 Aim of the qualification:

The aim of the qualification is to provide learners with the knowledge and skills to manage an infant/child in an emergency.

### 1.2 Qualification structure:

This qualification consists of one unit:

1. Emergency Paediatric First Aid H/506/0792

### 1.3 Entry requirements:

None are required to access this qualification.

### 1.4 Target audience:

This course is ideal for anyone who works with or comes into contact with infants and children in their working or voluntary roles e.g. child carers, teachers, nursery staff etc. This course is also ideal for parents and families with young children.

### 1.5 Requalification requirements:

This qualification is valid for 3 years. There is no requalification course which reduces the course duration. Once the qualification has expired, or due to expire the learner is required to undertake the course again in order to maintain the qualification.

### 1.6 Learner progression:

The learner can progress to a range of qualifications including:

- AoFAQ Level 3 Award in Emergency Paediatric First Aid (QCF)
- AoFAQ Level 2 Award in Emergency First Aid at Work (QCF)

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- AoFAQ Level 3 Award in First Aid at Work (QCF)
- AoFAQ Level 2 Award in CPR and AED
- AoFAQ Level 2 National Award in Safeguarding Children and Young People.

## Section 2- Qualification delivery requirements:

This section covers:

- 2.1 The role of the trainer
- 2.2 The responsibilities of the trainer
- 2.3 Trainer requirements
- 2.4 The role of the assessor
- 2.5 The responsibilities of the assessor
- 2.6 Assessor requirements
- 2.7 Occupational knowledge and skills requirements for trainers, assessors and IQA's
- 2.8 Acceptable trainer/assessor qualifications
- 2.9 Equipment and venue requirements
- 2.10 Standards of first aid practice
- 2.11 Learning materials
- 2.12 Tutor to learner ratio
- 2.13 Learner ID requirements
- 2.14 No trainer/assessor qualifications



### 2.1 The role of the trainer:

The first aid trainer is required to deliver engaging, informative and interesting lessons that allow a learner to learn first aid and be able to demonstrate their underpinning knowledge and skills through an assessment against a national standard.

### 2.2 The responsibilities of a trainer:

Trainers must comply with the National Occupational Standard 7 for Learning and Development.

Responsibilities include:

- Engaging with learners
- Plan, prepare and source learning materials
- Carry out an induction to the qualification
- Manage learners (including Equality and Diversity)
- Plan the learning delivery
- Deliver the material
- Monitor learner engagement and progress
- Evaluate the course
- Undertake CPD



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- Following organisational policies and procedures
- Complete relevant paperwork
- The responsibilities will depend upon if the trainer holds a teaching or training qualification.

### 2.3 Trainer requirements:

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:

- Occupational knowledge and competence in first aid - evidenced by:
  - Holding a first aid at work/medical qualification
- Knowledge and competency in teaching/training first aid - evidenced by:
  - Holding an acceptable teaching/training qualification
- 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.



### 2.4 The role of the assessor:

An assessor is a person who is occupationally competent and has the knowledge, experience and skills required to assess against a standard. The assessor's role is to assess that a learner has the underpinning knowledge and/or competence to meet a set standard. Assessment is a critical part of any lesson.

### 2.5 The responsibilities of an assessor:

Assessors must comply with the National Occupational Standard 9 for Learning and Development.

- Understand and apply the standards set by the awarding organisation
- Plan assessments to meet the needs of the learner

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- Communicate assessment requirements to learners
- Carry out assessments
- Make assessment decisions
- Compare evidence with set standards/criteria
- Document the assessment process and decisions
- Provide feedback to learners
- Take part in standardisation processes
- Take part in CPD
- Follow organisational policies and procedures.



## 2.6 Assessor requirements:

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

An acceptable portfolio must show:

- Occupational knowledge and competence in first aid
  - evidenced by:
    - Holding a first aid at work/medical qualification
- Knowledge and competency in assessing first aid - evidenced by:
  - Holding an acceptable assessing qualification/CPD Training
- 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.



## 2.7 Occupational knowledge and skills requirements:

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

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This may be evidenced by:

- Holding a current First Aid at Work Certificate (issued by an Ofqual/SQA/Welsh Government recognised Awarding Organisation/Body, a HSE approved training provider or recognised equivalent) or
- Holding a current Offshore First Aid Certificate issued by an HSE approved training provider or
- Current registration as a Doctor with the General Medical Council (GMC). Or
- Current registration as a Nurse with the Nursing and Midwifery Council (NMC). Or
- Current registration as a Paramedic with the Health and Care Professions Council (HCPC). Or
- Current First Person on Scene Intermediate qualification



## 2.8 Acceptable trainer/assessor qualifications:

- Level 3 Award in Education and Training
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- S/NVQ level 3 or Level 4 in Training and Development
- IHCD Instructional Methods/Instructor Certificate
- English National Board 998
- Training Group A22, B22, C21, C23, C24
- TQFE (Teaching Qualification for Further Education)
- Level 3 Award in Assessing Competence in the Work Environment (QCF)
- Level 3 Award in Assessing Vocationally Related Achievement (QCF)
- Level 3 Award in Understanding the Principles and Practices of Assessment (QCF)
- Level 3 Certificate in Assessing Vocational Achievement (QCF)
- A1/A2/D32/D33
- SQA Accredited Learning and Development Unit 9DI or Unit 9D
- NOCN Tutor Assessor Award



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## 2.9 Equipment and venue requirements:

Resuscitation manikins	Should be provided at a minimum ratio of 1 manikin per 4 learners. For paediatric first aid, 1 child manikin per 4 learners and 1 baby manikin per 4 learners should also be provided.
Hygiene	Sufficient procedures must be in place to ensure hygiene during the use of resuscitation manikins and other training equipment.
AV Equipment and training aids	Sufficient Audio Visual equipment and training aids should be available to facilitate learning using varying teaching methods.
Learning materials	Learners should be provided with clear and accurate reference books/handouts covering the topics included in the qualification.
AED Trainers	For qualifications that include training in the use of an AED, 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.
Bandages and dressings	Sufficient clean bandages, dressings and other items commonly found in a first aid kit must be available to facilitate training and assessment
Training Venue	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.

## 2.10 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

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- In other publications; provided that they are supported by a responsible body of medical opinion.



### 2.11 Learning materials:

We recommend First Aid Now by the Association of First Aiders to be used as a resource book for learners.

### 2.12 Tutor to learner ratio:

It is important that every learner has the opportunity to learn. In order to do this effectively, the class size must be manageable and be conducive for learning. The tutor to learner ratio is 1:12. If the learner group goes above 12, another tutor is required.

### 2.13 Learner ID requirements:

Centres must instruct each Learner to bring identification and this must be validated by the trainer and recorded on the Learner Assessment Logbook. Also, centres must advise Learners to bring their Unique Learner Number to the course if they have one. Further guidance on this can be found in the D13 manual.

It is the responsibility of the Trainer to ensure Learners undertaking the qualification is indeed the person they are claiming to be.

### 2.14 No trainer/assessor qualifications

It is recognised that trainer/assessors may not hold formal qualifications but may have significant experience in undertaking these roles. It is expected that the trainer/assessors be registered and working towards formal qualifications and must be completed by October 2015. During this period a portfolio should be maintained and include details of knowledge and experience gained and the time period over which they were applied, and any contributing training undertaken and the learning outcomes achieved. There should be evidence that the individual has conducted at least two practical and two theoretical first-aid training/assessing sessions under the supervision of a qualified assessor.

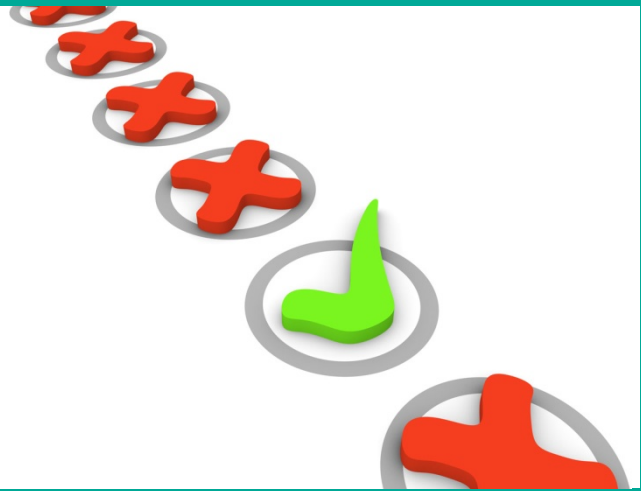
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## Section 3- Assessment:

This section covers:

- 3.1 Assessment overview
- 3.2 Learning outcomes and assessment criteria
- 3.3 Assessment approach



### 3.1 Assessment overview:



Skills for Health (Oct 13) state that “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.”

### 3.2 Learning outcomes and assessment criteria:

The learning outcomes and assessment criteria for this qualification are listed in Appendix one and two.

Trainers, assessors and internal quality assurers must ensure they are familiar with its contents and ensure that learners meet the assessment criteria for each learning outcome.

### 3.3 Assessment approach:

This qualification is assessed by the following means:

1. Multiple choice questions per unit (1 multiple choice question paper in total)
2. Tutor observation of learners performing skills

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Multiple choice questions are used to assess the learners underpinning knowledge, whereas the tutor observation of learners performing skills is to assess that a learner can perform the required skill as taught by the tutor.

If a learner successfully completes all of the assessments listed above, the learner will be awarded a certificate. If the learner does not pass any stage listed above, the learner will be referred.

Further guidance on assessment requirements can be found in the D13 manual.

AoFAQ has a reasonable adjustment and special considerations policy for learners who require support with the assessment process due to a disability for example. Tutors, assessors and internal quality assurers must be familiar with this policy to ensure every learner receives the support they require with the assessment.



### Assessing learners against the assessment criteria (appendix 1)

The tutor/assessor must ensure each learner's assessment meets the VACSR criteria:

**Valid**

- Is the work produced relevant to the assessment criteria?

**Authentic**

- Has the work been completed by the student?
- Is any part of the work produced plagiarised?

**Current**

- Is the work produced current at the time of assessment?

**Sufficient**

- Does the work produced sufficiently meet the assessment criteria?

**Reliable**

- Is the evidence reliable and consistent from students across the programme being undertaken over time?

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## Section 4-Quality Assurance:

This section covers:

- 4.1 The role of the Internal Quality Assurer
- 4.2 The responsibilities of the Internal Quality Assurer
- 4.3 Internal Quality Assurance requirements
- 4.4 Occupational knowledge and skills of Internal Quality Assurers
- 4.5 Acceptable qualifications for Internal Quality Assurers
- 4.6 Internally quality assuring learners evidence against the assessment criteria process



### 4.1 The role of the Internal Quality Assurer:

The IQA is a critical role for regulated qualifications. The IQA role is to monitor the standards and quality of courses and take steps to ensure the organisation complies with the AoFAQ's requirements. An IQA is mandatory.

### 4.2 The responsibilities of the Internal Quality Assurer:

- Maintain the integrity of the course
- Lead improvements
- Ensure assessors apply the qualification standards
- Plan and carry out sampling of assessed work
- Monitor subject delivery and assessment practice
- Interview learners and assessors
- Advise and support tutors and assessors
- Lead standardisation activities
- Take part in CPD
- Liaise with the EQA
- Chair meetings
- Deal with assessment appeals and complaints



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- Implement EQA action points
- Support tutors and assessors CPD

### 4.3 Internal Quality Assurer (IQA) requirements:

Those involved in the internal quality assurance of these qualifications (IQA's) must have knowledge and competency in first aid as well as knowledge and competency in internal quality assurance.

An acceptable portfolio must show:

- Occupational knowledge and competence in first aid - evidenced by:
  - Holding a first aid at work/medical qualification
- Knowledge and competency in internal quality assurance - evidenced by:
  - Holding a qualification
  - Completing CPD training
- 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.

### 4.4 Occupational knowledge and skills for Internal Quality Assurance:

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 current First Aid at Work Certificate (issued by an Ofqual/SQA/Welsh Government recognised Awarding Organisation/Body, a HSE approved training provider or recognised equivalent) or
- Holding a current Offshore First Aid Certificate issued by a HSE approved training provider or
- Current registration as a Doctor with the General Medical Council (GMC). Or
- Current registration as a Nurse with the Nursing and Midwifery Council (NMC). Or
- Current registration as a Paramedic with the Health and Care Professions Council (HCPC) Or
- Current First Person on Scene Intermediate qualification.



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#### 4.5 Acceptable qualifications for Internal Quality Assurers:

- SQA Accredited Learning and Development Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment
- QCF Qualifications based on the Learning and Development NOS 11 Internally Monitor and Maintain the Quality of Assessment
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF)
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF)
- V1 or D34
- Completion of an IQA CPD Training Day with an Awarding Organisation\*.

Note: This list is not exhaustive.

Note: It is understood that not all IQA's will be qualified initially, and that sufficient time should be considered to achieve these qualifications. During this time centres should ensure that IQA's are following the principles set out in the current Learning and Development NOS 11 Internally monitor and maintain the quality of assessment. An IQA qualification listed above or attendance at an AO CPD Training Day\* must be completed by October 2015.

#### 4.6 Internally quality assuring learners evidence against the assessment criteria process (Appendix 1)

The internal quality assurer must ensure each learner's assessment meets the VACSR criteria:

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## Valid

• Is the work produced relevant to the assessment criteria?

## Authentic

• Has the work been completed by the student?  
• Is any part of the work produced plagiarised?

## Current

• Is the work produced current at the time of assessment?

## Sufficient

• Does the work produced sufficiently meet the assessment criteria?

## Reliable

• Is the evidence reliable and consistent from students across the programme being undertaken over time?

### Useful websites:

- Health and Safety Executive [www.hse.gov.uk](http://www.hse.gov.uk)
- Skills for Health [www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)
- Skills for Care and Development [www.skillsforcareanddevelopment.org.uk](http://www.skillsforcareanddevelopment.org.uk)
- The Resuscitation Council (UK) [www.resus.org.uk](http://www.resus.org.uk)

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## Appendix 1 Learning outcomes and assessment criteria for Unit 1

<b>Unit reference number:</b>	H/506/0792
<b>Qualification framework:</b>	QCF
<b>Title:</b>	Emergency Paediatric First Aid
<b>Guided learning hours:</b>	10
<b>Credit value:</b>	1
<b>Learning outcome</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the role and responsibilities of the paediatric first aider.	1.1 Define responsibilities of a paediatric first aider 1.2 Explain how to minimise the risk of infection to self and others 1.3 Describe first aid and personal protection equipment required for emergencies 1.4 Describe how to use first aid and personal protection equipment safely 1.5 Identify what information needs to be included in an accident report/incident record 1.6 Explain reporting procedures following an accident/incident 1.7 Define an infant and a child for the purposes of first aid treatment
2. Be able to assess an emergency situation	2.1 Conduct a scene survey 2.2 Conduct a primary survey on an infant and a child 2.3 Identify when to call for help

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safely.	2.4 Explain what information needs to be given when <b>obtaining assistance</b>
3. Be able to provide first aid for an infant and a child who is unresponsive and breathing normally.	3.1 Assess the level of consciousness of an infant and a child 3.2 Explain why an infant and a child should be placed in the <b>recovery position</b> 3.3 Place an infant and a child in the recovery position 3.4 Continually monitor an infant and a child whilst they are in the recovery position 3.5 Assist an infant and a child who is experiencing a seizure
4. Be able to provide first aid for an infant and a child who is unresponsive and not breathing normally.	4.1 Identify when to administer Cardio Pulmonary Resuscitation (CPR) to an unresponsive infant and an unresponsive child who is not breathing normally 4.2 Administer CPR using an infant and a child manikin
5. Be able to provide first aid for an infant and a child who has a foreign body airway obstruction.	5.1 Identify when a foreign body airway obstruction is: <ul style="list-style-type: none"> <li>▪ mild</li> <li>▪ severe</li> </ul> 5.2 Administer first aid to an infant and a child who is choking
6. Be able to provide first aid to an infant and a child with external bleeding.	6.1 Describe the types and severity of bleeding 6.2 Explain the effect of severe blood loss on an infant and a child 6.3 Control external bleeding
7. Understand how to provide first aid to an infant and a child who is suffering from shock.	7.1 Define the term 'shock' relevant to first aid 7.2 Describe how to recognise an infant and a child who is suffering from shock 7.3 Explain how to manage the effects of shock
8. Understand how to provide first aid to an infant and a child with anaphylaxis.	8.1 List common triggers for anaphylaxis 8.2 Describe how to recognise anaphylaxis in an infant and a child 8.3 Explain how to administer first aid for an infant and a child with anaphylaxis

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