

YMCA Level 3 Award in Emergency
Paediatric First Aid (603/7211/4)

YMCA Level 3 Award in Paediatric First Aid
(603/7212/6)

Qualification Specification



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YMCA Awards

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YMCA Level 3 Award in Emergency Paediatric First Aid

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Qualification Specification

Qualification number: 603/7211/4 and 603/7212/6

Operational start date: 1st April 2021

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Introduction

About YMCA Awards

At YMCA Awards, we are passionate about learner progress. Our qualifications support every learner wishing to boost their skills. Our high quality resources and assessment materials have been created by leading industry experts in consultation with employers and training providers.

YMCA Awards are an internationally recognised organisation. We are highly respected in health and fitness circles, and most importantly of all we have helped over 200, 000 people launch and advance their careers.

Qualification overview

This qualification is regulated by:

- Ofqual
- Council for Curriculum, Examinations and Assessment (CCEA)
- Qualifications Wales (QW).

This qualification is also supported by the Department for Education.

Qualification aim

The aim of these qualifications is for the learner to develop the knowledge and practical competencies required to deal with a wide range of paediatric first aid situations. In the case of YMCA Level 3 Award in Paediatric First Aid (603/7212/6) to also manage paediatric illness, injuries and emergencies.

Overview of knowledge, skills and understanding

Knowledge and understanding relating to these qualifications:

- The role and responsibilities of the Paediatric First Aider
- Assessing emergency situations
- Recognition of an acute medical condition or sudden illness such as diabetes or asthma
- Recognition of when a child is suffering from extreme cold/heat
- Recognition and provision of first aid to a child who has sustained an electric shock, burns and scalds, been poisoned or has anaphylaxis.

Skills relating to these qualifications:

Providing first aid for an infant and a child who:

- Is unresponsive
- Is choking
- Has external bleeding
- Is suffering from shock
- Has bites, stings or minor injuries.

Paediatric first aid only:

- Has suspected injuries to bones muscles and joints
- Has suspected head and spinal injuries or conditions affecting eyes, ears or nose
- An acute medical condition or sudden illness (Diabetic emergency or Asthma attack)
- Is experiencing extremes of body temperature
- Has sustained an electric shock
- Has burns and scalds
- Has suspected poisoning
- Has anaphylaxis.

Target group and age range

This qualification has been designed to be accessed by those who are 14 years and older.

Qualification structure

To achieve the **YMCA Level 3 Award in Emergency Paediatric First Aid (603/7211/4)**, the learner must successfully complete **1** mandatory unit:

Unit reference number	Unit title	Level	Credit
Y/618/5976	Emergency Paediatric First Aid	3	1

The Total Qualification Time (TQT) for this qualification is 7 hours.

The Guided Learning Hours (GLH) assigned are 6 hours.

To achieve the **YMCA Level 3 Award in Paediatric First Aid (603/7212/6)**, the learner must successfully complete **2** mandatory units:

Unit reference number	Unit title	Level	Credit
Y/618/5976	Emergency Paediatric First Aid	3	1
D/618/5977	Managing paediatric illness, injuries and emergencies	3	1

The Total Qualification Time (TQT) for this qualification is 15 hours.

The Guided Learning Hours (GLH) assigned are 12 hours.

Total Qualification Time (TQT)

This is an estimate of the total amount of time, measured in hours that a learner would reasonably need to be able to show the level of achievement necessary for the award of a qualification.

Total Qualification Time is made up of the following 2 elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning (see below).
- 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 not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Guided Learning Hours (GLH)

This is:

- Face-to-face delivery (learning delivered by a lecturer, supervisor, tutor or other appropriate member of the training team).
- eLearning with a lecturer, teacher or tutor present/available in real-time (the learner and tutor can be either remote or in the same physical place during eLearning).
- Invigilated assessment (external tests sat under controlled or open-book conditions).
- Internal assessment carried out by the learner with a lecturer, teacher or tutor present/available in real-time (the learner and tutor can be either remote or in the same physical place during assessment).

This is **not**:

Unsupervised learning such as:

- eLearning that the learner carries out unsupervised and with no real-time support from a lecturer, teacher or tutor.

- Assessment internally carried out by the learner without a lecturer, teacher or tutor present/available in real-time, for example, completing a Learner Assessment Record (LAR) at home.
- Any additional further study, revision and training activities that the learner does unsupervised to support their learning.

Recommended Guided Learning Hours – our ongoing review

Your External Quality Assurer (EQA) will ask you to feedback on GLH annually as part of the quality assurance visit. You should base your feedback on a typical learner taking this qualification and the time spent on supervised learning (GLH). If you feel the GLH is different from the above and you wish to feedback before your next EQA visit, please email us: awards.support@ymca.co.uk.

Requalifying

These qualifications are valid for 3 years. Learners must retake the relevant qualification before the certification expiry date to remain qualified.

Entry requirements

No formal entry requirements.

Opportunities for progression

Learners could go on to develop their knowledge and skills further by studying at the same or higher level for qualifications such as:

- YMCA Level 3 Award in Emergency First Aid in the Workplace (603/1902/1)
- YMCA Level 3 Award in First Aid at Work (603/1903/3)
- YMCA Level 2 Award in Engaging Children and Young People in Sport and Physical Activity (603/7216/3)
- YMCA Level 2 Award in Engaging Children Aged 0-5 years in Sport and Physical Activity (603/7218/7)
- YMCA Level 2 Award in Delivering Sport and Physical Activity in the School Environment: Out of Curriculum (603/7217/5).

Mapping to standards

This qualification can be linked to the following:

- Department for Education: Early Years Foundation Stage Statutory Framework – March 2017
- Health and Social Care Board (NI) Childminding and Day Care for Children Under Age 12 Minimum Standards
- Welsh Government: National Minimum Standards for Regulated Childcare for Children up to the age of 12 years.

Centre approval

This qualification can only be offered by centres approved by YMCA Awards to deliver it. Details of YMCA Awards approvals processes can be found on our website:

www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre.

Training venue and equipment 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. Learners should have access to these reference materials for the validity of their certification.
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.

Qualification approval

If your centre is already approved, you should only need to complete and submit a qualification approval application, through Y-Connect to deliver this qualification. However, you may also need to complete an additional staff approval form if the qualification is going to be delivered by staff who are not currently approved by YMCA Awards. Details of additional approvals can be found on our website:

www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre.

Tutor, assessor and IQA approval requirements

Staff carrying out the delivery, assessment and internal quality assurance of these qualifications must be able to demonstrate that they meet the requirements listed below.

Centres are expected to support their staff in ensuring that their knowledge remains current for the occupational area and that staff maintain best practice in delivery, mentoring, training, assessment and verification, taking account of any national or legislative developments.

Tutors

Tutors must:

- Be technically competent in the areas for which they are delivering training. This competence must be at least to the same level as the training being delivered.
- Have recent relevant experience in the specific area they will be delivering.
- Be occupationally knowledgeable in all areas for which they are delivering training. This knowledge must be at least to the same level as the training being delivered.
- Have credible experience of providing training.

Tutors should ideally hold or be working towards one of the following qualifications:

- Level 3 Award, Level 4 Certificate or Level 5 Diploma in Education and Training
- Bachelor of Education (BEd)
- Certificate in Education (Cert Ed)
- Preparing to Teach in the Lifelong Learning Sector (PTLLS)
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- City & Guilds Further and Adult Education Teaching Certificate
- Postgraduate Certificate in Education (PGCE)
- SVQ Learning and Development (units should relate to provision of learning and development).

If none of the above are held, the centre's YMCA Awards External Quality Assurer will discuss appropriate timescales by which tutors may achieve a recognised teaching qualification.

Assessors

Assessors must:

- Be technically competent in the areas for which they are assessing. This competence must be at least to the same level as the assessment.
- Have recent relevant experience in the specific area they will be assessing.
- Be occupationally knowledgeable in all areas for which they are carrying out assessment. This knowledge must be at least to the same level as the assessment.
- Have credible experience of providing training and assessment.

Assessors should ideally hold or be working towards one of the following qualifications:

- Level 3 Certificate in Assessing Vocational Achievement
- Level 3 Award in Assessing Competence in the Work Environment
- Assessor unit A1 Assess Candidates Using a Range of Methods
- D32/33 Assess Candidate Performance Using Differing Sources of Evidence.

Note: Holders of A1 and D32/33 qualifications must work to the reviewed National Occupational Standards (NOS) for Learning and Development which can be found on the NOS Database: www.ukstandards.org.uk.

If none of the above qualifications are held, the centre's YMCA Awards External Quality Assurer will discuss appropriate timescales by which assessors may achieve a recognised assessor qualification. The assessor may be the tutor. However, the assessor cannot be the Internal Verifier.

Internal Quality Assurers

Internal quality assurers must:

- Be technically competent in the areas for which they are carrying out internal quality assurance. This competence must be at least to the same level as the qualification.
- Be occupationally knowledgeable in all areas for which they are carrying out internal quality assurance. This knowledge must be at least to the same level as the qualification.
- Have credible experience of internal quality assurance.

Internal verifiers should ideally hold or be working towards one of the following qualifications:

- Level 4 Award in Internal Quality Assurance
- Level 4 Certificate in Leading Internal Quality Assurance
- SVQ Learning and Development Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment
- V1 Conduct Internal Quality Assurance of the Assessment Process
- D34 Internally Verify the Assessment Process.

Note: Holders of V1 and D34 qualifications must work to the reviewed National Occupational Standards for Learning and Development which can be found on the NOS Database: www.ukstandards.org.uk.

If none of these qualifications are held, the centre's YMCA Awards External Quality Assurer will discuss appropriate timescales by which internal verifiers may achieve a recognised internal quality assurance qualification. It is also recommended that internal quality assurers hold a recognised assessor qualification.

Registration

All learners must be registered within the first 10% of the duration of their course (eg, for a course that lasts 10 days, learners should be registered on the first day of their course at the latest). For further details on registration please go to our website: www.ymcaawards.co.uk/registration.

Qualification availability

This qualification is available in:

- England and regulated by Ofqual
- Northern Ireland regulated by Council for Curriculum, Examinations and Assessment
- Wales and regulated by Qualifications Wales
- In other UK regions and outside the UK (regulated by Ofqual).

Reasonable adjustments and special considerations

In making this qualification available, YMCA Awards has made every attempt to make sure that there are no unnecessary barriers to achievement. You can find full details of our reasonable adjustment and special considerations policy on our website: www.ymcaawards.co.uk/centres/policies-and-procedures.

Enquires and appeals procedures

YMCA Awards has an appeals procedure in accordance with the regulatory arrangements in the General Conditions of Recognition. Full details of these procedures are available on our website: www.ymcaawards.co.uk/centres/policies-and-procedures.

Assessment and quality assurance

How the qualification is assessed

Assessment is the process of measuring a learner's skills, knowledge and understanding against the standards set in the qualification.

These qualifications are unit-based qualifications and each unit contains learning outcomes and assessment criteria. Learning outcomes set out what the learner is expected to know, understand or be able to do as a result of the learning process. Assessment criteria detail the standards a learner is expected to meet and are broken down into what the learner 'can' do as a result of successfully achieving the unit.

The learner can be assessed holistically or individually as long as they show that the learning outcomes have been achieved.

Competency based learning outcomes (eg, be able to) are typically assessed through direct observation and these will take place in a real work environment. Where a real work environment is not stipulated the observation can be simulated and be internally assessed.

Knowledge based learning outcomes (eg, know or understand) can be assessed in a number of different ways such as worksheets, projects, professional discussions etc. The assessment method chosen should reflect the content of the unit.

This qualification must be assessed in line with YMCA Awards assessment policies and procedures www.ymcaawards.co.uk/centres/centre-guidance.

The YMCA Awards Level 3 Award in Emergency Paediatric First Aid (603/7211/4) and Level 3 Award in Paediatric First Aid (603/7212/6) are assessed through Internal assessment.

Internal assessment

YMCA Awards suggest the following approaches to internal assessment:

Using a Learner Assessment Record (LAR)

This document typically contains assessment guidance and paperwork developed by YMCA Awards to support the assessment of a qualification.

To check if a Learner Assessment Record is available for this qualification, please make sure you are logged in to the centre home on the website and follow this link:

www.ymcaawards.co.uk/download-resources/lars.

Creating a portfolio of evidence

If a YMCA Awards Learner Assessment Record (LAR) is not used to evidence internal assessment then the learner must create a portfolio of evidence. Centres must work with learners to create this portfolio and need to make sure that the learner's portfolio shows coverage of the learning outcomes and/or assessment criteria where required.

A typical portfolio of evidence could include:

- Evidence index
- Assessor observation – completed observational checklists and related action plans
- Witness testimony
- Candidate's proof of work
- Worksheets
- Assignments/projects/reports/presentations
- Record of professional discussion
- Record of oral and written questioning
- Candidate and peer reports
- Recognition of Prior Learning (RPL)
- Summary of achievement.

Centre's need to make sure assessment specifications and paperwork are signed off by the EQA before delivery.

The 'Qualification content' section of this specification will give you a guide to selecting appropriate assessment methods.

External assessment

There is no external assessment associated with these qualifications.

Assessors

The role of the assessor is to make an informed judgement about the evidence a learner should provide to show they can meet the assessment criteria. For further guidance please see the 'Role of the assessor' document on the website: www.ymcaawards.co.uk/centres/centre-guidance.

Internal and external quality assurance

The role of the internal quality assurer (IQA) is to make an informed judgement(s) regarding the practice of and decisions made by the assessment team to maintain standards. They are a vital link between the assessors and the external quality assurer (EQA). For further information on the role of the IQA and the EQA go to the website: www.ymcaawards.co.uk/centres/centre-guidance.

Qualification content

Unit specifications and recommended assessment methods can be found below

Emergency Paediatric First Aid (Y/618/5976)

Unit aim

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

Unit content

The learner will:

1. Understand the role and responsibilities of the paediatric first aider

The learner can:

- 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

The learner will:

2. Be able to assess an emergency situation safely

The learner can:

- 2.1 Conduct a scene survey
- 2.2 Conduct a primary survey on an infant and a child
- 2.3 Summon appropriate assistance when necessary

The learner will:

3. Be able to provide first aid for an infant and a child who are unresponsive

The learner can:

- 3.1 Identify when to administer Cardiopulmonary Resuscitation (CPR) to an infant and a child, must include:
 - Agonal gasps
- 3.2 Demonstrate CPR using an infant and a child manikin
- 3.3 Justify when to place an infant or a child into the recovery position

3.4 Demonstrate how to place an infant and a child into the recovery position

3.5 Demonstrate continual monitoring of breathing for an infant and a child whilst they are in the recovery position

3.6 Identify how to administer first aid to an infant or a child who is experiencing a seizure

The learner will:

4. Be able to provide first aid for an infant and a child who are choking

The learner can:

4.1 Identify when choking is:

- Mild
- Severe.

4.2 Demonstrate how to administer first aid to an infant and a child who is choking

The learner will:

5. Be able to provide first aid to an infant and a child with external bleeding

The learner can:

5.1 Identify the severity of external bleeding for an infant and a child

5.2 Demonstrate how to administer first aid to an infant or a child with external bleeding

The learner will:

6. Know how to provide first aid to an infant or a child who is suffering from shock

The learner can:

6.1 Recognise when an infant or a child is suffering from shock

6.2 Identify how to administer first aid to an infant or a child who is suffering from shock

The learner will:

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

The learner can:

7.1 Identify how to administer first aid for:

- Bites, to include human and animal bites
- Stings, to include bee and wasp stings

- Small cuts
- Grazes
- Bumps and bruises
- Small splinters
- Nose bleeds.

Assessment specification	Worksheet
	Observed practical
	Compulsory questions

Managing Paediatric Illness, Injuries and Emergencies (D/618/5977)

Unit aim

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

Unit content

The learner will:

1. Be able to provide first aid to an infant or a child with suspected injuries to bones, muscles and joints

The learner can:

1.1 Recognise a suspected:

- Fracture (including the possibility of 'green stick' fracture) or dislocation
- Sprain or strain.

1.2 Identify how to administer first aid for an infant or a child with a suspected:

- Fracture or dislocation
- Sprain or strain.

1.3 Demonstrate how to apply:

- A support sling
- An elevated sling.

The learner will:

2. Be able to provide first aid to an infant or a child with suspected head and spinal injuries

The learner can:

2.1 Recognise a suspected:

- Head injury
- Spinal injury.

2.2 Identify how to administer first aid for an infant or a child with a suspected head injury

2.3 Demonstrate how to administer first aid for an infant or a child with a suspected spinal injury

The learner will:

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

The learner can:

3.1 Identify how to administer first aid for an infant or a child with a foreign body in the:

- Eye including dust/sand/a fly etc. on the eye
- Ear
- Nose.

3.2 Identify how to administer first aid for an infant or a child with an eye injury

The learner will:

4. Know how to provide first aid to an infant or a child with an acute medical condition or sudden illness

The learner can:

4.1 Recognise suspected:

- Diabetic emergency
- Asthma attack
- Allergic reaction
- Meningitis
- Febrile convulsions.

4.2 Identify how to administer first aid for an infant or a child who is suspected to be suffering from:

- Diabetic emergency
- Asthma attack
- Allergic reaction
- Meningitis
- Febrile convulsions.

The learner will:

5. Know how to provide first aid to an infant or a child who is experiencing extremes of body temperature

The learner can:

5.1 Recognise when an infant or a child is suffering from:

- Extreme cold
- Extreme heat.

5.2 Identify how to administer first aid for an infant or a child who is suffering from:

- Extreme cold
- Extreme heat.

The learner will:

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

The learner can:

6.1 Identify how to safely manage an incident involving electricity

6.2 Identify how to administer first aid for an infant or a child who has suffered an electric shock

The learner will:

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

The learner can:

7.1 Identify how to recognise the severity of burns and scalds

7.2 Identify how to administer first aid for an infant or a child with burns and scalds

The learner will:

8. Know how to provide first aid to an infant or a child with suspected poisoning

The learner can:

8.1 Identify how poisonous substances can enter the body including:

- Plants
- Fungi
- Medication

- Cleaning products
- Food
- Airborne pollutants
- Drugs
- Alcohol.

8.2 Identify how to administer first aid for an infant or a child with suspected sudden poisoning

The learner will:

9. Be able to provide first aid to an infant or a child with anaphylaxis

The learner can:

9.1 Recognise suspected anaphylaxis in an infant or a child

9.2 Identify how to administer first aid for an infant or a child with suspected anaphylaxis

9.3 Demonstrate the use of a 'training device' adrenaline auto-injector

Assessment specification	Worksheet
	Observed practical



YMCA Awards is one of the UK's leading health, fitness and wellbeing specific awarding organisations. It offers training centres and learners across the world a diverse suite of qualifications, from introductory (Level 1) to advanced levels (Level 4).

YMCA Awards issues over 30,500 qualification certificates a year, helping learners in the UK and overseas to launch and progress their careers in the active leisure sector.

*To view YMCA Awards' full range of qualifications please visit
www.ymcaawards.co.uk.*

Awarding excellence

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