



QA Level 3 Certificate in
**First Response
Emergency Care (RQF)**
Qualification Specification

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Qualification Accreditation Number (QAN)	603/0654/3
Operational start date	1 October 2016
Review date	30 September 2019
Guided learning hours (GLH):	35
Contact learning hours (CLH):	35 (minimum)
Credit value:	15
Number of units:	3 mandatory units
Assessment methods:	• Formative assessment conducted by the Trainer throughout the course • Theory assessment/multiple choice question paper: 1 x 20 question paper (minimum score 14) 1 x 30 question paper (minimum score 21) 1 x 30 question paper (minimum score 21) • Practical assessment and skills test – 11 and 3 completed throughout the course



Qualsafe Awards

Not only is Qualsafe Awards (QA) one of the largest Awarding Organisations (AO) in the UK, we are also the biggest AO for First Aid qualifications, making us an extremely trusted and recognisable name that employers look for when selecting a training provider.

We are recognised and regulated by the Office of Qualifications and Examinations Regulation (Ofqual), Qualifications Wales and the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA). This means we can offer Centres an extensive range of qualification suites including First Aid; Prehospital Care; Health and Safety; Food Safety; Fire Safety; Education and Training; Manual Handling; and Health and Social Care.

With a specialist team of subject matter experts on hand to support our Centres, including A&E Consultants, doctors, paramedics, nurses, physiotherapists and specialists in the other sectors, you can be confident that you are truly working with the industry experts.

Qualification overview

This qualification forms part of the QA Prehospital Care suite of qualifications. The qualification and learning outcomes are based on the recommendations of:

- Resuscitation Council (UK)
- Skills for Health Assessment Principles for First Aid Qualifications
- The Royal College of Surgeons of Edinburgh – Faculty of Pre-Hospital Care

Statement of Endorsement

The QA Level 3 Certificate in First Response Emergency Care (RQF) has been endorsed by the Faculty of Pre Hospital Care of the Royal College of Surgeons of Edinburgh. The Qualsafe Awards designed course also complies with the teaching and educational standards of the Faculty as described in the regulations.

This QA qualification is:

- For people who work or hope to work as emergency care providers in various healthcare settings
- Based on the Health and Safety Executive (HSE) training standard for delivery of First Aid at Work (FAW) courses for the purposes of the Health and Safety (First Aid) Regulations 1981

This qualification should give Learners a foundation level of prehospital care knowledge and clinical practice to deal with a range of prehospital care situations.

This qualification specification provides information for Centres about the delivery of the QA Level 3 Certificate in First Response Emergency Care (RQF) and includes the unit information, assessment methods and quality assurance arrangements.

Objective

The objective of the qualification is to benefit Learners by enabling them to attain the knowledge and practical competencies needed to deal with a range of prehospital emergency situations.

Purpose

The purpose of this qualification is to prepare Learners to be able to demonstrate the practical administration of safe, prompt, effective prehospital care in situations which can arise when providing emergency treatment and/or management.



Intended audience

This qualification is for people who have a specific responsibility at work, or in voluntary and community activities, to provide prehospital care to patients requiring emergency care/treatment.

Structure

This qualification comprises 3 mandatory units with a Total Qualification Time (TQT) of 150 hours. Full details of these are in *Appendix 1*.

Learners must complete all assessments/skills tests in the units successfully within the registration period to achieve the qualification. The minimum time to complete this qualification is 3 weeks and the maximum is 20 weeks.

Each credit is equivalent to 10 hours learning time. Learning time consists of guided learning hours (GLH) and self-directed study. GLH are a measure of the contact time a typical Learner will require in direct guidance – from a Trainer – to complete their programme of learning successfully, which for this qualification should be a minimum of 35 hours over 5 days (excluding breaks). Sessions should be a minimum of 2 hours. Learners should be encouraged to do a minimum of 118 hours of self-directed study, which should include additional reading and applied practice.

Other units

No other units can be combined to count towards the QA Level 3 Certificate in First Response Emergency Care (RQF).

Relationship with other related qualifications

The QA Level 3 Certificate in First Response Emergency Care (RQF) can be transferred to other qualifications under Recognition of Prior Learning (RPL) towards achievement of that qualification providing it is achieved within its registration period.

Recognition of Prior Learning

RPL is a process for recognising learning from previous training, qualifications or experience to avoid duplication of learning. It considers whether a Learner can demonstrate and prove that they meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning. Centres should inform QA prior to undertaking this process.

RPL must be: valid, reliable, authentic, current, sufficient.

It is the Centres responsibility to make sure they do not disadvantage a Learner or compromise the integrity of the qualification when using the RPL process. If sufficient understanding of a subject is in doubt training must take place.

RPL must be current, i.e. within 3 years. RPL should only be used as rationale for a reduction in contact/ guided learning hours, the Learner must still undertake assessment of all learning outcomes and criteria of the qualification in order to gain an up-to-date qualification certificate.

Evidence of prior training submitted for RPL consideration must be authenticated by the Centre and approved by QA; a certificate is not valid without referenced learning outcomes or evidence from the original training provider.



Entry requirements

Learners must be at least 17 years old on the first day of the training.

There are no other formal entry requirements but to benefit from the learning we advise that Learners have a minimum of Level 2 in literacy and numeracy or equivalent and a basic understanding of first aid.

Progression

The QA Level 3 Certificate in First Response Emergency Care (RQF) qualification may be used towards other qualifications at the same and higher levels, plus aid career progression in a relevant profession.

Requalification requirements

This qualification is valid for a period of 3 years. The Learner needs to retake the qualification before the certificate expiry date to remain qualified.

Requalification training should be delivered in no less than 21 hours (3 days) excluding breaks.

Note: Requalification requires successful completion of the original qualification.

Qualification approval requirements

Qualsafe Awards requires the Centre:

- To have appropriate policies, systems and procedures in place
- To appoint suitable individuals from their personnel team to train, assess and quality assure their QA qualifications
- To have suitable and adequate venues, equipment and learning resources

In order to secure and maintain approval from QA, Centres need a minimum staffing requirement for each qualification suite they deliver, which for this qualification is:

One Trainer/Assessor	Responsible for the delivery and assessment of qualifications
One Internal Quality Assurer	Responsible for quality assuring the delivery, assessment and awarding of this qualification

Qualsafe Awards requires the Centre staff to read and understand QA's key policies and procedures, and to abide by their contents.

Trainer/Assessor

People delivering and assessing this qualification must have:

- Occupational knowledge and competency in prehospital care (as shown in *Appendix 2*) **and**
- An acceptable training qualification (as shown in *Appendix 3*) **and**
- Hold or be working towards an acceptable assessing qualification (as shown in *Appendix 3*)

Internal Quality Assurers

Internal Quality Assurers (IQAs) of this qualification must have knowledge and skills in prehospital care as well as knowledge and competency in internal quality assurance practice. An acceptable portfolio must show:

- Occupational knowledge and skills in prehospital care – evidenced by holding a recognised qualification as shown in *Appendix 4*
- Knowledge and competency in internal quality assurance – evidenced by holding or working towards a qualification as shown in *Appendix 4*

They must also:

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

Full details of the Centre's requirements for internal quality assurance are in the *QA Centre Quality Assurance Guidance*.

Note: IQAs cannot quality assure a course for which they were the Trainer and/or Assessor.

Venue and equipment

Quality training involves using premises conducive to learning and it is a Centre's responsibility to make sure all venues used for training and assessment purposes are suitable and adequate – whether these are hired or in-house training rooms. They must also comply with all current legislation.

In addition, it is important there is a wide range of learning resources to support delivery.

As a minimum, Centres should make sure their venues, equipment and other resources include:

Resource/area:	Requirements:
CPR Adult manikins	A minimum of 1 adult manikin to every 4 learners (as per the European Resuscitation Council guidelines).
CPR Child manikins	A minimum of 1 child manikin to every 4 learners (as per the European Resuscitation Council guidelines).
CPR Infant manikins	A minimum of 1 infant manikin to every 4 learners (as per the European Resuscitation Council guidelines).
Choking trainer	A manikin or vest that Learners can use to demonstrate treatment of choking.
Airway manikin	The manikin must be suitable to demonstrate the airway manoeuvres and accept oropharyngeal, nasopharyngeal and supra-glottic airways. 1 manikin to every 4 learners.
AED trainers	At least 1 AED trainer to every 4 learners. If fewer AED trainers are provided, adjust learning hours/ lesson plans accordingly to make sure Learners are not disadvantaged.
Suction devices	A minimum of 1 suction device to every 4 Learners.
Dressings/bandages	Sufficient trauma bandages: various sizes and types. A variety of tourniquets and haemostatic agents for management of catastrophic bleeding.



Oxygen/accessories	CD/D size cylinders with the relevant equipment for use. A variety of non-re-breather masks, pocket masks and bag valve masks.
Oropharyngeal (OPA) and nasopharyngeal (NPA) airways	A full set of OPA (sizes 00 to 4). A full set of NPA (sizes 6 to 8).
Burn dressings	Sufficient burn dressings.
Adrenaline auto-injector	A minimum of 1 adrenaline auto-injector to every 4 Learners.
Reliever inhaler	A minimum of 1 reliever inhaler to every 4 Learners.
Spacer device	A minimum of 1 spacer device to every 4 Learners.
Glucose gel	A minimum of 1 glucose gel (sample).
Safety helmet	Various sizes and types relevant to their setting, which must include motorcycle helmet and may include: • Ballistic helmet • Nato helmet • Cycle helmet • Emergency services helmet • Construction industry helmet
Immobilisation devices	Pelvic splints/slings. Flexible metal covered foam splints. Cervical collars (multi-adjust).
Audio visual (AV) equipment and training aids	Sufficient AV equipment and training aids to facilitate learning using varying teaching methods.
Learning materials	Provide Learners with clear and accurate reference books/handouts covering the topics included in the qualification.
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.

Note: Learners should sit at least 1 metre apart to prevent collusion during the multiple choice question paper/theory assessment.

Course/Centre administration

Registering Learners

Register Learners with Quallsafe Awards in accordance with the guidance in the *QA Centre Handbook*.

Certification

After a Learner has completed an assessment, unit or qualification, whether they have passed or not, Centres must enter the details and assessment results on the Customer Portal at: www.qualsafeawards.org

Centres will be given login details and guidance on using the Customer Portal when they are approved to deliver a QA qualification.

The Learner receives 1 certificate on achieving this qualification.

The certificate date is the date the Learner achieves the final unit. This qualification is valid for 3 years. The Learner needs to re-take the qualification and the assessments before the end of the 3 years to remain qualified.

Qualsafe Awards recommend Learners also complete annual basic life support or immediate life support training to maintain their basic skills and keep up to date with any changes to prehospital care practice.

Delivery and support

Learner to Trainer ratio

To maintain the quality of training and assessment, make sure the class ratio is no more than 6 Learners to 1 Trainer. The assessment space should allow Learners to sit at least 1 metre apart to prevent collusion during the theory/multiple choice question paper assessment. Never allow more Learners on the course than you can cater for during the assessment.

Delivery plan

Qualsafe Awards provides Centres with a complimentary course programme and detailed lesson plans, which are:

- Carefully designed to meet the objective of this qualification and the needs of Learners, making sure Learners are adequately prepared for the assessments
- Endorsed by the Faculty of Pre Hospital Care of the Royal College of Surgeons of Edinburgh

Note: If Centres use their own lesson plans they are not endorsed and will not achieve the FPHC endorsement on their certificate.

Note: If Centres use their own lesson plans they are not endorsed and will not achieve the FPHC endorsement on their certificate.

Centres not using QA lesson plans, which are created and provided free on qualification approval, must submit their own delivery plan and have it approved by us **before** delivering this qualification. The delivery plan should:

- Include a course timetable, clearly showing the required subjects and criteria/learning outcomes are covered and the minimum 35 contact learning hours are met
- Be emailed to: info@qualsafeawards.org

Learning materials

Centres must provide each Learner with access to suitable learning materials to support their progress through the qualification. As a minimum we recommend:

- *Generic Core Material – Prehospital Emergency Care Course* by Faculty of Prehospital Care, Royal College of Surgeons of Edinburgh **or**
- *Ambulance Care Essentials, 1st edition* by Richard Pilbury and Kris Lethbridge

We would also recommend further reading in the areas of anatomy, physiology and first aid such as:

- *Anatomy and Physiology in Health and Illness, 11th edition* by Ross and Wilson
- *First Aid Made Easy* by Nigel Barraclough

Centres can choose alternative books or other learning materials but these **must be approved** by Qualsafe Awards prior to use.



Ongoing support

Qualsafe Awards Centres should provide appropriate levels of support to Learners, before, during and after the training. The purpose of the support is to:

- Assess knowledge and competence in relation to learning outcomes and the detailed assessment criteria of the units within the qualification, see *Appendix 1*
- Give Learners feedback on their progress and how they might be able to improve

Assessment

Overview

The QA Level 3 Certificate in First Response Emergency Care (RQF) skills and knowledge should be taught and assessed in accordance with currently accepted or prehospital care practice in the UK.

Methods

Qualsafe Awards has devised assessment tools to make sure Learners gain the required knowledge, skills and understanding, as detailed in the learning outcomes and assessment criteria shown in the Appendix 1. Centres should download all assessment papers from the Customer Portal in advance of the course. For each unit there are:

- Practical assessments/skills tests – observed by the Trainer throughout the course, with the results of each learning outcome recorded on the practical assessment paperwork, see *QA Guide to Assessing QA Level 3 Certificate in First Response Emergency Care (RQF)*. There are 14 practical assessments/skills tests for this qualification:
 - Adult CPR and AED (FREC)
 - Airway management
 - Assessment and treatment of trauma (bleeding)
 - Burn severity
 - Child cardiopulmonary resuscitation (FREC)
 - Choking patient (FREC)
 - Circulatory system
 - Infant cardiopulmonary resuscitation
 - Management of fractures (FREC)
 - Medical emergencies
 - Patient report form (FREC)
 - Respiratory system
 - Secondary survey (FREC)
 - Unconscious patient
- Formative assessments – a range of informal assessment procedures employed by the Trainer/Assessor during the learning process to measure each Learner's knowledge, skills and understanding related to the assessment criteria
- Theory assessment/multiple choice question papers – there is 1 paper per unit for each Learner and Learners should answer all the questions under 'examination' conditions, see *QA Multiple Choice Question Paper Guidelines*:
 - Maximum time for Unit 1 is 30 minutes, for Unit 2 it is 45 minutes and for Unit 3 it is 45 minutes
 - Minimum mark for Unit 1 is 14 out of 20, for Unit 2 it is 21 out of 30 and for Unit 3 it is 21 out of 30 to be considered for an overall 'Pass'. However, even when a Learner achieves this minimum, Trainers are expected to make a professional judgement as to whether that Learner has achieved all the assessment criteria. Trainers should use all assessment evidence available, including formative and practical assessments, to reach this judgement

Note: Centres should download all assessment papers from the Customer Portal in advance of the course.



Access to assessment

Qualsafe Awards is committed to equality and when designing the assessments for this qualification has made sure they are:

- As accessible as reasonably possible
- Able to permit reasonable adjustments to be made, while minimising the need for them

Note: If you have any suggestions for improvements, please let us know.

Centres should make sure all Learners have access to assessment and are given equal opportunities to demonstrate their competence, see *QA Multiple Choice Question Paper Guidelines*.

If a reasonable adjustment or special consideration has been made, e.g. written/theory assessments may be completed verbally if required, Centres must mitigate risk in line with QA policies and complete a Record of Reasonable Adjustments/Special Considerations Form, available to download from the Customer Portal. For more details see *QA Access to Assessment Policy*.

Note: Upload completed Record of Reasonable Adjustments/Special Considerations Forms to the Customer Portal when requesting certification.

Learners should be informed about Centre's and QA's appeals procedures and how they can access these.

Specific equality issues relevant to this qualification

It is important no Learner is turned away from a training course due to disabilities or impairments. To assess competence and gain certification however, the Learner will need to demonstrate certain practical skills. For instance, for first aid qualifications the Learner must be assessed performing practical tasks such as CPR, as per *QA Guide to assessing QA Level 3 Certificate in First Response Emergency Care (RQF)*. To pass the assessment, the Learner must demonstrate the required practical skills without assistance from a third party (unless authorised by QA following a reasonable adjustment request).

Informal record of achievement

If a Learner with disabilities cannot perform 1 or more of the practical tasks required, it may be possible for the Centre to provide a letter recording the learning outcomes that the Learner achieved. For example, a Learner may be able to demonstrate 'chest compression only CPR', instruct a third party how to place a patient in the recovery position and pass the theoretical assessments. The letter should clearly state that "this record of achievement does **not** constitute a QA Level 3 Certificate in First Response Emergency Care (RQF)".

Quality assurance

Centre internal quality assurance

The Centre is required to sample a reasonable amount of assessments as part of the quality of the qualification. This standardisation of assessment across Learners and Trainers is to make sure there is fairness and consistency in assessment practices. The arrangements for this should be included in the Centre's approved internal quality assurance policy.

Centres must retain all Learner documents and records for a period of 3 years and make sure these are available for review by QA or their representatives, e.g. External Quality Assurers (EQAs), on request.

Qualsafe Awards external quality assurance

Qualsafe Awards operates a system of ongoing monitoring, support and feedback for approved Centres across the United Kingdom.



Centres are required to inform Qualsafe Awards (via email to: qualityassurance@qualsafeawards.org) of **all** courses using the Course Notification Form, prior to delivery (ideally a minimum of 7 working days), to enable implementation of the EQA strategy for this qualification. The Course Notification Form can be found in the Downloads Sections of both the QA Portal and QA Website.

Direct Claims Status (DCS) for this qualification will only be granted upon 3 successful QA audits across 3 courses. A minimum of 1 EQA visit will be carried out within 12 months of the first course date.

Further details of the Qualsafe Awards' external quality assurance programme are available in the QA *Centre Quality Assurance Guidance*.

Further information

Contact us

If you have any queries or comments we would be happy to help you, contact us:

Email: info@qualsafeawards.org

Tel: 0845 644 3305

Useful addresses and websites

- Qualsafe Awards, City View, 3 Wapping Road, Bradford, BD3 0ED: www.qualsafeawards.org/home
- Office of Qualifications and Examinations Regulation (Ofqual): www.gov.uk/government/organisations/ofqual
- Scottish Qualifications Authority (SQA): www.sqa.org.uk
- Faculty of Pre Hospital Care The Royal College of Surgeons of Edinburgh: www.fphc.co.uk
- Health & Safety Executive (HSE): www.hse.gov.uk
- Skills for Health: www.skillsforhealth.org.uk
- Resuscitation Council (UK): www.resus.org.uk



Appendix 1 – Qualification units

Qualification unit 1

The QA Level 3 Certificate in First Response Emergency Care (RQF) has 3 units that Learners are required to complete in order to achieve the qualification.

Title:	Unit 1 First Response Emergency Care
GLH:	10
Level:	3
Credit value:	4
Learning outcomes The Learner will:	Assessment criteria The Learner can:
1. Understand the role and responsibilities of a first responder providing emergency care	1.1 Summarise role and responsibilities of a first responder providing emergency care 1.2 Apply methods to minimise the risk of infection to self and others 1.3 Identify need for establishing consent to provide first response emergency care 1.4 Identify first response emergency care equipment 1.5 Demonstrate safe use of first response emergency care equipment 1.6 Use an appropriate method to record an incident 1.7 Identify patient specific medical documents
2. Be able to assess an incident	2.1 Perform a dynamic scene risk assessment 2.2 Demonstrate initial management of a scene 2.3 Give examples of when and how to call for help
3. Be able to assess a patient	3.1 Perform a primary survey 3.2 Assess a patient's level of consciousness 3.3 Perform a secondary survey
4. Be able to assess a patient's airway	4.1 Identify airway anatomy 4.2 Implement stepwise airway management methodologies 4.3 Demonstrate dynamic airway assessment
5. Be able to manage a patient's airway	5.1 Explain need to clear the airway 5.2 Demonstrate how to clear the airway using: • Postural drainage • Manual techniques • Recovery position • Suctioning equipment 5.3 Demonstrate how to select and insert an: • Oropharyngeal airway adjunct • Nasopharyngeal airway adjunct 5.4 Demonstrate removal of an: • Oropharyngeal airway adjunct • Nasopharyngeal airway adjunct 5.5 Differentiate between a patient with a partially blocked airway and a completely blocked airway 5.6 Demonstrate how to manage a patient with a: • Partially blocked airway • Completely blocked airway



6. Be able to manage an unresponsive patient who is not breathing normally	6.1 Demonstrate how to open patient's airway and check for breathing 6.2 Justify when to commence cardiopulmonary resuscitation 6.3 Demonstrate cardiopulmonary resuscitation for an adult on a manikin 6.4 Demonstrate cardiopulmonary resuscitation for a child on a manikin 6.5 Demonstrate cardiopulmonary resuscitation for an infant on a manikin 6.6 Perform a patient handover 6.7 Explain modifications required during cardiac arrest for: • Third trimester pregnancy • Neck stoma 6.8 Clarify when resuscitation should not be attempted 6.9 Explain return of spontaneous circulation procedures
7. Be able to use appropriate equipment during a resuscitation attempt	7.1 Justify when to use an automated external defibrillator 7.2 Demonstrate effective use of an automated external defibrillator 7.3 Summarise safety considerations when using an automated external defibrillator 7.4 Demonstrate use of: • Bag valve mask device (BVM) • Pocket mask • Oxygen connected to BVM or pocket mask 7.5 Explain modifications for child defibrillation
8. Be able to administer emergency oxygen	8.1 Identify indications for emergency oxygen therapy 8.2 Identify health and safety principles for the use of oxygen 8.3 Demonstrate how to administer emergency oxygen 8.4 Monitor the effects of emergency oxygen
Other information	Medical documents May be specific to the Learners' setting and can include: • Do not attempt CPR forms • Advanced decisions • Living wills • Prescriptions • No known drug allergy patches (this list is not exhaustive) Primary survey Should include prioritised assessment of <C> AcBCDE (Catastrophic bleeding, Airway, c-spine, Breathing, Circulation, Disability, Environment/Exposure) Level of consciousness Can be measured using the AVPU or Glasgow Coma Scale method When to commence cardiopulmonary resuscitation Should include recognition of agonal gasps Resuscitation should not be attempted: • Clinician tells you to stop • Massive cranial and cerebral destruction • Hemorrhage or similar massive injury • Decomposition/putrefaction • Incineration • Hypostasis • Rigor mortis • Exceptional circumstances/remote location/Search and rescue environment (this list is not exhaustive)



Qualification unit 2

Title:	Unit 2 First Response Emergency Care of Trauma
GLH:	14
Level:	3
Credit value:	6
Learning outcomes The Learner will:	Assessment criteria The Learner can:
1. Be able to manage catastrophic bleeding	1.1 Recognise catastrophic bleeding 1.2 Demonstrate management of catastrophic bleeding using: • Direct pressure • Tourniquets • Haemostatic agents
2. Be able to manage a patient who is in shock	2.1 Summarise recognition features of shock 2.2 Demonstrate management of a patient who is in shock
3. Be able to manage a patient who is bleeding	3.1 Identify the major components of the circulatory system 3.2 Differentiate between types of bleeding 3.3 Apply methods to treat external bleeding 3.4 Explain recognition features of internal bleeding
4. Know how to manage a patient with burns or scalds	4.1 Classify the severity of burns and scalds 4.2 Explain methods to treat burns and scalds involving: • Dry heat • Wet heat • Electricity • Chemicals
5. Know how to manage a patient with minor injuries	5. Describe the management of: • Small cuts • Grazes • Bruises • Splinters 5.2 Summarise management of an eye injury involving: • Dust • Chemicals • Embedded object
6. Know how to manage a patient with sudden poisoning	6.1 Identify routes that poisons can take to enter the body 6.2 Identify sources of information for treating those affected by sudden poisoning 6.3 Recognise effects of intoxicating substances 6.4 Summarise management of a patient affected by: • Sudden poisoning • Intoxicating substances



7. Be able to provide emergency care to a patient with head and spinal injuries	7.1 Recognise suspected: • Concussion • Skull fracture • Cerebral compression • Spinal injury 7.2 Demonstrate how to provide emergency care for suspected: • Concussion • Skull fracture • Cerebral compression • Spinal injury 7.3 Demonstrate how to remove a safety helmet from a patient 7.4 Demonstrate how to correctly size immobilisation devices 7.5 Demonstrate how to apply immobilisation devices
8. Be able to provide emergency care to a patient with injuries to bones, muscles and joints	8.1 Recognise suspected: • Fractures • Dislocations • Sprains and strains 8.2 Demonstrate how to provide emergency care for suspected: • Fractures • Dislocations • Sprains and strains
Other information	Methods to treat external bleeding Should include: • Direct pressure • Embedded object Intoxicating substances Should include: • Caffeine • Illegal highs • Illegal drugs • Alcohol • Viagra (this list is not exhaustive) Safety helmet Must include: • Motorcycle helmet Should include: • Ballistic helmet • Nato helmet • Cycle helmet • Emergency service issue helmet • Construction industry helmet (this list is not exhaustive) Immobilisation devices Must include: Pelvic splints May include: Cervical collars (this list is not exhaustive)



Qualification unit 3

Title:	Unit 3 First Response Emergency Care of Medical Conditions
Unit ref:	L/507/1026
GLH:	11
Level:	3
Credit value:	5
Learning outcomes The Learner will:	Assessment criteria The Learner can:
1. Understand how to identify a patient with breathing difficulties	1.1 Identify major components of the respiratory system 1.2 Explain recognition features of hypoxia 1.3 Explain recognition features of asthma 1.4 Explain recognition features of hyperventilation 1.5 Explain recognition features of a chest injury 1.6 Explain recognition features of positional asphyxia
2. Understand how to manage a patient with breathing difficulties	2.1 Explain how to manage a patient with acute asthma 2.2 Assemble spacer device with reliever inhaler 2.3 Summarise how to manage a patient who is hyperventilating 2.4 Summarise the management of an open chest injury 2.5 Manage a positional asphyxiated patient
3. Know how to manage a patient with anaphylaxis	3.1 Identify common triggers of anaphylaxis 3.2 Identify life-threatening features of anaphylaxis 3.3 Distinguish between allergic reaction and anaphylaxis 3.4 Demonstrate management of a patient with anaphylaxis 3.5 Demonstrate safe use of an adrenaline auto-injector
4. Know how to manage a patient with suspected major illness	4.1 Summarise recognition features of major illnesses including: • Heart Attack • Angina • Stroke • Diabetes • Meningitis 4.2 Explain how to manage major illnesses including: • Heart Attack • Angina • Stroke • Diabetes • Meningitis
5. Know how to manage a patient who is in seizure	5.1 Recognise seizures including: • Partial seizure • Generalised seizure 5.2 Explain how to manage a patient in seizure



6. Understand how to provide emergency care for the effects of environmental exposure	6.1 Recognise suspected: • Hypothermia • Hyperthermia • Sun stroke • Dehydration • Exhaustion • Food poisoning 6.2 Identify how to provide emergency care for suspected: • Hypothermia • Hyperthermia • Sun stroke • Dehydration • Exhaustion • Food poisoning
Other information	Diabetes Treatment of hypoglycaemia should include the provision of the appropriate dose of oral glucose gel

Appendix 2 – Occupational knowledge and competence in prehospital care

All Trainers, Assessors and EQAs must have occupational knowledge and competence in prehospital emergency care.

Acceptable evidence includes:

- 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**
- QA Level 5 Diploma in First Response Emergency and Urgent Care (RQF) **or**
- Institute of Health and Care Development (IHCD) Ambulance Technician **or**
- Level 4 Diploma for Associate Ambulance Practitioners (QCF or RQF) **or**
- QA Level 4 Certificate in First Response Emergency Care (QCF or RQF) **or**
- Defence medic **or**
- IHCD First Person on Scene – enhanced **or**
- Equivalent*

and

- Provide an up-to-date portfolio showing recent experience (within the last 2 years) of working in an emergency care environment.

*Other equivalent qualifications must be submitted to Quallsafe Awards with detailed evidence of course/qualification content, learning outcomes and assessment criteria.

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



Appendix 3 – 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 also hold or be working towards an acceptable assessor qualification, as identified in the table below:

Qualification	Train	Assess
Level 3 Award in Education and Training (QCF or RQF)	√	√
Level 4 Certificate in Education and Training (QCF or RQF)	√	√
Level 5 Diploma in Education and Training (QCF or RQF)	√	√
Cert Ed/PGCE/B Ed/M Ed	√	√
SVQ 3 Learning and Development SCQF Level 8	√	√
SVQ 4 Learning and Development SCQF Level 9	√	√
TQFE (Teaching Qualification for Further Education)	√	√
Planning and Delivering Learning Sessions to Groups SCQF Level 6 (SQA Unit)	√	√
L&D Unit 6 Manage Learning and Development in Groups SCQF Level 8 (SQA Accredited)	√	√
L&D Unit 7 Facilitate Individual Learning and Development in Groups SCQF Level 8 (SQA Accredited)	√	√
L&D Unit 8 Engage and Support Learners in the Learning and Development Process SCQF Level 8 (SQA Accredited)	√	√
Carry Out the Assessment Process SCQF Level 7 (SQA Unit)		√
Level 3 Certificate in Assessing Vocational Achievement (QCF or RQF)		
L&D Unit 9DI– Assess workplace competences using direct and indirect methods SCQF Level 8(SQA Accredited) – replacing Units A1 and D32/33		√
L&D Unit 9D – Assess workplace competence using direct methods SCQF Level7 (SQA Accredited) – replacing Units A2 and D32		√
Other Acceptable Qualifications		
CTLTS/DTLLS	√	√
PTLLS with unit ‘Principles and Practice of Assessment’ (12 credits)	√	√
Further and Adult Education Teacher’s Certificate	√	√
IHCD Instructional Methods	√	√
IHCD Instructor Certificate	√	√
English National Board 998	√	√
Nursing mentorship qualifications	√	√
S/NVQ level 3 in training and development	√	√
S/NVQ level 4 in training and development	√	√
PDA Developing Teaching Practice in Scotland’s Colleges SCQF Level 9 (SQA Qualification)	√	
PDA Teaching Practice in Scotland’s Colleges SCQF Level 9 (SQA Qualification)	√	
PTLLS (6 credits)	√	
Training Group A22, B22, C21, C23, C24	√	
Learning and Teaching – Assessment and Quality Standards SCQF Level 9 (SQA Unit)		√
A1 (D32/33) – Assess candidates using a range of methods		√
Conduct the Assessment Process SCQF Level 7 ((SQA Unit)		√
A2 (D32) – Assess candidates’ performance through observation		√



Appendix 4 – Qualifications suitable for internal quality assurance

- Internal Quality Assurers (IQAs) must: Have occupational knowledge and skills in prehospital care, as a minimum IQAs must hold a QA Level 3 Certificate in First Response Emergency Care (QCF or RQF)
- Hold or be working towards an acceptable quality assurance qualification

SQA Accredited Learning and Development Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment
Regulated 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 or RQF)
Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice (QCF or RQF)
Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF or RQF)
V1 or D34
SQA Internally Verify the Assessment Process

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

Note: If relevant qualifications or experience do not appear on this list, please provide us with details as these alternatives could be acceptable. Other equivalent qualifications must be submitted to Qualsafe Awards with detailed evidence of course/qualification content, learning outcomes and assessment criteria.



www.qualsafeawards.org

Tel: 0845 644 3305

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QA Level 4 Certificate in
**First Response
Emergency Care (RQF)**
Qualification Specification

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Key qualification information

Qualification number:	603/2759/5
Operational start date:	13 December 2017
Total Qualification Time (TQT):	180 hrs
Guided learning hours (GLH):	39 hrs (minimum)
Credit value:	18
Number of units (components):	1 (3 components)
Assessment methods:	• Formative assessment conducted by the Trainer throughout the course • Practical assessment – 3 to be completed throughout the course • Skills test – 2 to be completed throughout the course • Assignments – 3 workbooks, i.e. 1 per component to be completed throughout the programme (off course) • Invigilated exam – 2 to be completed throughout the course



Qualsafe Awards

Not only is Qualsafe Awards (QA) one of the largest Awarding Organisations (AO) in the UK, we are also the biggest AO for First Aid qualifications, making us an extremely trusted and recognisable name that employers look for when selecting a training provider.

We are recognised and regulated by the Office of Qualifications and Examinations Regulation (Ofqual), Qualifications Wales and the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA). This means we can offer Centres an extensive range of qualification suites including First Aid; Prehospital Care; Health and Safety; Food Safety; Fire Safety; Education and Training; Manual Handling; and Health and Social Care.

With a specialist team of subject matter experts on hand to support our Centres, including A&E Consultants, doctors, paramedics, nurses, physiotherapists and specialists in the other sectors, you can be confident that you are truly working with the industry experts.

Qualification overview

This qualification forms part of the QA Prehospital Care suite of qualifications. The qualification and learning outcomes are based on the recommendations of:

- Resuscitation Council (UK)
- Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence
- Faculty of Pre Hospital Care (RCS Ed)

This QA qualification is:

- For people who work as emergency care providers in various healthcare settings who would be expected to assess patients using a variety of methods including physiological measures and be able to act on their findings
- Based on skill set E of the prehospital provider competencies Faculty of Prehospital Care RCS Ed framework

This qualification should give Learners an intermediate level of prehospital care knowledge and clinical practice to deal with a range of prehospital care situations.

This qualification specification provides information for Centres about the delivery of the QA Level 4 Certificate in First Response Emergency Care (RQF) and includes the unit information, assessment methods and quality assurance arrangements.

Objective

The objective of the qualification is to benefit Learners by enabling them to attain the knowledge and practical competencies needed to deal with a range of prehospital emergency situations. The qualification is designed to act as proof the Learner has undergone a programme of learning and assessment to demonstrate competency in the area of prehospital care to gain employment and a 'licence to practice' from an employer.

Purpose

The purpose of this qualification is to provide Learners the ability to meet a 'licence to practice' requirement that allows them to act within their scope of practice to administer safe, prompt, effective prehospital care in situations which can arise when providing emergency and urgent treatment and/or management.



Intended audience

This qualification is for people who have a specific responsibility at work, or in voluntary and community activities, to provide prehospital care to patients requiring emergency and urgent care/treatment. It is ideal for those looking to progress their careers within the NHS or private ambulance services as an emergency care assistant, intermediate ambulance practitioner, event medical provider, associate practitioner, healthcare assistant and supports specialist medical roles within the military, police and fire services.

Structure

This qualification contains 1 mandatory unit (split into 3 components) with a Total Qualification Time (TQT) of 180 hours. Full details of these components are in *Appendix 1*.

Learners must complete all assessments successfully within the registration period to achieve the qualification. The maximum period to achieve this qualification, including any referrals is 12 months.

TQT is the total number of hours required for a Learner to achieve this qualification. It has 2 elements:

- Guided Learning Hours (GLH) is the time a Learner is being taught and assessed under the immediate guidance of a Trainer/Assessor, which for this qualification is 39 GLH (minimum), and
- The number of hours a Learner will reasonably be likely to spend in preparation and study, including assessment, as directed by, but not under the immediate guidance or supervision of a Trainer,
e.g. pre-course reading, research, assignment completion, mentored practice/work experience, etc. which for this qualification is 141 hours

Other units

No other units can be combined to count towards the QA Level 4 Certificate in First Response Emergency Care (RQF).

Relationship with other related qualifications

The QA Level 4 Certificate in First Response Emergency Care (RQF) is part of a progressive suite of prehospital care qualifications. However the unit and components do not form part of any other qualification.

Recognition of Prior Learning

RPL is a process for recognising learning from previous training, qualifications or experience to avoid duplication of learning. It considers whether a Learner can demonstrate and prove that they meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning. Centres should inform QA prior to undertaking this process.

RPL must be: valid, reliable, authentic, current, sufficient.

It is the Centres responsibility to make sure they do not disadvantage a Learner or compromise the integrity of the qualification when using the RPL process. If sufficient understanding of a subject is in doubt training must take place.

RPL must be current, i.e. within 3 years. RPL should only be used as rationale for a reduction in contact/guided learning hours; the Learner must still undertake assessment of all learning outcomes and criteria of the qualification in order to gain an up-to-date qualification certificate.

Evidence of prior training submitted for RPL consideration must be authenticated by the Centre and approved by QA; a certificate is not valid without referenced learning outcomes or evidence from the original training provider.



Entry requirements

Learners must be at least 18 years old on the first day of the training.

Learners must have successfully completed the QA Level 3 Certificate in First Response Emergency Care (QCF or RQF) qualification or a QA recognised equivalent before they can begin the QA Level 4 Certificate in First Response Emergency Care (RQF) qualification.

There are no other formal entry requirements but to benefit from the learning we advise that Learners have a minimum of Level 2 in literacy and numeracy or equivalent.

Progression

The QA Level 4 Certificate in First Response Emergency Care (RQF) qualification may be used towards other qualifications at the same and higher levels, plus aid career progression in a relevant profession.

Requalification requirements

Once achieved this qualification is valid while the Learner maintains a CPD portfolio and has attended annual refresher training. Training should include the assessment and treatment of cardiorespiratory arrest and life-threatening injury/illness. This may include an Immediate Life Support qualification.

Qualification approval requirements

Qualsafe Awards requires the Centre:

- To have appropriate policies, systems and procedures in place
- To appoint suitable individuals from their personnel team to train, assess and quality assure their QA qualifications
- To have suitable and adequate venues, equipment and learning resources

In order to secure and maintain approval from QA, Centres need a minimum staffing requirement for each qualification suite they deliver, which for this qualification is:

One Trainer/Assessor	Responsible for the delivery and assessment of qualifications
One Internal Quality Assurer	Responsible for quality assuring the delivery, assessment and awarding of this qualification

Qualsafe Awards requires the Centre staff to read and understand QA's key policies and procedures, and to abide by their contents.

Trainer/Assessor

People delivering or assessing this qualification must have:

- Occupational knowledge and competency in prehospital care as shown in *Appendix 2* **and**
- An acceptable teaching qualification as shown in *Appendix 3* **and**
- Hold or be working towards an acceptable assessing qualification as shown in *Appendix 3*



Internal Quality Assurers

Internal Quality Assurers (IQAs) of this qualification must have knowledge and skills in prehospital care as well as knowledge and competency in internal quality assurance practice. An acceptable portfolio must show:

- Occupational knowledge and skills in prehospital care as shown in *Appendix 4* **and**
- Hold or be working towards an acceptable internal quality assurance qualification as shown in *Appendix 4*

They must also:

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

Full details of the Centre's requirements for internal quality assurance are in the *QA Centre Quality Assurance Guidance*.

Note: IQAs cannot quality assure a course for which they were the Trainer and/or Assessor.

Venue and equipment

Quality training involves using premises conducive to learning and it is a Centre's responsibility to make sure all venues used for training and assessment purposes are suitable and adequate – whether these are hired or in-house training rooms. They must also comply with all current legislation.

In addition, it is important there is a wide range of learning resources to support delivery.

As a minimum, Centres should make sure their venues, equipment and other resources include:

Resource/area:	Requirements:
Immediate life support equipment	Immediate Life Support manikins (must be suitable to demonstrate airway manoeuvres and accept oropharyngeal (OPA), nasopharyngeal (NPA) and supraglottic airways). 1 manikin to every 4 Learners. Or CPR Adult manikins, minimum of 1 adult manikin to every 4 Learners. and Airway manikins (must be suitable to demonstrate airway manoeuvres and accept oropharyngeal, nasopharyngeal and supraglottic airways). 1 manikin to every 4 Learners. Also Full set of OPA (sizes 00 to 4). Full set of NPA (sizes 6 to 8). Variety of current Resuscitation Council UK approved supraglottic airway devices for example: • i-gel • Laryngeal mask Suction devices, minimum of 1 suction device to every 4 Learners. AED or defibrillator trainers, minimum 1 AED trainer to every 4 Learners. Oxygen cylinder with the relevant equipment for use. Bag-valve-mask. Adult non-rebreather mask. Multi flow rate masks (Ventura type or similar). Nasal cannulae. SpO₂ monitor. ETCO₂ monitor (optional).
Electrocardiograph (ECG) monitor	An ECG monitor capable of providing 3 and 12 lead ECG traces. Razor. Sufficient electrodes.



Physiological observations equipment	Various monitoring and assessment equipment, including: • Manual sphygmomanometer • Stethoscopes • Pulse oximeter • Thermometer and consumables • Blood glucose monitor and consumables • Peak flow meter and consumables
N₂O₂ therapy	N₂O₂ cylinder. Demand valve, hose and probe. Mouthpieces. Face mask. Bacterial/viral filter.
Fracture immobilisation and extrication devices	Various types of prehospital immobilisation devices: • Cervical collar • Pelvic splint • Vacuum splint • Box splint • Traction splint Various types of current prehospital spinal immobilisation device: • Extrication long board and accessories • Orthopaedic stretcher and accessories • Kendrick extrication device • Vacuum mattress stretcher (optional)
Trauma consumables	A variety of manufactured non-occlusive and occlusive chest dressings. A variety of manufactured tourniquets and haemostatic agents. Sufficient trauma bandages: various sizes and types, including triangular bandages and cling film. A variety of blankets: various sizes and types, including cellular and foil.
Assisting the clinician equipment	Intravenous (IV) cannulation equipment: • Various sizes of cannula • IV dressings • Chloraprep or similar • Sharps container • IV giving sets • IV flushes • Syringes • IV tourniquet • IV training arm Intraosseous (IO) infusion system: • Various sizes of intraosseous needles • IO needle securing device or dressing • IO training bone or device Infusion equipment: • IV bag (sample) Intubation equipment: • Laryngoscope (handle and various blades) • Magill forceps • Various sizes of endotracheal tubes • Bougie • Tube holder or securing device • Syringe • End-tidal CO₂ detector Cricothyroidotomy equipment (optional): • Cricothyroidotomy kit or alternative



Course/Centre administration

Registering Learners

Register Learners with Qualsafe Awards in accordance with the guidance in the *QA Centre Handbook*.

Certification

After a Learner has completed an assessment, component or qualification, whether they have passed or not, Centres must enter the details and assessment results on the Customer Portal at: www.qualsafeawards.org

Centres will be given login details and guidance on using the Customer Portal when they are approved to deliver a QA qualification.

The Learner receives a certificate on achieving this qualification.

The certificate date is the date the Learner successfully achieves all assessments/components of the qualification. This qualification is valid for 1 year, unless the Learner maintains a CPD portfolio and holds a valid Immediate Life Support (ILS) qualification.

Delivery and support

Learner to Trainer ratio

To maintain the quality of training and assessment, make sure the class ratio is no more than 6 Learners to 1 Trainer. Never allow more Learners on the course than you can cater for during the assessment.

Delivery plan

Qualsafe Awards provides Centres with a complimentary course programme and detailed lesson plans, which are carefully designed to meet the objective of this qualification and the needs of Learners, making sure Learners are adequately prepared for the assessments.

Pre-course reading is an essential component of successfully delivering the course programme. We strongly advise Learners are provided with suitable Learning materials (below) in advance of the course start date, to complete approximately 20hrs worth of study in the following areas:

- Patient assessment strategy
- 'Normal' physiological parameters for children and adults
- Oxygen/entonox administration guidelines
- Anatomy physiology (respiratory, cardiovascular, nervous and digestive systems)
- Spotting the sick child
- Sepsis

Similarly, off-course study and assessment time (to complete assignments) is just as important. Learners should be given the opportunity to reflect on and consolidate their learning, carry out their own exploration and research, refine and practice their skills, develop their knowledge and understanding through additional reading, completing assignments and preparing for summative assessment. Therefore we recommend a 5 days (minimum) course programme, with additional consolidation days s between, see below.



To accommodate all key elements we recommend the course programme is delivered in the following phases:

1. Pre-course reading – 20hrs
2. Face-to-face delivery of days 1 and 2 – 16hrs
3. 1-2 weeks off-course study including completion of Workbook 1 – 40hrs
4. Face-to-face delivery of days 3 and 4 – 16hrs
5. 3-4 weeks off-course study including completion of Workbooks 2 and 3 and revision time in preparation for invigilated exams – 81hrs
6. Face-to-face delivery of day 5 – 8hrs

Centres wishing to adopt a different approach, such as a 5-day intensive learning programme (with the extended study and assignment completion bolted on at the end), can do so but they must submit their course programme to us, clearly outlining how Learner progress (away from the course) will be monitored and supported, prior to implementation.

Centres not using QA lesson plans, which are created and provided free on qualification approval, must submit their own delivery plan and have it approved by us **before** delivering this qualification. The delivery plan should:

- Include a course timetable, clearly showing the required subjects and criteria/learning outcomes are covered and the minimum 39 contact learning hours are met
- Clearly demonstrate all phases (above) are embedded within the overall course programme
- Be emailed to: info@qualsafeawards.org

Learning materials

Centres must provide each Learner with access to suitable learning materials to support their progress through the qualification. As a minimum we recommend:

- *Generic Core Material – Prehospital Emergency Care Course* by Faculty of Prehospital Care, Royal College of Surgeons of Edinburgh

Or

- *Ambulance Care Practice, 1st edition* by Richard Pilbery and Kris Lethbridge

Also

- *Anatomy and Physiology in Health and Illness, 12th edition* by Ross and Wilson
- *UK Ambulance Services Clinical Practice Guidelines (current edition)* by JRCALC, AACE and University of Warwick

Centres can choose alternative books or other learning materials but these **must be approved** by Qualsafe Awards prior to use.

Ongoing support

Qualsafe Awards Centres should provide appropriate levels of support to Learners throughout the qualification. The purpose of the support is to:

- Assess knowledge and competence in relation to learning outcomes and the detailed assessment criteria of the units within the qualification, see *Appendix 1*
- Give Learners feedback on their progress and how they might be able to improve



Assessment

Overview

The QA Level 4 Certificate in First Response Emergency Care (RQF) skills and knowledge should be taught and assessed in accordance with currently accepted prehospital care practice in the UK.

Methods

Qualsafe Awards has devised assessment tools to make sure Learners gain the required knowledge, skills and understanding, as detailed in the learning outcomes and assessment criteria shown in the *Appendix 1*. Centres should download all assessment papers from the Customer Portal in advance of the course. For each component there are:

- Practical assessments/skills tests – observed by the Trainer throughout the course, with the results of each learning outcome recorded on the practical assessment paperwork, see *Guide to Assessing QA Level 4 Certificate in First Response Emergency Care (RQF)*. There are 2 practical assessments and 3 skills tests for this qualification:
 - Immediate Life Support (Adult) practical assessment
 - Assessment and treatment of trauma practical assessment
 - Physiological observations skills test
 - Assisting with clinical interventions skills test
 - Immobilisation and extrication equipment skills test
- Formative assessments – a range of informal assessment procedures employed by the Trainer/Assessor during the learning process to measure each Learner's knowledge, skills and understanding related to the assessment criteria
- Assignments – 3 workbooks (1 per component) to be completed throughout the programme (off course)
- Invigilated exam – 2 to be completed throughout the course:
 - *ECG recognition* has 100% pass mark and a time limit of 15 minutes to complete
 - *Anatomy, physiology, pathophysiology and applied practice* has 70% pass mark every question and a time limit of 45 minutes to complete

However, even when a Learner achieves this minimum, Trainers are expected to make a professional judgement as to whether that Learner has achieved all the assessment criteria. Trainers should use all assessment evidence available, including formative/theory and practical assessments, to reach this judgement.

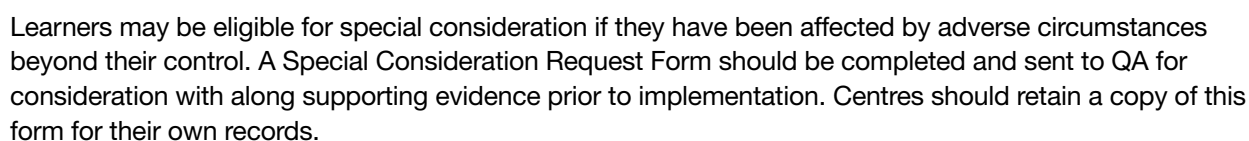
Note: Centres should download all assessment papers from the Customer Portal in advance of the course.

Access to assessment

Qualsafe Awards is committed to equality when designing the assessments for this qualification. Centres can make sure they do not unfairly exclude the assessment needs of a particular Learner by following the QA *Access to Assessment Policy* to determine whether it is appropriate to make a:

- Reasonable adjustment or
- Special consideration

When a reasonable adjustment is made or requested, e.g. written or theory assessment delivered verbally, Centres must complete a Reasonable Adjustment Form and send it to QA with any relevant supporting evidence. Centres should retain a copy of this form for their own records.



Centres should make sure all Learners have access to assessment and are given equal opportunities to demonstrate their competence, see *Guide to Assessing QA Level 4 Certificate in First Response Emergency Care (RQF)*.

If a reasonable adjustment or special consideration has been made, e.g. written/theory assessments have been completed verbally if required, Centres must mitigate risk in line with QA policies and complete a Reasonable Adjustment Form/Special Consideration Request Form, available to download from the Customer Portal. For more details see *QA Access to Assessment Policy*.

Note: Forward completed Reasonable Adjustment Form/Special Consideration Request Forms to Quasafe Awards before requesting certification.

Learners should be informed about Centre's and QA's appeals procedures and how they can access these.

Specific equality issues relevant to this qualification

It is important no Learner is turned away from a training course due to disabilities or impairments. To assess competence and gain certification however, the Learner will need to demonstrate certain practical skills. For instance, for prehospital care qualifications the Learner must be assessed performing practical tasks such as Immediate Life Support as per *Guide to Assessing QA Level 4 Certificate in First Response Emergency Care (RQF)*. To pass the assessment, the Learner must demonstrate the required practical skills without assistance from a third party (unless authorised by QA following a reasonable adjustment request).

Informal record of achievement

If a Learner with disabilities cannot perform 1 or more of the practical tasks required, it may be possible for the Centre to provide a letter recording the learning outcomes that the Learner achieved. For example, a Learner may be able to demonstrate administering medical gases, instruct a third party how to apply a splint and pass the theoretical assessments. The letter should clearly state that “this record of achievement does **not** constitute a QA Level 4 Certificate in First Response Emergency Care (RQF)”.

Quality assurance

Centre internal quality assurance

The Centre is required to sample a reasonable amount of assessments as part of the quality assurance of the qualification. This standardisation of assessment across Learners and Trainers is to make sure there is fairness and consistency in assessment practices. The arrangements for this should be included in the Centre's approved internal quality assurance policy.

Centres must retain all Learner documents and records for a period of 3 years and make sure these are available for review by Qualsafe Awards or our representatives, e.g. External Quality Assurers (EQAs), on request.

Qualsafe Awards external quality assurance

Qualsafe Awards operates a system of ongoing monitoring, support and feedback for approved Centres across the United Kingdom.

Centres are required to inform Qualsafe Awards (via email to: qualityassurance@qualsafeawards.org) of **all** courses using the Course Notification Form, prior to delivery (ideally a minimum of 7 working days), to enable



implementation of the EQA strategy for this qualification. The Course Notification Form can be found in the Downloads Sections of both the QA Portal and QA Website.

Direct Claims Status (DCS) for this qualification will only be granted on 3 successful QA desk based audits across 3 courses.

QA employs a risk based model to decide the frequency of EQA visits and each approved Centre will receive at least 1 EQA visit within a 3 year cycle.

Further details of the Qualsafe Awards' external quality assurance programme are available in the QA Centre *Quality Assurance Guidance*.

Further information

Contact us

If you have any queries or comments we would be happy to help you, contact us:

Email: info@qualsafeawards.org

Tel: 0845 644 3305

Useful addresses and websites

- Qualsafe Awards, City View, 3 Wapping Road, Bradford, BD3 0ED: www.qualsafeawards.org/home
- Office of Qualifications and Examinations Regulation (Ofqual): www.gov.uk/government/organisations/ofqual
- Scottish Qualifications Authority (SQA) Accreditation: <http://accreditation.sqa.org.uk>
- Qualifications Wales: www.qualificationswales.org
- Health & Safety Executive (HSE): www.hse.gov.uk
- Skills for Health: www.skillsforhealth.org.uk
- Resuscitation Council (UK): www.resus.org.uk
- Faculty of Pre Hospital Care: www.fphc.co.uk



Appendix 1 – Qualification unit 1

The QA Level 4 Certificate in First Response Emergency Care (RQF) has 1 unit (Intermediate First Response Emergency Care) made up of 3 components that Learners are required to complete in order to achieve the qualification:

- Patient assessment and management
- Emergency Trauma Care
- Focused Emergency and Urgent Care

Component 1 Patient assessment and management

Title:	Patient assessment and management
Level:	4
Learning outcomes The Learner will:	Assessment criteria The Learner can:
1. Be able to assess and manage injury and illness	1.1 Explain the components of the <C>ABCDE approach to conducting an initial patient assessment 1.2 Perform a patient assessment on a patient with a: • Life threatening illness/injury • Non-life threatening illness/injury 1.3 Demonstrate management of a patient with a: • Life threatening illness/injury • Non-life threatening illness/injury 1.4 Classify multiple patients using a triage sieve 1.5 Justify the need to carry out physiological measures 1.6 Assess a patient's: • Level of consciousness • Blood pressure • Skin temperature, colour and texture • Temperature • Pupillary response • Blood glucose measurement • Peak flow measure • Saturation of peripheral oxygen (SpO₂) • Face, arm and speech
2. Understand the structure and function of the heart including the cardiac conduction system	2.1 Identify the structure of the heart 2.2 Explain the electrical conduction system of the heart relating to the cardiac cycle
3. Understand pathological changes associated with heart disease	3.1 Explain the development of coronary artery disease 3.2 Explain how the function of the heart is affected by: • Arrhythmias • Heart failure



4. Know how to use electrocardiogram (ECG) monitoring on a patient	4.1 Explain what an electrocardiogram is and what it measures 4.2 Justify the need to carry out an ECG 4.3 Apply a 3 lead ECG to a patient 4.4 Recognise key characteristics on a 3 lead ECG trace 4.5 Distinguish between: • Normal sinus rhythm • Ventricular fibrillation • Ventricular tachycardia • Asystole • Bradycardia • Tachycardia 4.6 Demonstrate how to use a 12 lead ECG on a patient 4.7 Recognise other basic ECG rhythms 4.8 Distinguish when to use shockable and non-shockable cardiac arrest management
5. Be able to manage a patient's airway	5.1 Explain the following characteristics of supraglottic airway devices: • Indications • Contraindications • Cautions • Problems 5.2 Demonstrate safe use of a supraglottic airway device 5.3 Demonstrate how to select, insert, secure and remove a supraglottic airway device
6. Know how to manage a patient using medical gases	6.1 Clarify the dosage and method of administering medical gases to a range of patients 6.2 State the cautions and contra-indications of using medical gases 6.3 List the health and safety principles when using medical gases
7. Be able to administer medical gases in line with current practice	7.1 Demonstrate the safe administration of oxygen 7.2 Demonstrate the safe administration of 50:50 mixture of nitrous oxide and oxygen 7.3 Monitor the effects of administering medical gases
Assessment guidance	LO1 Patient assessment Includes taking a detailed history and conducting a physical examination. Simulation allowed Management Should include: • Infection control and prevention • Maintaining consent • Patient history • Managing deviation from 'normal' physiological parameters • Continual assessment • Optimum patient position (this list is not exhaustive) LO4 Simulation allowed. ECG electrodes can be applied to a person or a manikin Other basic ECG rhythms Must include: • Atrial fibrillation • ST elevation • Supraventricular tachycardia • Premature ventricular contractions



	LO6 Medical gases Must include: • Oxygen • 50:50 mixture of nitrous oxide and oxygen LO7 Safe administration Should include checking prior to administration the medical gas is: • Indicated for administration • NOT contraindicated • Cautions are considered • Continually assessed • Pain scores are obtain, prior and post administration (if applicable) • In line with current practice (this list is not exhaustive)
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Component 2 Emergency Trauma Care

Title:	Emergency Trauma Care
Level:	4
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
1. Understand the function of components of the respiratory system	1.1 Explain the function of components of the respiratory system including: • Lungs • Diaphragm • Intercostal muscles • Accessory muscles of respiration • Visceral pleura • Parietal pleura • Plural cavity 1.2 Explain the cycle of breathing 1.3 Explain physiological variables affecting breathing
2. Be able to assess and treat thoracic trauma	2.1 Carry out a respiratory assessment 2.2 Provide treatment for chest injuries 2.3 Produce a treatment plan for a patient in respiratory distress
3. Understand the function of the musculoskeletal system	3.1 Identify key components of the skeletal system 3.2 Explain the primary functions of the musculoskeletal system 3.3 Explain functions of the key components of the musculoskeletal system
4. Understand the key characteristics of the nervous system	4.1 Identify key components of the nervous system 4.2 Summarise the basic functions of the nervous system 4.3 Describe key characteristics of the: • Central nervous system • Peripheral nervous system



5. Understand mechanisms of injury and kinetics	5.1 Assess a trauma scene considering: • Mechanisms of injury • Kinetics • Injury prediction
6. Be able to provide emergency care to traumatically injured patients	6.1 Perform a primary survey on a trauma patient 6.2 Classify patients with actual or potential time critical injuries 6.3 Perform a secondary survey on a trauma patient 6.4 Demonstrate immobilisation of a suspected limb injury 6.5 Demonstrate immobilisation of a suspected spinal injury
7. Know how to manage cases of actual or suspected sexual assault	7.1 Define sexual assault 7.2 Recognise psychological signs of sexual assault 7.3 Recognise physiological signs of sexual assault 7.4 Explain the management of patients displaying signs of sexual assault
8. Know how to provide first response emergency care at a major incident	8.1 Define a major incident 8.2 Describe the routes of entry and effects associated with Chemical, Biological, Radiological, Nuclear and Explosive (CBRNE) incidents 8.3 Explain the four main stages of a major incident 8.4 Summarise the main functions of the emergency services and other agencies at a major incident 8.5 Identify the considerations when being the first responder at the scene of a major incident 8.6 Explain the role of a first responder at a major incident when: • Assessing the scene • Identifying hazards/dangers • Reporting from the scene 8.7 Summarise initial actions when dealing with a suspicious package 8.8 Summarise initial actions in a terrorist incident 8.9 Demonstrate use of the METHANE mnemonic when reporting from the scene to ambulance control
Assessment guidance	LO2 Chest injuries Should include: • Open chest wound • Pneumothorax • Tension pneumothorax • Haemothorax • Flail chest (this list is not exhaustive) LO3 Skeletal system Must include: • Bone • Muscle • Ligament • Tendon • Skull • Mandible • C-spine • Clavicle



- Scapula
- Ribs
- Sternum
- Humerus
- Radius
- Ulna
- Pelvis
- Femur
- Patella
- Tibia
- Fibula

(this list is not exhaustive)

Musculoskeletal system

Must include:

- Bones
- Muscles
- Cartilage
- Tendons
- Ligaments
- Joints

(this list is not exhaustive)

LO4

Nervous system

Must include:

- Brain
- Spinal cord
- Peripheral nervous system:
 - o Spinal nerves
 - o Thoracic nerves
 - o Cranial nerves
 - o Autonomic nervous system
 - o (this list is not exhaustive)

LO5

Trauma scene

May include:

- Traffic collisions
- Falls
- Sporting injuries
- Blast injuries
- Ballistic injuries

(this list is not exhaustive)

LO6

Limb injury

Should include:

- Box splints
- Vacuum splints
- Traction splint

(this list is not exhaustive)



Spinal injury

Should include:

- Extrication long board
- Orthopaedic stretcher
- Kendrick extrication device

May include:

- Vacuum stretcher

(this list is not exhaustive)

LO7

Sexual assault

Should include:

- Rape
- Sexual assault
- Serious sexual assault

(this list is not exhaustive)

Management must include safeguarding procedures

LO8

Emergency and other services

May include:

- Police
- Fire and Rescue
- Ambulance Service
- Maritime and Coastguard Agency
- Event medical providers
- Mountain Rescue
- Search and Rescue
- Mine Rescue
- Cave Rescue
- BASICS Doctors
- Local authority
- Environment Agency
- Utility companies
- Voluntary Aid Societies

(this list is not exhaustive)

METHANE

Includes:

- Major incident
- Exact location
- Type of incident
- Hazards present
- Access
- Number of patients
- Emergency services on scene



QSWW-0HOkpA-KEb08uBkkw3Qvf6zQaHkIsYInsX7Q cN7ZIKGDn4Xj 9shKqEGEzNSHGp-RKRD5z!#!aGB6GBMuDwOsW9BPpINP!#I



LO2

Common childhood illnesses

Should include:

- Bronchiolitis
- Croup
- Epiglottitis
- Sepsis – meningococcal septicaemia
- Viral wheeze

(this list is not exhaustive)

LO3

Common respiratory disorders and infections

Should include:

- Bronchitis
- Emphysema
- Asthma
- Pneumonia
- Cystic fibrosis

(this list is not exhaustive)

LO6

Sepsis

Should include:

- Systemic inflammatory response syndrome (SIRS)
- Septic shock
- Multiple Organ Dysfunction Syndrome (MODS)

LO8

Clinical interventions

Should include:

- Endotracheal intubation
- Cannulation
- Intraosseous
- Infusion

May include:

- Cricothyroidotomy
- Needle thoracentesis
- Intramuscular injection
- Rapid sequence induction

(this list is not exhaustive)



Appendix 2 – Occupational knowledge and competence in prehospital care

All Trainers, Assessors and EQAs must have occupational knowledge and competence in prehospital emergency care.

- Current registration as a Doctor with the General Medical Council (GMC) **or**
- Current registration as a Nurse with the Nursing and Midwifery Council (NMC) and have suitable pre-hospital care experience **or**
- Current registration as a Paramedic with the Health and Care Professions Council (HCPC) **or**
- QA Level 5 Diploma in First Response Emergency and Urgent Care (RQF) **or**
- Institute of Health and Care Development (IHCD) Ambulance Aid (Ambulance Technician) **or**
- Level 4 Diploma for Associate Ambulance Practitioners (QCF or RQF)

and

- Provide an up-to-date portfolio showing recent experience (within the last 2 years) of working in an emergency care environment

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



Appendix 3 – 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 also hold or be working towards an acceptable assessor qualification, as identified in the table below:

Qualification	Train	Assess
Level 3 Award in Education and Training (QCF or RQF)	✓	
Level 4 Certificate in Education and Training (QCF or RQF)	✓	
Level 5 Diploma in Education and Training (QCF or RQF)	✓	
Cert Ed/PGCE/B Ed/M Ed	✓	
SVQ 3 Learning and Development SCQF Level 8	✓	
SVQ 4 Learning and Development SCQF Level 9	✓	
TQFE (Teaching Qualification for Further Education)	✓	
Planning and Delivering Learning Sessions to Groups SCQF Level 6 (SQA Unit)	✓	
L&D Unit 6 Manage Learning and Development in Groups SCQF Level 8 (SQA Accredited)	✓	
L&D Unit 7 Facilitate Individual Learning and Development in Groups SCQF Level 8 (SQA Accredited)	✓	
L&D Unit 8 Engage and Support Learners in the Learning and Development Process SCQF Level 8 (SQA Accredited)	✓	
Carry Out the Assessment Process SCQF Level 7 (SQA Unit)		✓
Level 3 Certificate in Assessing Vocational Achievement (QCF or RQF)		✓
L&D Unit 9DI – Assess workplace competences using direct and indirect methods SCQF Level 8(SQA Accredited) – replacing Units A1 and D32/33		✓
Other Acceptable Qualifications		
CTLTS/DTLLS	✓	
PTLLS with unit 'Principles and Practice of Assessment' (12 credits)	✓	
Further and Adult Education Teacher's Certificate	✓	
IHCD Instructional Methods	✓	
IHCD Instructor Certificate	✓	
English National Board 998	✓	
Nursing mentorship qualifications	✓	
S/NVQ level 3 in training and development	✓	
S/NVQ level 4 in training and development	✓	
PDA Developing Teaching Practice in Scotland's Colleges SCQF Level 9 (SQA Qualification)	✓	
PDA Teaching Practice in Scotland's Colleges SCQF Level 9 (SQA Qualification)	✓	
PTLLS (6 credits)	✓	
Training Group A22, B22, C21, C23, C24	✓	
Learning and Teaching – Assessment and Quality Standards SCQF Level 9 (SQA Unit)		✓
A1 (D32/33) – Assess candidates using a range of methods		✓
Conduct the Assessment Process SCQF Level 7 ((SQA Unit)		✓

Appendix 4 – Qualifications suitable for internal quality assurance

Internal quality assurers must:

- Have occupational knowledge and skills in prehospital care, as a minimum IQAs must hold a QA Level 4 Certificate in First Response Emergency Care (QCF or RQF)
- Follow the principles set out in the current Learning and Development NOS 11 *Internally Monitor and Maintain the Quality of Assessment*, **and** hold or be working towards an acceptable quality assurance qualification

PDA in Internal Verification of Workplace Assessment at SCQF level 8 (SQA Qualification)

Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF or RQF)

Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF or RQF)

V1 or D34

SQA Accredited Learning and Development Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment



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QA Level 5 Diploma in
**First Response
Emergency and
Urgent Care (RQF)**

Qualification Specification

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Key qualification information

Qualification Accreditation Number (QAN):	601/8635/5
Operational start date:	1 April 2016
Review date:	30 April 2019
Guided learning hours (GLH):	854
Total Qualification Time (TQT):	1040
Credit:	104
Number of units:	4
Assessment methods:	• Formative assessment conducted by the Trainer throughout the course • Theory assessment/Short answer questions: - 4 End of module assessment papers - 3 Learner workbooks • Practical assessment/Skills tests – 8 completed throughout the course



Qualsafe Awards

Not only is Qualsafe Awards (QA) one of the largest Awarding Organisations (AO) in the UK, we are also the biggest AO for First Aid qualifications, making us an extremely trusted and recognisable name that employers look for when selecting a training provider.

We are recognised and regulated by the Office of Qualifications and Examinations Regulation (Ofqual), Qualifications Wales and the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA). This means we can offer Centres an extensive range of qualification suites including First Aid; Prehospital Care; Health and Safety; Food Safety; Fire Safety; Education and Training; Manual Handling; and Health and Social Care.

With a specialist team of subject matter experts on hand to support our Centres, including A&E Consultants, doctors, paramedics, nurses, physiotherapists and specialists in the other sectors, you can be confident that you are truly working with the industry experts.

Qualification overview

This qualification forms part of the QA Prehospital Care suite of qualifications. The qualification and learning outcomes are based on the recommendations of:

- Resuscitation Council (UK)
- Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence
- QA Assessment and Quality Assurance Principles for Vocational Qualifications
- The Royal College of Surgeons of Edinburgh – Faculty of Pre-Hospital Care (FPHC)

This QA qualification is:

- For people who work or hope to work as emergency care providers in various healthcare settings who would be expected to assess patients using a variety of methods and be able to provide a treatment plan
- Based on clinical skills and competencies at Level F of the prehospital provider competencies FPHC Pre-Hospital Emergency Medicine (PHEM) Skills Framework

This qualification should give Learners a comprehensive knowledge of prehospital care and clinical practice to deal with a range of prehospital care situations.

This qualification specification provides information for Centres about the delivery of the QA Level 5 Diploma in First Response Emergency and Urgent Care (RQF) and includes the unit information, assessment methods and quality assurance arrangements.

Objective

The objective of the qualification is to benefit Learners by enabling them to attain the knowledge, skills and practical competencies needed to deal with a wide range of prehospital emergency and urgent situations. The qualification is designed to act as proof the Learner has undergone a programme of learning and assessment to demonstrate competency in the area of prehospital care.

Purpose

The purpose of this qualification is to develop Learners' clinical knowledge and skills to act within their scope of practice to administer safe, prompt, effective prehospital care in situations which can arise when providing emergency and urgent treatment and/or management.



This qualification is for people who have a specific responsibility at work, or in voluntary and community activities, to provide prehospital care to patients requiring emergency and urgent care/treatment.

This qualification contains 4 mandatory units with a Total Qualification Time (TQT) of 1040 hours. Full details of these units are in *Appendix 1*.

Learners must complete all assessments in all the units successfully within the registration period to achieve the qualification. The maximum period to achieve this qualification, including any referrals is 104 weeks.

TQT is the number of notional hours which represents the total amount of time required for a Learner to achieve this qualification. It is comprised of the following 2 elements:

- Guided Learning Hours (GLH) – GLH is the time a Learner is being taught and assessed under the immediate guidance of a Trainer/Assessor and Mentor, which for this qualification is 854 GLH, and
- The number of hours a Learner will reasonably be likely to spend in preparation, study, including Learner workbook completion, as directed by but not under the immediate guidance or supervision of a Trainer, which for this qualification is 186 hours

The credit value for this qualification is 104 credits. 1 credit is equivalent to 10 hours TQT, as the TQT for this qualification is 1040 the value is rounded to 104 credits.

No other units can be combined to count towards the QA Level 5 Diploma in First Response Emergency and Urgent Care (RQF) qualification.

The QA Level 5 Diploma in First Response Emergency and Urgent Care (RQF) may be transferred to other high level clinical qualifications under Recognition of Prior Learning (RPL) and count towards achievement of such qualifications providing it is achieved within its registration period.

RPL is a process for recognising learning from previous training, qualifications or experience to avoid duplication of learning. It considers whether a Learner can demonstrate and prove that they meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning. Centres should inform QA prior to undertaking this process.

RPL must be: valid, reliable, authentic, current, sufficient.

It is the Centres responsibility to make sure they do not disadvantage a Learner or compromise the integrity of the qualification when using the RPL process. If sufficient understanding of a subject is in doubt training must take place.

RPL must be current, i.e. within 3 years. RPL should only be used as rationale for a reduction in contact/ guided learning hours; the Learner must still undertake assessment of all learning outcomes and criteria of the qualification in order to gain an up-to-date qualification certificate.

Evidence of prior training submitted for RPL consideration must be authenticated by the Centre and approved by QA; a certificate is not valid without referenced learning outcomes or evidence from the original training provider.





Course approval requirements

Once a Centre has gained qualification approval status they **must** seek course approval for **every** course they intend to deliver thereafter.

Qualsafe Awards requires the Centre:

- To submit a course notification form 20 working days (minimum) prior to the course start date
- To provide evidence they have suitable practice placements in place for each Learner working towards the qualification. This is likely to be in the form of a written agreement between the Centre and the practice placement provider

Trainer

All Trainers should have the skills, knowledge and experience to be able to teach and demonstrate the subject. Each Trainer must be approved by Qualsafe Awards and provide evidence of:

1. A relevant vocational qualification and competence in prehospital care (as shown in *Appendix 2*)
2. A formal teaching/training qualification (as shown in *Appendix 3*)

Trainers are expected to keep up to date with the subject area and provide evidence of continuing professional development.

Assessors

All Assessors should have the skills, knowledge and experience to be able to assess the subject. Each Assessor must be approved by Qualsafe Awards and provide evidence of holding:

1. A relevant vocational qualification and/or experience (as shown in *Appendix 2*) **and**
2. A formal (regulated) workplace specific assessing qualification (as shown in *Appendix 3*)

There is no requirement for a separate Assessor when delivering this qualification. Trainers can perform the role of both Trainer and Assessor providing they meet the requirements for each role.

Assessors are expected to keep up to date with the subject area and provide evidence of continuing professional development.

Mentors

All Mentors should have the skills, knowledge and experience to be able to mentor the subject. Each Mentor must be approved by the Qualsafe Awards Centre and provide evidence to them. Acceptable evidence includes:

- Current registration as a Doctor with the General Medical Council (GMC) **or**
- Current registration as a Nurse with the Nursing and Midwifery Council (NMC) and have suitable pre-hospital care experience **or**
- Current registration as a Paramedic with the Health and Care Professions Council (HCPC) **or**
- IHCD Ambulance Aid (Technician) **or**
- QA Level 5 Diploma in First Response Emergency and Urgent Care (RQF) **or**
- Level 4 Diploma for Associate Ambulance Practitioners (QCF/RQF) **or**
- Equivalent



and

- Have attended a QA Level 5 Diploma in First Response Emergency and Urgent Care (RQF) specific induction

and

- Be an appropriately qualified/experienced mentor

Internal Quality Assurers

Internal Quality Assurers (IQAs) of this qualification must have knowledge and competency in prehospital care as well as knowledge and competency in internal quality assurance practice. An acceptable portfolio must show evidence of holding:

1. A relevant vocational qualification and competence in prehospital care (as shown in *Appendix 2*) **and**
2. A formal (regulated) workplace specific quality assurance qualification (as shown in *Appendix 4*)

IQAs are expected to keep up to date with the subject area and provide evidence of continuing professional development.

They must also:

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

Full details of the Centre's requirements for internal quality assurance are in the *QA Centre Quality Assurance Guidance*.

Note: IQAs cannot quality assure a course for which they were the Trainer and/or Assessor.

Venue and equipment

Quality training involves using premises conducive to learning and it is a Centre's responsibility to make sure all venues used for training and assessment purposes are suitable and adequate – whether these are hired or in-house training rooms. They must also comply with all current legislation.

In addition, it is important there is a wide range of learning resources to support delivery.

As a minimum, Centres should make sure their venues, equipment and other resources include:

Resource/area:	Requirements:
CPR Adult manikins	A minimum of 1 adult manikin to every 4 Learners (as per the European Resuscitation Council guidelines).
CPR Child manikins	A minimum of 1 child manikin to every 4 Learners (as per the European Resuscitation Council guidelines).
CPR Infant manikins	A minimum of 1 infant manikin to every 4 Learners (as per the European Resuscitation Council guidelines).
Choking trainer	A manikin or vest that Learners can use to demonstrate treatment of choking.
Airway manikin	The manikin must be suitable to demonstrate the airway manoeuvres and accept oropharyngeal, nasopharyngeal and supra-glottic airways. 1 manikin to every 4 Learners.
AED trainers	At least 1 AED trainer to every 4 Learners. If fewer AED trainers are provided, adjust learning hours/ lesson plans accordingly to make sure Learners are not disadvantaged.
Suction devices	A minimum of 1 suction device to every 4 Learners.



Dressings/bandages	Sufficient trauma bandages: various sizes and types. A variety of tourniquets and haemostatic agents for management of catastrophic bleeding.
Airways	A selection of Airways to suit the Learners various skills sets a full set of: • OPA (sizes 00 to 4) • NPA (sizes 6 to 8) • i-gel's • Laryngeal mask airways
Burn dressings	Sufficient burn dressings.
Adrenaline auto-injector	A minimum of 1 adrenaline auto-injector to every 4 Learners.
Reliever inhaler	A minimum of 1 reliever inhaler to every 4 Learners.
Spacer device	A minimum of 1 spacer device to every 4 Learners.
Glucose gel	A minimum of 1 glucose gel (sample).
Fracture immobilisation devices	Various types of prehospital immobilisation device: • Cervical collar • Pelvic splint • Vacuum splint • Box splint • Traction splint
Extraction devices and spinal immobilisation stretchers	Various types of current prehospital spinal immobilisation device: • Long spinal board • Vacuum mattress stretcher • Orthopaedic stretcher • Kendrick extraction device • Vacuum extrication jacket (optional) • Saviour stretcher (optional)
N₂O₂ and oxygen therapy	Oxygen and N ₂ O ₂ cylinders with the relevant equipment for use with: • Non-re-breather masks • Pocket masks • Adult bag-valve-mask • Child bag-valve-mask • Infant bag-valve-mask • Multi flow rate masks (Ventura type or similar) • Simple face mask • Nasal cannulae • Mechanical ventilator • Demand valve, hose and probe • Mouthpieces • Face mask • Bacterial/viral filter
Electrocardiograph (ECG) monitor and manual defibrillator	An ECG monitor and manual defibrillator that is capable of providing 3 and 12 lead ECG traces. The monitor and defibrillator must be suitable for simulation. Razor Sufficient electrodes



Advanced procedures assist equipment	Intravenous (IV) cannulation equipment: • Various sizes of cannula • IV dressings • Chloraprep or similar • Sharps container • IV giving sets • IV flushes • Syringes • IV tourniquet • IV training arm Intraosseous (IO) infusion system: • Various sizes of intraosseous needles • IO needle securing device or dressing • IO training bone or device Intubation equipment: • Laryngoscope (handle and various blades) • Magill forceps • Various sizes of endotracheal tubes • Bougie • Tube holder or securing device • Syringe • End-tidal CO₂ detector or Lifepak 15 or similar Cricothyroidotomy equipment: • Cricothyroidotomy kit or alternative Infusion equipment: • IV bag (sample)
Administration equipment	Injection administration training equipment: • Various ampoules suitable for training • Various sizes of needles (including blunt drawing up needles) • Various sizes of syringes • Injection training pad/device • Gauze • Tape • Sharps bin Lifesaving medications (suitable for training or training versions): • Activated charcoal • Adrenaline 1:1000 • Aspirin • Chlorphenamine • Clopidogrel • Dexamethasone • Entonox • Glucagon • Glucogel • Glyceryl trinitrate • Hydrocortisone • Ibuprofen • Ipratropium bromide • Loratadine • Midazolam • Naloxone (Narcan) • Oxygen • Paracetamol • Salbutamol
Monitoring and assessment equipment	Various monitoring and assessment equipment, including: • Manual sphygmomanometer • Stethoscopes • Pulse oximeter • Thermometer and consumables • Blood glucose monitor and consumables • Peak flow meter and consumables



Chest seal	A variety of manufactured chest dressings, which may include: • Russell chest seal • Foxseal chest seal • SAM® chest seal • Bolin chest seal • Asherman chest seal (this is not an exhaustive list)
Moving and handling equipment	Various types of current prehospital moving and handling equipment: • Trolley (ambulance) stretcher • Slide sheet • Transfer board • Carry chair • Moving and handling belt • Turntable • Mangar lifting device (optional) (this is not an exhaustive list)
Obstetrics and gynaecology	Obstetrical manikin Ambulance maternity pack: • 1 x Clinical waste bag & 10cm tie (yellow) • 1 x Mayo scissors umbilical straight 10cm (4") • 1 x Mucous extractor with HIV filter • 4 x Umbilical cord clamps • 1 x Hooded cotton baby towel wrap (white) • 1 x Placenta bag • 1 x Maternity pad (unlooped) • 10 x Paper towel dressing (45cm x 45cm) • 1 x Paper sheet crepe white (90cm x 80cm) • 1 x White label (10.2cm x 6cm) • 1 x Disposable towel (50cm x 80cm) • 1 x Plastic apron • 1 x APGAR leaflet (this is not an exhaustive list)

Course/Centre administration

Registering Learners

Register Learners with Qualsafe Awards in accordance with the guidance in the *QA Centre Handbook*.

Certification

After a Learner has completed an assessment, unit or qualification, whether they have passed or not, Centres must enter the details and assessment results on the Customer Portal at:
www.qualsafeawards.org

Centres will be given login details and guidance on using the Customer Portal when they are approved to deliver a QA qualification.

The Learner receives a certificate on achieving this qualification.

The certificate date is the date the Learner achieves the final unit. This qualification is valid if a Learner maintains a CPD portfolio and attends immediate life support updates to remain qualified.

Qualsafe Awards recommend Learners to complete annual immediate life support or advanced life support training to maintain their skills and keep up to date with any changes to prehospital care practice.



Delivery and support

Learner to Trainer ratio

To maintain the quality of training and assessment, make sure the class ratio is no less than 4 and no more than 8 Learners to 1 Trainer. The assessment space should allow Learners to sit at least 1 metre apart to prevent collusion during theory assessment. Assessment of performance is carried out on a 1:1 basis.

Note: You should never allow more Learners on the course than you can cater for during assessment.

Delivery plan

Centres must create their own delivery plan and have them approved by us before delivering this qualification. The delivery plan and assessment tools should:

- Include a course timetable, clearly showing the required subjects and criteria/learning outcomes are covered and the minimum 104 guided learning hours, 750 clinical placement hours and 86 additional learning hours are all met
- Be emailed to: info@qualsafeawards.org

Learning materials

Centres must provide each Learner with access to suitable learning materials to support their progress through the qualification. As a minimum we recommend:

- *Anatomy and Physiology in Health and Illness, 13th edition* by Ross and Wilson
- *Nancy Caroline's Emergency Care in the Streets, United Kingdom 7th Edition*
- *Professional Practice in Paramedic, Emergency and Urgent Care* by Val Nixon
- *UK Ambulance Services Clinical Practice Guidelines* by JRCALC, AACE and University of Warwick

We also recommend further reading in the areas of anatomy, physiology, prehospital care such as:

- *Anatomy and Physiology for Healthcare Professionals, 2nd edition* by Moini
- *Assessment Skills for Paramedics*, edited by Blaber and Harris
- *Foundations for paramedic practice: a theoretical perspective: A theoretical perspective* by Blaber
- *Practical Prehospital Care by Greaves*, by Porter and Smith
- *Safe Moving of Objects & People Made Easy* by Shona Eyre
- *The Art of Interpretation 12-Lead ECG, 2nd edition* by Garcia

Centres can choose alternative books or other learning materials but these **must be approved** by Qualsafe Awards prior to use.

Ongoing support

Qualsafe Awards Centres should provide appropriate levels of support to Learners, before, during and after the training. The purpose of the support is to:

- Assess knowledge and competence in relation to learning outcomes and the detailed assessment criteria of the units within the qualification, see *Appendix 1*
- Give Learners feedback on their progress and how they might be able to improve



Assessment

Overview

The QA Level 5 Diploma in First Response Emergency and Urgent Care (RQF) skills and knowledge should be taught and assessed in accordance with currently accepted prehospital care practice in the UK.

Methods

Quasafe Awards has devised assessment tools to make sure Learners gain the required knowledge, skills and understanding, as detailed in the learning outcomes and assessment criteria shown in the *Appendix 1*. Centres should download all assessment papers from the Customer Portal in advance of the course. For each unit there are:

- Practical assessments/skills tests – observed by the Trainer throughout the course, with the results of each learning outcome recorded on the practical assessment paperwork, see *Guide to Assessing QA Level 5 Diploma in First Response Emergency and Urgent Care (RQF)*. There are 8 practical assessments/skills tests for this qualification:
 - Trauma assessment and management
 - Chest pain assessment and management
 - Adult resuscitation and post management
 - Medical emergency assessment and management
 - ECG and capnography recognition
 - Newborn cardiopulmonary resuscitation
 - Mother cardiopulmonary resuscitation
 - Obstetrics and gynaecology
- Formative assessments – a range of informal assessment procedures employed by the Trainer/Assessor during the learning process to measure each Learner's knowledge, skills and understanding related to the assessment criteria
 - Theory assessments:
 - 3 Learner workbooks
 - 4 End of module assessment papers
 - 10 Reflective practice logs

Note: To be considered for an overall 'Pass' the Learner must complete all assessments

- Practice Assessment Document (750 hours) – Mentors are required to sign-off Learner competence during 750hrs worth of clinical practice. Trainer/Assessors are expected to make a professional judgement as to whether the Learner has achieved all the assessment criteria. For information on clinical placements see the *QA Level 5 Diploma in First Response Emergency and Urgent Care Placement Guide*.

However, even when a Learner achieves this minimum, Trainers are expected to make a professional judgement as to whether that Learner has achieved all the assessment criteria. Trainers should use all assessment evidence available, including formative and practical assessments, to reach this judgement.

Note: Centres should download all assessment papers/workbooks from the Customer Portal in advance of the course.



Access to assessment

Quallsafe Awards is committed to equality and when designing the assessments for this qualification has made sure they are:

- As accessible as reasonably possible
- Able to permit reasonable adjustments to be made, while minimising the need for them

Note: If you have any suggestions for improvements, please let us know.

Centres should make sure all Learners have access to assessment and are given equal opportunities to demonstrate their competence, see *Guide to Assessing QA Level 5 Diploma in First Response Emergency and Urgent Care (RQF)*.

If a reasonable adjustment or special consideration is needed, e.g. written/theory assessments may be completed verbally if required, Centres must mitigate risk in line with QA policies and complete a:

- Reasonable Adjustment Form and send it to QA with any relevant supporting evidence. Centres should retain a copy of this form for their own records, or
- Special Consideration Request Form and send it to QA with any relevant supporting evidence. Centres should retain a copy of this form for their own records

For more details see *QA Access to Assessment Policy*.

Learners should be informed about Centre's and QA's appeals procedures and how they can access these.

Specific equality issues relevant to this qualification

It is important no Learner is turned away from a training course due to disabilities or impairments. To assess competence and gain certification however, the Learner will need to demonstrate certain practical skills. For instance, for prehospital care qualifications the Learner must be assessed performing practical tasks such as CPR, as per *Guide to Assessing QA Level 5 Diploma in First Response Emergency and Urgent Care (RQF)*. To pass the assessment, the Learner must demonstrate the required practical skills without assistance from a third party (unless authorised by QA following a reasonable adjustment request).

Informal record of achievement

If a Learner with disabilities cannot perform 1 or more of the practical tasks required, it may be possible for the Centre to provide a letter recording the learning outcomes that the Learner achieved. For example, a Learner may be able to demonstrate 'chest compression only CPR', instruct a third party how to place a patient in the recovery position and pass the theoretical assessments. The letter should clearly state that "this record of achievement does **not** constitute a QA Level 5 Diploma in First Response Emergency and Urgent Care (RQF).

Quality assurance

Centre internal quality assurance

The Centre is required to sample a reasonable amount of assessments as part of the quality of the qualification. This standardisation of assessment across Learners and Trainers is to make sure there is fairness and consistency in assessment practices. The arrangements for this should be included in the Centre's approved internal quality assurance policy.

Centres must retain all Learner documents and records for a period of 3 years and make sure these are available for review by QA or our representatives, e.g. External Quality Assurers (EQAs), on request.



Qualsafe Awards external quality assurance

Qualsafe Awards operates a system of ongoing monitoring, support and feedback for approved Centres across the United Kingdom.

Centres are required to seek approval and pre-notify QA of **all** courses (via email to: qualityassurance@qualsafeawards.org, using the Course Notification form) of course dates, prior to delivery, to enable implementation of the EQA strategy for this qualification. Once QA are satisfied Centres are delivering the qualification to the required standard they will no longer be required to seek approval through us.

Every QA Level 5 Diploma in First Response Emergency and Urgent Care (RQF) maybe subject to an extended External Quality Assurance (EQA) visit. During the EQA visit a representative from the clinical practice placement provider **must** be available.

Further details of the Qualsafe Awards' external quality assurance programme are available in the QA Centre *Quality Assurance Guidance*.

Further information

Contact us

If you have any queries or comments we would be happy to help you, contact us:

Email: info@qualsafeawards.org

Tel: 0845 644 3305

Useful addresses and websites

- Qualsafe Awards, City View, 3 Wapping Road, Bradford, BD3 0ED
www.qualsafeawards.org/home
- Office of Qualifications and Examinations Regulation (Ofqual): www.gov.uk/government/organisations/ofqual
- Scottish Qualifications Authority (SQA) Accreditation: <http://accreditation.sqa.org.uk>
- Qualifications Wales: www.qualificationswales.org
- Faculty of Pre Hospital Care The Royal College of Surgeons of Edinburgh: www.fphc.co.uk
- Health & Safety Executive (HSE): www.hse.gov.uk
- Skills for Health: www.skillsforhealth.org.uk
- Resuscitation Council (UK): www.resus.org.uk

Appendix 1 – Qualification unit

Qualification unit 1

The QA Level 5 Diploma in First Response Emergency and Urgent Care (RQF) has 4 units that Learners are required to complete in order to achieve the qualification.

Title:	Unit 1 Understanding the principles of clinical practice
GLH:	16
Credit:	5
Level:	5
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
1. Understand the role and responsibilities of a clinician and others providing first response emergency and urgent care	1.1 Summarise key legislation relevant to prehospital care practice 1.2 Describe how to maintain professional standards in relation to: • self-care • code of ethics • professional development • a safe working environment 1.3 Evaluate theories and models relating to the decision making process for a clinician 1.4 Summarise confidentiality in relation to prehospital care practice including: • information governance • limitations • sharing information 1.5 Explain the benefits of engaging in critical incident debriefing 1.6 Describe how critical incident debriefing can impact on future patient safety and management 1.7 Summarise the role of other professions in the health and social care sector 1.8 Summarise the structure and function of health and social care services 1.9 Demonstrate being able to work in partnership with service users and others
2. Be able to communicate with service users and others to determine professional opinion, obtain clinical advice and inform clinical decision making	2.1 Evaluate a range of communication methods to provide service users and others with information 2.2 Demonstrate interpersonal skills that encourages active participation from a service user 2.3 Describe support for service users that require further assistance
3. Understand how to analyse personal performance and review clinical practice	3.1 Conduct a review of a prehospital care incident 3.2 Critically analyse personal performance at a prehospital care incident 3.3 Use an established reflective practice model to ascertain how to improve own clinical performance
4. Know how to conduct research relevant to prehospital care practice	4.1 Summarise sources of research accessible to clinicians 4.2 Critically compare a range of reading techniques 4.3 Carry out research for an aspect of prehospital care practice 4.4 Evaluate the feasibility of the research methods used for an aspect of prehospital care practice 4.5 Produce a report for an aspect of prehospital care practice 4.6 Conclude findings from research carried out for an aspect of prehospital care practice



Other information	Key legislation: • Data Protection Act 1998 • Health and Safety at Work Act 1974 • Control of Substances Hazardous to Health Regulations 2002 • Working at Heights Regulations 2005 • Manual Handling Operations Regulations 1992 • Mental Capacity Act 2005 • Mental Health Act 1983 (2007) (this list is not exhaustive) Theories: Should include: • Normative • Descriptive • Prescriptive Models Should include: • Intuitive approaches • Analytical approaches (this is not exhaustive) Service users Numerous factors should be included: • Age • Capacity • Culture • Ethnicity • Gender • Learning ability • Physical ability • Stress and anxiety • Socio-economic status • Spiritual or religious belief (this list is not exhaustive) Others Should include: • Colleagues • Health and social care professionals • Emergency service personnel • Security personnel (this is not exhaustive) Information Should include: • Advice • Instruction • Professional opinion • Clinical findings • Clinical decisions (this is not exhaustive)
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**LO4 AC4.6 Report**

This report is to evaluate a Learner's personal and professional development on completion of clinical practice hours. The report should be concise, written in fluent, accurate English observing the conventions of grammar, punctuation and spelling.

A Learner's report must include the following elements:

- purpose
- methods
- conclusions
- 1500 words maximum
- reference citations
- academically reference

Qualification unit 2

Title:	Unit 2 Understanding anatomy, physiology and pathophysiology in clinical practice
GLH:	24
Credit:	5
Level:	5
Learning outcomes The Learner will:	Assessment criteria The Learner can:
1. Understand human anatomy and physiology and the effects diseases and disorders have on the body	1.1 Illustrate the structure of the: • digestive system • reproductive system • nervous system • brain • eye • ear 1.2 Describe the key functions of the: • digestive system • reproductive system • nervous system • brain • eye • ear • urinary system • lymphatic system • skin, hair and nails 1.3 Explain the physiology of: • hearing • balance • sight • smell • taste 1.4 Describe the recognition features for a range of diseases and disorders
2. Know how to assess and manage acute symptoms for a range of conditions	2.1 Assess acute symptoms for a range of conditions 2.2 Manage acute symptoms for a range of conditions 2.3 Explain points of referral for patients experiencing acute symptoms 2.4 Describe care pathways for patients experiencing acute symptoms



3. Be able to assess and manage a patient with chest pain	3.1 Assess a patient experiencing chest pain 3.2 Manage a patient experiencing chest pain 3.3 Describe care pathways for patients experiencing chest pain 3.4 Evaluate the recognition features of chest pain to determine a patient's conditions
4. Know how to recognise and manage life threatening infections	4.1 Compare and contrast the recognition features of meningitis for both adults and children 4.2 Explain the management of meningitis for both adults and children 4.3 Describe the pathophysiology of sepsis 4.4 Describe the recognition features of sepsis 4.5 Explain the management of sepsis
Other information	Diseases, Disorders and Conditions Must include: Disorders of the brain: • Increased intracranial pressure • Head injuries • Cerebral hypoxia • Stroke • Dementia • Parkinson disease • Effects of poisons on the brain Infections of the central nervous system: • Bacterial infections • Viral infections Demyelinating diseases: • Multiple sclerosis (MS) • Acute disseminated encephalomyelitis Diseases of the spinal cord: • Motor neurones • Mixed motor and sensory conditions Diseases of peripheral nerves: • Peripheral neuropathy • Guillain-Barre syndrome • Bell's palsy Developmental abnormalities of the nervous system: • Spina bifida • Hydrocephalus Disorders of the ear: • Hearing loss • Ear infections • Labyrinthitis • Motion sickness



	Disorders of the eye: • Inflammatory conditions • Glaucoma • Strabismus (squint, cross eye) • Presbyopia • Cataract • Retinopathies • Retinal detachment • Retinitis pigmentosa • Refractive errors of the eye • Red eye i.e. conjunctivitis or a burst blood vessel Diseases of the reproductive system • Diseases of the female reproductive system - o Pelvic inflammatory disease (PID) - o Disorders of the uterus - o Disorders of the uterine tubes and ovaries • Diseases of the male productive system - o Infections of the penis - o Infections of the urethra - o Epididymis and testes - o Prostate gland
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Qualification unit 3

Title:	Unit 3 Providing emergency and urgent care to patients with specific needs
GLH:	24
Credit:	4
Level:	5
Learning outcomes The Learner will:	Assessment criteria The Learner can:
1. Know how to support labour and childbirth	1.1 Summarise the role of the clinician in supporting labour and childbirth 1.2 Describe the stages of labour 1.3 Explain equipment required for supporting childbirth 1.4 Explain complications during pregnancy 1.5 Describe the management of complications during pregnancy 1.6 Describe how to assess a mother and neonate post birth 1.7 Describe the care required for a mother and neonate post birth
2. Know how to manage complications during childbirth	2.1 Describe complications during childbirth 2.2 Evaluate how to manage complications during childbirth 2.3 Justify when clinical support is required during childbirth complications 2.4 Demonstrate cardiopulmonary resuscitation on a mother 2.5 Demonstrate cardiopulmonary resuscitation on a neonate
3. Know how to support older people and service users with specific needs	3.1 Describe how the ageing process affects the human body 3.2 Summarise health and social care support available to older people 3.3 Describe considerations when assessing and treating an older person 3.4 Assess and treat an older person 3.5 Differentiate between learning disabilities and learning difficulties 3.6 Explain how to support a patient with complex needs



4. Know how to provide end of life care	4.1 Summarise key features of current legislation relating to end of life care 4.2 Explain legal and ethical responsibilities when making decisions for end of life care 4.3 Describe theoretical models of grief, loss and bereavement 4.4 Explain how human emotions manifest when dealing with end of life care 4.5 Describe an end of life care pathway 4.6 Describe how external organisations can support end of life care 4.7 Explain the importance of communication when dealing with end of life care 4.8 Describe the management of palliative care emergencies according to the wishes and preferences of the service user
Other information	Complex needs: • Multiple conditions and/or disabilities • Sensory loss • Dementia • Learning disabilities • Learning difficulties

Qualification unit 4

Title:	Unit 4 Emergency and urgent care in the prehospital care environment
GLH:	790
Credit:	80
Level:	5
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
1. Be able to manage a variety of prehospital care incidents in line with current legislation, protocols and guidelines	1.1 Demonstrate safe, prompt and effective management of patients 1.2 Produce patient clinical records 1.3 Describe security requirements for patient clinical records 1.4 Demonstrate professional practice for a range of incidents 1.5 Reflect on own professional practice 1.6 Summarise professional development opportunities based on current practice
2. Be able to manage resources for a range of prehospital care incidents	2.1 Explain the role and responsibilities of others 2.2 Summarise the key principles when using resources 2.3 Demonstrate the management of resources 2.4 Reflect on an incident that required management of physical resources
3. Understand post incident management in the prehospital care environment	3.1 Describe the guidelines relating to recognition of life extinct 3.2 Explain actions to be taken after death has been established 3.3 Explain the benefits of a critical incident debrief 3.4 Explain post incident considerations for staff care and welfare 3.5 Analyse the challenges facing responders post incident 3.6 Explain the process of post incident management
4. Be able to interpret electrocardiogram (ECG) and capnography in order to inform treatment decisions	4.1 Apply a 12 lead ECG to a patient 4.2 Interpret a 12 lead ECG trace 4.3 Recognise common arrhythmias on a 12 lead ECG trace 4.4 Explain reciprocal changes on a 12 lead ECG trace 4.5 Monitor an ECG 4.6 Explain capnography 4.7 Describe use of capnography monitoring 4.8 Monitor capnography 4.9 Recognise common capnography waveforms



5. Know how to manage patients affected by incapacitating agents	5.1 Describe common injuries associated with incapacitating agents 5.2 Explain the management of a patient who has been affected by incapacitating agents 5.3 Describe how to safely remove conducted electrical weapon barbs from a patient 5.4 Justify when a patient needs immediate transportation to definitive care after being affected by incapacitating agents
Other information	1.1 Patients: • Traumatically injured • Hypothermia • Experiencing chest pain • Not breathing normally • Post resuscitation • Medical emergency 1.5 Reflect A minimum of 10 reflections are required for sufficiency. The Learners must also use a reflective practice model. Professional practice 750hrs mentored clinical practice in an appropriate prehospital care setting. Learners must demonstrate they can operate safely and abide by current legislation, protocols and guidelines. Full details of which can be found in <i>Appendix 5 Placement guide</i>. Others: • Describe the resources capabilities: • Community first responders • Patient transport service • Emergency Care Assistant • Emergency Medical Technician • Paramedic • Paramedic Practitioner (Specialist) • Emergency/Urgent/Critical Care Practitioner • BASICS Doctor • HART team • SORT team • Helicopter emergency medical service (this list is not exhaustive) Key principles: • Managing physical resources • Sustainability of resources • Resource requirements • Obtaining resources • Reviewing usage of resources Incapacitating agents: • Conducted electrical weapons • Incapacitate spray (CS and PAVA spray) • Batons • Projectiles



Appendix 2 – Occupational knowledge and competence in prehospital care

All Trainers, Assessors, IQAs and EQAs must have occupational knowledge and competence in prehospital emergency care.

Acceptable evidence includes:

- Current registration as a Doctor with the General Medical Council (GMC) **or**
- Current registration as a Nurse with the Nursing and Midwifery Council (NMC) and have suitable pre-hospital care experience **or**
- Current registration as a Paramedic with the Health and Care Professions Council (HCPC) **or**
- QA Level 5 Diploma in First Response Emergency and Urgent Care (RQF) and have an up to date CPD portfolio

Trainers who also assess Learner competence must hold a qualification (or separate qualifications) to enable them to perform both functions.



Appendix 3 – 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 also hold or be working towards an acceptable assessor qualification, as identified in the table below:

Current Qualifications	Train	Assess
Level 3 Award in Education and Training (QCF or RQF)	✓	
Level 4 Certificate in Education and Training (QCF or RQF)	✓	
Level 5 Diploma in Education and Training (QCF or RQF)	✓	
Cert Ed/PGCE/B Ed/M Ed	✓	
SVQ 3 Learning and Development SCQF Level 8	✓	
SVQ 4 Learning and Development SCQF Level 9	✓	
TQFE (Teaching Qualification for Further Education)	✓	
Planning and Delivering Learning Sessions to Groups SCQF Level 6 (SQA Unit)	✓	
L&D Unit 6 Manage Learning and Development in Groups SCQF Level 8 (SQA Accredited)	✓	
L&D Unit 7 Facilitate Individual Learning and Development in Groups SCQF Level 8 (SQA Accredited)	✓	
L&D Unit 8 Engage and Support Learners in the Learning and Development Process SCQF Level 8 (SQA Accredited)	✓	
Carry Out the Assessment Process SCQF Level 7 (SQA Unit)		✓
Level 3 Certificate in Assessing Vocational Achievement (QCF or RQF)		✓
L&D Unit 9DI– Assess workplace competences using direct and indirect methods SCQF Level 8(SQA Accredited) – replacing Units A1 and D32/33		✓
Other Acceptable Qualifications		
CTLLS/DTLLS	✓	
PTLLS with unit 'Principles and Practice of Assessment' (12 credits)	✓	
Further and Adult Education Teacher's Certificate	✓	
IHCD Instructional Methods	✓	
IHCD Instructor Certificate	✓	
English National Board 998	✓	
Nursing mentorship qualifications	✓	
S/NVQ level 3 in training and development	✓	
S/NVQ level 4 in training and development	✓	
PDA Developing Teaching Practice in Scotland's Colleges SCQF Level 9 (SQA Qualification)	✓	
PDA Teaching Practice in Scotland's Colleges SCQF Level 9 (SQA Qualification)	✓	
PTLLS (6 credits)	✓	
Training Group A22, B22, C21, C23, C24	✓	
Learning and Teaching – Assessment and Quality Standards SCQF Level 9 (SQA Unit)		✓
A1 (D32/33) – Assess candidates using a range of methods		✓
Conduct the Assessment Process SCQF Level 7 ((SQA Unit)		✓



Appendix 4 – Qualifications suitable for internal quality assurance

Internal quality assurers must hold an acceptable quality assurance qualification:

PDA in Internal Verification of Workplace Assessment at SCQF level 8 (SQA Qualification)
Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF or RQF)
Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF or RQF)
V1 or D34
SQA Accredited Learning and Development Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment

Appendix 5 – Placement guide

This placement guide is for Trainers, Assessors, Internal/External Quality Assurers, Placement mentors (mentors), Placement providers and Learners of the QA Level 5 Diploma in First Response Emergency and Urgent Care (RQF). It provides examples of acceptable placements to complete this qualification.

It is the Centre's responsibility to arrange, provide and monitor that the Learner has adequate practice placements prior to registration for the qualification in line with QA requirements.

A Learner **must** complete and provide evidence for 750 hours mentored emergency and urgent care practice. Centres have a responsibility to make sure Learners have access to suitable placements prior to enrolment. Failure to do so could compromise the qualification and will result in sanctions being placed on the Centre which will affect their ability to offer qualifications in the QA Prehospital care suite of qualifications.

Clinical placements will be carried out during normal working hours and normal terms and conditions of employment apply to attendance whilst on placement. If a Learner is unable to attend a placement they should contact the person responsible for supervising (mentoring) them.

Learners should discuss with their mentor how they can use their practice placements to contextualise their theory and skills completed during the classroom element of the qualification. A discussion between the Learner, mentor and employer or placement provider should take place to discuss the nature and timing of the practice placement in good time before the placements commence.

Role of the practice placement provider

Centres must demonstrate to QA that placements are suitable for Learners to achieve the learning outcomes and assessment criteria needed to achieve the qualification. Health, safety and welfare of Learners are the responsibility of the Centre and the placement provider who should:

- Make sure Learners are supervised (by a suitably qualified Clinician) when undertaking the practice of any skills
- Make sure the placement is a safe and appropriate learning environment that will maximise a Learner's learning experience
- Support Learners to gain relevant competencies in line with the learning outcomes and assessment criteria of the qualification
- Create a positive learning environment to allow the Learner to gain more confidence in their area of practice
- Make sure the Practice Assessment Document is completed



- Make sure adequate support is available for the Learner in the practice setting
- Support the Learner to create strategies for getting the most out of their time at your placement
- Provide feedback to Learners about their performance in a constructive manner
- Answer any relevant questions about practice the Learner may have

Qualsafe Awards expectations of Learners

Learners on placement are responsible for their conduct, ethics and should work within their scope of practice. They should maintain a high level of professionalism and failure to do so may result in removal from the qualification.

A Learner is expected to engage with the mentor and practice placement provider. This helps the mentor support the Learner achieve the requirements detailed in the Practice Assessment Document. A completed PAD must be submitted at completed by the end of the practice placements to pass the qualification.

Pre-placement activities:

- Make sure Learners are prepared for each placement in terms of understanding working hours, shift patterns, dress code and any placement specific requirements
- Set specific, measurable, achievable, realistic and timely objectives and have them agreed with the Centre and placement provider
- Learners must follow the Centre's and Practice Placement Providers' guidance on conduct, ethics and health and safety procedures. A placement provider has the right to terminate the placement if they deem a Learners behaviour to be dangerous or damaging to service users or others

During the placement Learners:

- Must be supervised by a mentor/occupationally competent person during the placement
- Must complete the time sheet page in the Practice Assessment Document and ask their mentor to sign when complete
- May achieve some competencies during your placement

Post placement activities:

- The Practice Assessment Document should be completed by a mentor/occupationally competent person and countersigned by your Trainer/Assessor
- Learners must complete 10 reflective practice logs during the clinical placements to pass the qualification
- The Trainer/Assessor must sign off the Practice Assessment Document to confirm Learners have successfully achieved the learning outcomes and assessment criteria for the QA Level 5 Diploma in First Response Emergency and Urgent Care (RQF)
- Learners must make sure the completed Practice Assessment Document is returned to the Centre to award the qualification

The aim of clinical placements is to enable the Learner to:

- Demonstrate they can work safely in the prehospital care environment in accordance with health and safety regulations
- Uphold the principles of infection control relating to service users and others. Identify and respond appropriately to potentially infectious and hazardous situations



- Act in a fair and non-discriminatory manner
- Demonstrate the ability to operate in accordance with policies, procedures and agreed ways of working to proof they are fit to practice as a clinician
- Work with health and social care support workers, professionals and other emergency services personnel
- Demonstrate they can positively contribute when part of a multi-professional healthcare team
- Devise and use appropriate care plans and pathways
- Respect, maintain and abide by legislation in relation to confidentiality
- Use interpersonal skills to encourage active participation from service users and others
- Demonstrate being able to work in partnership with service users and professionals
- Use a range of communication methods to provide service users and others with information
- Produce patient clinical records and maintain their security
- Demonstrate professional practice for a range of incidents
- Practice a range of clinical skills within their scope of practice

Placements must be in line with the clinical placements list below:

Clinical placements ALL placement providers must be registered with the Care Quality Commission or equivalent	Maximum hours*	Notes
Emergency front-line vehicle	750hrs	An opportunity to work with an ambulance clinician providing an emergency response to service users that require emergency or urgent care.
Event medical cover	375hrs	An opportunity to work with prehospital care healthcare professionals at an event expects high casualty volume.
Working with an Emergency/Urgent/Critical Care Practitioner	375hrs	An opportunity to work with an Emergency/Urgent or Critical Care Practitioner in a prehospital care setting
GP Practice, Out of hours unscheduled care or walk in centres	375hrs	An opportunity to work in a clinical setting to gain a greater understanding of the assessment and treatment in urgent care.
Minor Injuries/Illness Unit	375hrs	An opportunity to work in a clinical setting to gain a greater understanding of the assessment and treatment of minor injuries/illness.
Operating theatres/Day procedure units	188hrs	An opportunity to work in a clinical setting to gain a greater understanding of airway assessment and management.
Obstetric/Midwifery units	188hrs	An opportunity to work in a clinical setting to gain a greater understanding of the assessment and treatment obstetrics/gynaecology.
Paediatric departments/wards	188hrs	An opportunity to work in a clinical setting to gain a greater understanding of the assessment and treatment for paediatrics.
Specialist Operations Units	24hrs	An opportunity to work with specialists such as British Association of Immediate Care Schemes - Healthcare Professional, Hazardous Area Response Team, Baby Emergency Transfer Service/Neonate Emergency Transport Service or Helicopter Emergency Medical Service.
Other emergency services	24hrs	An opportunity to work with emergency services to understand their role at incidents and how they interact in emergency medical services.

*Log all hours in the Practice Assessment Document excluding breaks while on placement.



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QA Level 3 Award in the **Safe Administration of Lifesaving Medication (RQF)**

Qualification Specification

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Key qualification information

Qualification Accreditation Number (QAN)	601/9020/6
Operational start date	01/07/2016
Review date	30/04/2019
Guided learning hours (GLH)	14
Total Qualification Time:	30
Credit value:	3
Number of units:	1
Assessment methods:	• Formative assessment conducted by Trainer throughout the course • Theory assessment/Learner Workbook • Practical assessment and skills test – 5 completed throughout the course



Qualsafe Awards

Not only is Qualsafe Awards (QA) one of the largest Awarding Organisations (AO) in the UK, we are also the biggest AO for First Aid qualifications, making us an extremely trusted and recognisable name that employers look for when selecting a training provider.

We are recognised and regulated by the Office of Qualifications and Examinations Regulation (Ofqual), Qualifications Wales and the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA). This means we can offer Centres an extensive range of qualification suites including First Aid; Prehospital Care; Health and Safety; Food Safety; Fire Safety; Education and Training; Manual Handling; and Health and Social Care.

With a specialist team of subject matter experts on hand to support our Centres, including A&E Consultants, doctors, paramedics, nurses, physiotherapists and specialists in the other sectors, you can be confident that you are truly working with the industry experts.

Qualification overview

This qualification forms part of the QA Prehospital Care suite of qualifications. The qualification and learning outcomes are based on the guidance of:

- Resuscitation Council (UK)
- Skills for Health Assessment Principles
- The Royal College of Surgeons of Edinburgh – Faculty of Pre Hospital Care
- Medicines & Healthcare Products Regulatory Agency (MHRA)

This QA qualification is for people who work as emergency care providers in various emergency care settings who would be expected to assess patients, administer medication and monitor the effects of the medication.

Learners should be able to demonstrate the practical administration of safe, prompt, effective medication delivery with an understanding of the role of a medication provider.

This qualification specification provides information for Centres about the delivery of the QA Level 3 Award in the Safe Administration of Lifesaving Medication (RQF) and includes the unit information, assessment methods and quality assurance arrangements.

Objective

The objective of the qualification is to benefit Learners by providing them with the knowledge and confidence to administer lifesaving medication at emergency or life-threatening incidents.

Purpose

The purpose of the QA Level 3 Award in the Safe Administration of Lifesaving Medication (RQF) qualification is to develop knowledge and skills associated with patient assessment, administering and monitoring the effects of medication for those working in prehospital care occupations.

Intended audience

This qualification is for learners who are employed by a Care Quality Commission (CQC) registered organisation (or overseas equivalent) that have a specific responsibility to be able to safely administer and monitor the effects of certain life-saving medications within their scope of practice.



QA Level 3 Award in the Safe Administration of Lifesaving Medication (RQF)



Typical roles may include:

- Ambulance technician
- Associate practitioner
- Medical technician
- Assistant practitioner

Learners must have successfully completed the QA Level 4 Certificate in First Response Emergency Care (QCF) or a QA recognised equivalent to undertake the QA level 3 Award in the Safe Administration of Lifesaving Medication (RQF).

While achievement of this qualification confirms Learners have met both the theoretical and practical requirements, this does not imply a 'license to practice' - the scope of practice will be determined by the organisation responsible for medication provision. This qualification does not allow a Learner to obtain, store or medicate without clinical governance.

Structure

This qualification contains 1 mandatory unit with a Total Qualification Time (TQT) of 30 hours. Full details of this unit are in *Appendix 1*.

Learners must complete all assessments/skills tests in the unit successfully within the registration period to achieve the qualification. The maximum period to achieve this qualification, including any referrals is 6 weeks.

TQT is the total number of hours required for a Learner to achieve this qualification. It has two elements:

- Guided Learning Hours (GLH) is the time a Learner is being taught and assessed under the immediate guidance of a Trainer/Assessor, which for this qualification is 14 GLH, **and**
- The number of hours a Learner will reasonably be likely to spend in preparation and study, including assessment, as directed by, but not under the immediate guidance or supervision of a Trainer, which for this qualification is 16 hours

The credit value for a qualification is calculated by dividing TQT by 10. Therefore the credit value for this qualification is 3 credits.

Other units

No other units can be combined to count towards the QA Level 3 Award in the Safe Administration of Lifesaving Medication (RQF) qualification.

Relationship with other related qualifications

The QA Level 3 Award in the Safe Administration of Lifesaving Medication (RQF) can be transferred to other qualifications under Recognition of Prior Learning (RPL) towards achievement of that qualification providing it is achieved within its registration period.

Recognition of Prior Learning

RPL is a process for recognising learning from previous training, qualifications or experience to avoid duplication of learning. It considers whether a Learner can demonstrate and prove that they meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.



RPL must be: valid, reliable, authentic, current, sufficient.

It is the Centre's responsibility to make sure they do not disadvantage a Learner or compromise the integrity of the qualification when using the RPL process. If sufficient understanding of a subject is in doubt training must take place.

RPL must be current, i.e. within 3 years. RPL should only be used as rationale for a reduction in contact/ guided learning hours, the Learner must still undertake assessment of all learning outcomes and criteria of the qualification in order to gain an up-to-date qualification certificate.

Evidence of prior training submitted for RPL consideration must be authenticated by the Centre and approved by QA; a certificate is not valid without referenced learning outcomes or evidence from the original training provider.

Entry requirements

Learners must:

- be at least 18 years old on the first day of the training **and**
- be employed by a CQC registered organisation (or overseas equivalent) **and**
- have successfully completed the QA Level 4 Certificate in First Response Emergency Care (QCF) or a QA recognised equivalent.

There are no other formal entry requirements but to benefit from the learning we advise that Learners have a minimum of Level 3 in literacy and numeracy or equivalent.

Progression

The QA Level 3 Award in the Safe Administration of Lifesaving Medication (RQF) qualification may be used towards other qualifications at the same and higher levels, plus aid career progression in a relevant profession.

Requalification requirements

Following achievement of this qualification the Learner must maintain a current CPD portfolio related to the learning outcomes of the qualification that is sufficient to demonstrate an ability to provide safe and current practice.

Qualification approval requirements

Qualsafe Awards requires the Centre:

- To have appropriate policies, systems and procedures in place
- To appoint suitable individuals from their personnel team to train, assess and quality assure their QA qualifications
- To have suitable and adequate venues, equipment and learning resources

In order to secure and maintain approval from QA, Centres need a minimum staffing requirement for each qualification suite they deliver, which for this qualification is:

One Trainer/Assessor	Responsible for the delivery and assessment of qualifications
One Internal Quality Assurer	Responsible for quality assuring the delivery, assessment and awarding of this qualification

Qualsafe Awards requires the Centre staff to read and understand QA's key policies and procedures, and to abide by their contents.



Trainer/Assessor

People delivering and assessing this qualification must have:

- Occupational knowledge and competency in the safe administration of lifesaving medication as shown in *Appendix 2* **and**
- An acceptable teaching qualification as shown in *Appendix 3* **and**
- Hold or be working towards an acceptable assessing qualification as shown in *Appendix 3*

Internal Quality Assurers

Internal Quality Assurers (IQAs) of this qualification must have knowledge and competency in the safe administration of lifesaving medication as well as knowledge and competency in internal quality assurance.

An acceptable portfolio must show:

- Occupational knowledge and competence in the safe administration of lifesaving medication – evidenced by holding a current qualification as shown in *Appendix 2*
- Knowledge and competency in internal quality assurance – evidenced by holding a qualification shown in *Appendix 4*

They must also:

- Know and understand the IQA role
- Visit and observe assessments
- Carry out other related internal quality assurance

Full details of the Centre's requirements for internal quality assurance are in the *QA Centre Quality Assurance Guidance*.

Note: IQAs cannot quality assure a course for which they were the Trainer/Assessor.

Venue and equipment

Quality training involves using premises conducive to learning and it is a Centre's responsibility to make sure all venues used for training and assessment purposes are suitable and adequate – whether these are hired or in-house training rooms. They must also comply with all current legislation.

In addition, it is important to use a wide range of equipment and learning resources to support delivery.

As a minimum, Centres must make sure their venues, equipment and other resources include:

Resource/area:	Requirements:
Resuscitation manikins	Provide a minimum ratio of 1 manikin to every 4 Learners.
Hygiene	Sufficient procedures to maintain hygiene when using resuscitation manikins and other training equipment.
Audio visual (AV) equipment and training aids	Sufficient AV equipment and training aids to facilitate learning using varying teaching methods.
Learning materials	Provide Learners with clear and accurate reference books/handouts covering the topics included in the qualification.
AED trainers	At least 1 AED trainer to every 4 Learners.



Resource/area:	Requirements:
Airway manikin	The manikin must be suitable to demonstrate the airway manoeuvres and accept oropharyngeal, nasopharyngeal and supra-glottic airways. 1 manikin to every 4 Learners.
Suction devices	A minimum of 1 suction device to every 4 Learners.
Oxygen therapy	Oxygen cylinders with the relevant equipment for use: • Non-re-breather masks • Pocket masks • Adult bag-valve-mask • Nebuliser mask • Multi flow rate masks (Ventura type or similar) • Nasal cannulae device
Administration equipment	Injection administration training equipment: • Various ampoules suitable for training • Practise samples of each lifesaving medication (or training versions) for every medication that is assessed during the qualification. • Various sizes of needles (including blunt drawing up needles) • Various sizes of syringes • Injection training pad/device • Gauze • Tape • Sharps bin
Monitoring and assessment equipment	Various monitoring and assessment equipment, including: • Manual sphygmomanometer • Stethoscopes • Pulse oximeter • Thermometer and consumables • Blood glucose monitor and consumables • Peak flow meter and consumables • Electrocardiograph (ECG) monitor and consumables

Course/Centre administration

Registering Learners

Register Learners with Quallsafe Awards in accordance with the guidance in the *QA Centre Handbook*.

Certification

After a Learner has completed an assessment, unit or qualification, whether they have passed or not, Centres must enter the details and assessment results on the Customer Portal at:
www.quallsafeawards.org

Centres will be given login details and guidance on using the Customer Portal when they are approved to deliver a QA qualification.

The Learner receives 1 qualification certificate on achieving this qualification

Quallsafe Awards recommend Learners also complete CPD activities to maintain their basic skills and keep up to date with any changes to medication administration practice.



Delivery and support

Learner to Trainer ratio

To maintain the quality of training and assessment, make sure the class ratio is no less than 4 and no more than 6 Learners to 1 Trainer. The assessment space should allow Learners to sit at least 1 metre apart to prevent collusion during theory assessment. Assessment of performance is carried out on a 1:1 basis.

Note: You should never allow more Learners on the course than you can cater for during assessment.

Delivery plan

Qualsafe Awards provides Centres with a complimentary course programme and detailed lesson plans, which are carefully designed to meet the objective of this qualification and the needs of Learners, making sure Learners are adequately prepared for the assessments.

Centres not using QA lesson plans, which are created and provided free on qualification approval, must submit their own delivery plan and have it approved by us **before** delivering this qualification. The delivery plan should:

- Include a course timetable, clearly showing the required subjects and criteria/learning outcomes are covered and the minimum 14 guided learning hours are met
- Be emailed to: info@qualsafeawards.org

Learning materials

Centres must provide each Learner with a suitable reference book that covers the lesson plans and learning outcomes for this qualification. We recommend:

- *Medication Safety An Essential Guide* edited by Molly Courtenay and Matt Griffiths
- *UK Ambulance Services Clinical Practice Guidelines 2016* by JRCALC, AACE and University of Warwick

Centres can choose alternative books or other learning materials but these **must be approved** by Qualsafe Awards prior to use.

Ongoing support

Qualsafe Awards Centres should provide appropriate levels of support to Learners throughout the qualification. The purpose of the support is to:

- Assess knowledge and competence in relation to learning outcomes and the detailed assessment criteria of the unit within the qualification, see *Appendix 1*
- Give Learners feedback on their progress and how they might be able to improve

Assessment

Overview

The QA Level 3 Award in the Safe Administration of Lifesaving Medication (RQF) skills and knowledge should be taught and assessed in accordance with currently accepted practice in the UK.

Methods

Qualsafe Awards has devised assessment tools to make sure Learners gain the required knowledge, skills and understanding, as detailed in the learning outcomes and assessment criteria shown in the *Appendix 1*. Centres should download all assessment papers from the Customer Portal in advance of the course. For each unit there are:



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- Practical assessments/skills tests – observed by the Trainer throughout the course, with the results of each learning outcome recorded on the practical assessment paperwork see *QA Guide to Assessing QA Level 3 Award in the Safe Administration of Lifesaving Medication (RQF)*. There are 5 practical assessments/skills tests for this qualification:
 - Calculations
 - Diabetic patient
 - Anaphylactic shock
 - Administration of medication
 - Medication overdose
- Formative assessments – a range of informal assessment procedures employed by the Trainer/Assessor during the learning process to measure each Learner's knowledge, skills and understanding related to the assessment criteria
- Theory assessment – a workbook for each Learner

However, even when a Learner achieves this minimum, Trainers are expected to make a professional judgement as to whether that Learner has achieved all the assessment criteria. Trainers should use all assessment evidence available, including formative and practical assessments, to reach this judgement.

Note: Centres should download all assessment papers from the Customer Portal in advance of the course.

Access to assessment

Quallsafe Awards is committed to equality and when designing the assessments for this qualification has made sure they are:

- As accessible as reasonably possible
- Able to permit reasonable adjustments to be made, while minimising the need for them

Note: If you have any suggestions for improvements, please let us know.

Centres should make sure all Learners have access to assessment and are given equal opportunities to demonstrate their competence.

If a reasonable adjustment or special consideration has been made, e.g. written/theory assessments have been completed verbally if required, Centres must mitigate risk in line with QA policies and complete a Reasonable Adjustment Form/Special Consideration Request Form, available to download from the Customer Portal. For more details see *QA Access to Assessment Policy*.

Note: Upload completed Reasonable Adjustment Form/Special Consideration Request Forms to the Customer Portal when requesting certification.

Learners should be informed about Centre's and QA's appeals procedures and how they can access these.

Specific equality issues relevant to this qualification

It is important no Learner is turned away from a training course due to disabilities or impairments. To assess competence and gain certification however, the Learner will need to demonstrate certain practical skills. For instance, for prehospital care qualifications the Learner must be assessed performing practical tasks such as Administration of medication as per *QA Guide to Assessing QA Level 3 Award in the Safe Administration of Lifesaving Medication (RQF)*. To pass the assessment, the Learner must demonstrate the required practical skills without assistance from a third party (unless authorised by QA following a reasonable adjustment request).



Informal record of achievement

If a Learner with disabilities cannot perform 1 or more of the practical tasks required, it may be possible for the Centre to provide a letter recording the learning outcomes that the Learner achieved. The letter should clearly state that “this record of achievement does **not** constitute a QA Level 3 Award in the Safe Administration of Lifesaving Medication (RQF).

Quality assurance

Centre internal quality assurance

The Centre's IQA is required to sample a reasonable amount of assessments as part of the quality assurance of the qualification. The arrangements for this should be included in the Centre's approved internal quality assurance policy. This standardisation of assessment across Learners and Trainers is to make sure there is fairness and consistency in assessment practices. This should be carried out using the *IQA Trainer Observation Form* and *IQA Desk Based Review Form*, which can be accessed and submitted online on the Centre Quality Assurance section of the Customer Portal.

Centres must retain all Learner documents and records for a period of 3 years and make sure these are available for review by Qualsafe Awards or our representatives, e.g. External Quality Assurers (EQAs), on request.

For further details IQAs should refer to the *QA Centre Quality Assurance Guidance and relevant Trainer risk rating guidance*.

Qualsafe Awards external quality assurance

Qualsafe Awards operates a system of ongoing monitoring, support and feedback for approved Centres across the United Kingdom.

Centres are required to inform Qualsafe Awards (via email to: qualityassurance@qualsafeawards.org) of **all** courses using the Course Notification Form, prior to delivery (ideally a minimum of 7 working days), to enable implementation of the EQA strategy for this qualification. The Course Notification Form can be found in the Downloads Sections of both the QA Portal and QA Website.

Direct Claims Status (DCS) for this qualification will only be granted upon 3 successful QA audits across 3 courses. A minimum of 1 EQA visit will be carried out within 12 months of the first course date.

Further details of the Qualsafe Awards' external quality assurance programme are available in the *QA Centre Quality Assurance Guidance*.

Further information

Contact us

If you have any queries or comments we would be happy to help you, contact us:

Email: info@qualsafeawards.org Tel: 0845 644 3305

Useful addresses and websites

- Qualsafe Awards, City View, 3 Wapping Road, Bradford, BD3 0ED
www.qualsafeawards.org
- Office of Qualifications and Examinations Regulation (Ofqual):
www.gov.uk/government/organisations/ofqual
- Scottish Qualifications Authority (SQA):
www.sqa.org.uk
- Health & Safety Executive (HSE):
www.hse.gov.uk
- Skills for Health:
www.skillsforhealth.org.uk
- Resuscitation Council (UK):
www.resus.org.uk
- Faculty of Pre-Hospital Care:
fphc.rcsed.ac.uk
- Medicines & Healthcare products Regulatory Agency:
www.gov.uk/government/organisations/medicines-and-healthcare-products-regulatory-agency



Appendix 1 – Qualification unit 1

The QA Level 3 Award in the Safe Administration of Lifesaving Medication (RQF) has 1 unit that Learners are required to complete in order to achieve the qualification.

Title:	Administering lifesaving medication in a prehospital or emergency and urgent care setting
Unit ref:	K/508/6603
GLH:	14
Level:	3
Credit value:	3
Learning outcomes The Learner will:	Assessment criteria The Learner can:
1. Understand legislation guidelines, policies and protocols relevant to the administration of lifesaving medication in an emergency and urgent care setting	1.1 Summarise safe administration of lifesaving medication: • legislation • regulations 1.2 Summarise workplace policies relevant to the administration of lifesaving medication 1.3 Explain workplace protocols relevant to the safe administration of lifesaving medication 1.4 Explain own responsibilities, limitations and boundaries to administering lifesaving medication in an emergency and urgent care setting
2. Know the features of, and guidelines for, administering lifesaving medication	2.1 Identify presentation of lifesaving medications 2.2 State the indications for administering lifesaving medication 2.3 State the actions of lifesaving medication 2.4 Identify contra-indications of lifesaving medications 2.5 Describe side effects of lifesaving medication 2.6 Explain other considerations and additional information for lifesaving medications 2.7 Clarify dosage and administration of lifesaving medications
3. Know the common types of lifesaving medication and their use in an emergency or urgent care situation	3.1 Describe common types of lifesaving medication including their effects and potential side effects 3.2 Explain the importance of taking physiological measurements before and after administering lifesaving medication 3.3 Give examples of common adverse reactions to lifesaving medication 3.4 Explain how to deal with common adverse reactions to lifesaving medication 3.5 Explain the different drug routes for the administration of lifesaving medication
4. Be able to determine a patient's condition in order to distinguish the correct lifesaving medication	4.1 Perform a patient assessment 4.2 Demonstrate how to obtain consent from a patient 4.3 Diagnose a patient's condition 4.4 Distinguish lifesaving medication according to the patient's condition 4.5 Apply universal precautions for infection prevention and control 4.6 Demonstrate how to prepare a lifesaving medication for administration
5. Be able to demonstrate the safe and effective administration of lifesaving medication in a prehospital or emergency and urgent care setting	5.1 Identify prehospital care equipment required to administer lifesaving medication 5.2 Identify common methods for administering lifesaving medication 5.3 Summarise safety aspects for administering lifesaving medication 5.4 Apply safe working practices when administering lifesaving medication 5.5 Demonstrate a range of techniques for administering lifesaving medication



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6. Know how to assess, monitor and review the effects of lifesaving medication	6.1 Identify the route for lifesaving medication 6.2 Safely administer lifesaving medication • in line with legislation and agreed ways of working • whilst minimising pain and trauma to the patient 6.3 Explain how to report immediate problems with the administration 6.4 Assess a patient throughout the administration process 6.5 Assess a patient after administration process 6.6 Safely dispose of clinical waste 6.7 Maintain security of medication 6.8 Summarise how to dispose of out of date medication 6.9 Summarise how to dispose of part used medication in accordance with legal and organisational requirements 6.10 Follow organisational procedures for recording the administration of lifesaving medication
Assessment guidance	Lifesaving medications: Must include: • Adrenaline 1:1000 • Aspirin • Chlorphenamine • Glucagon • Glucogel • Ipratropium bromide • Glyceryl trinitrate • Hydrocortisone • Loratadine • Naloxone hydrochloride (Narcan) • Salbutamol May include (providing the medication will fall within the learner's scope of practice): • Activated charcoal • Cetirizine hydrochloride • Clopidogrel • Dexamethasone • Patient's own Buccal Midazolam (this list is not exhaustive) NB It is the responsibility of the Centre to retain assessment records that show which lifesaving medications the Learner has been assessed in. Drug routes may include: • Intramuscular • Intra-osseous • Intravenous • Subcutaneous • Inhalation • Nebulised • Oral • Rectal • Sub-lingual/Buccal • Intranasal Safety aspects: • Drug type • Drug strength • Whether the packaging is intact • Clarity of fluid • Expiry date



Appendix 2 – Occupational knowledge and competence in prehospital care and the administration of lifesaving medication

All Trainers, Assessors, IQAs and EQAs must have occupational knowledge and competence in prehospital care and the administration of lifesaving medication.

Acceptable evidence includes:

- 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 registration as a Pharmacist with the General Pharmaceutical Council (GPhC) **or**

This list is not exhaustive but provides a guide to acceptable qualifications.

If relevant qualifications or experience do not appear on this list, please provide us with details as these alternatives could be acceptable. Other equivalent qualifications must be submitted to Qualsafe Awards with detailed evidence of course/qualification content, learning outcomes and assessment criteria.

Trainers who also assess Learner competence must hold a qualification (or separate qualifications) to enable them to perform both functions, see *Appendix 3*.



Appendix 3 – 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 or be working towards an acceptable assessor qualification as identified in the table below:

Qualification	Train	Assess
Cert Ed/PGCE/B Ed/M Ed	✓	✓
CTLTS/DTLLS	✓	✓
PTLLS with unit 'Principles and Practice of Assessment' (12 credits)	✓	✓
Further and Adult Education Teacher's Certificate	✓	✓
IHCD Instructional Methods	✓	✓
IHCD Instructor Certificate	✓	✓
S/NVQ level 3 in training and development	✓	✓
S/NVQ level 4 in training and development	✓	✓
TQFE (Teaching Qualification for Further Education)	✓	✓
English National Board 998	✓	✓
Nursing mentorship qualifications	✓	✓
NOCN Tutor Assessor Award	✓	✓
Level 3 Award in Education and Training (QCF)	✓	✓
Level 4 Certificate in Education and Training (QCF)	✓	✓
Level 5 Diploma in Education and Training (QCF)	✓	✓
PTLLS (6 credits)	✓	
Accredited Qualifications based on the Learning and Development NOS 7 Facilitate Individual Learning and Development	✓	
Training Group A22, B22, C21, C23, C24	✓	
SQA Accredited Planning and Delivering Learning Sessions to Groups	✓	
A1 (D32/33) – Assess candidates using a range of methods		✓
A2 (D32) – Assess candidates' performance through observation		✓
Regulated Qualifications based on the Learning and Development NOS 9 Assess Learner Achievement		✓
SQA Accredited Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods – replacing Units A1 and D32/33		✓
SQA Accredited Learning and Development Unit 9D – Assess workplace competence using direct methods – replacing Units A2 and D32		✓
SQA Carry Out the Assessment Process		✓
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)		✓

Note: If a Trainer/Assessor does not hold one of the above assessing qualifications, they must be committed to following the principles outlined in the current *National Occupational Standards for Learning and Development: Standard 9 – Assess learner achievement*. Centres must be able to prove this, for example, through demonstrable experience, a declaration or witness testimony. An appropriate awareness of the standards must be shown.



Appendix 4 – Qualifications suitable for internal quality assurance

Internal Quality Assurers (IQAs) must:

- Follow the principles set out in the current Learning and Development NOS 11 *Internally Monitor and Maintain the Quality of Assessment*. Centres must be able to prove this, for example, through demonstrable experience, a declaration or witness testimony. An appropriate awareness of the standards must be shown **and**
- Hold or be working towards one of the following acceptable quality assurance qualifications:

SQA Accredited Learning and Development Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment
Regulated Qualifications based on the Learning and Development NOS 11 Internally Monitor and Maintain the Quality of Assessment
Level 4 Award in Understanding 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
SQA Internally Verify the Assessment Process

If relevant qualifications or experience do not appear on this list, please provide us with details as these alternatives could be acceptable. Other equivalent qualifications must be submitted to Qualsafe Awards with detailed evidence of course/qualification content, learning outcomes and assessment criteria.



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