



## APPRENTICESHIP STANDARD

# ASSOCIATE AMBULANCE PRACTITIONER

## FULL SPECIFICATION

Level	4
Duration	12 -18 Months (Not including EPA)
Maximum Funding	£15,000
Code	ST0287
QN	610/0259/8



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## Document Details and Version History

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Document Details	
<b>Document Name</b>	FAQ Level 4 Associate Ambulance Practitioner End-Point Assessment Specification
<b>Purpose of Document</b>	To confirm requirements and provide guidance regarding this end-point assessment.
<b>Document Version Number</b>	V2
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Version History			
<b>New Version Number</b>	<b>Date Amended</b>	<b>Section/Page Number Amended</b>	<b>Details of Amendment(s)</b>

## Introduction

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### *Introduction to FutureQuals*

FutureQuals is a forward-thinking, Learner-centric and customer-focused awarding and end-point assessment organisation committed to excellence.

### **Our Values**

Visionary | Supportive | Innovative | Professional

### **Our Vision**

“We envisage a place in which every Learner achieves their full potential.”

### **Our Mission**

“To provide Learners, Centres and Organisations with respected, valued, inclusive and quality-assured qualifications and assessments.”

Recognised to offer regulated qualifications in England, Wales, Northern Ireland, and accredited qualifications in Scotland, FutureQuals provide approved Centres with specialist, progressive qualifications.

FutureQuals is recognised to deliver high-quality apprenticeship end-point assessment for employers and training providers in England.

A full list of our qualifications and end-point assessments can be found on our website: <https://www.futurequals.com>

## ***Introduction to End-Point Assessment Specification***

Welcome to the **FAQ Level 4 Associate Ambulance Practitioner** End-Point Assessment Specification.

The aim of this specification is to confirm requirements and provide guidance to our customers regarding this end-point assessment. It is recommended that you study this specification in detail, becoming fully conversant with the procedures and accompanying documents.

This specification is a live document and will, therefore, be reviewed and updated. Customers will be notified when changes are made. It is the responsibility of the customer to ensure the most up-to-date version of the specification is in use.

## ***Publication Information***

Every effort has been made to ensure that the information contained in this document is true and correct at the time of publication. However, FutureQuals products and services are subject to continuous development and improvement. This document is also tied to an assessment plan which may be updated from time to time. We, therefore, reserve the right to change these products and services from time to time. FutureQuals cannot accept liability for any loss or damage incurred from the use of information in this publication. Any changes and updates will be documented in the version history of this specification.

## ***End-Point Assessment Fees***

Please visit our website for information on registration fees. Applicable assessment resit/retake fees are available on request.

## End-Point Assessment Information

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<b>End-Point Assessment Title:</b>	FAQ Level 4 Associate Ambulance Practitioner
<b>End-Point Assessment Level:</b>	4
<b>IFATE Assessment Plan Version:</b>	ST0287/V1.1
<b>EPA Product Code:</b>	L4SAAP
<b>Qualification Number:</b>	610/0259/8
<b>Regulated by:</b>	IfATE
<b>Externally Quality Assured by:</b>	Ofqual

### ***Who is this apprenticeship for?***

This apprenticeship is for someone who wants to be an associate ambulance practitioner. The Associate Ambulance Practitioner (AAP) works as part of the wider emergency and urgent care setting, having direct contact with service users or others, providing high-quality and compassionate care.

### ***What is the purpose of this apprenticeship?***

The purpose of this apprenticeship is to prepare Apprentices to work as an associate ambulance practitioner. Day-to-day duties and tasks for an AAP would involve working as part of an ambulance crew responding to emergency (999) and urgent calls providing emergency and urgent assistance, driving safely and progressively at high speed.

This occupation will assess, treat, and manage service users at the scene or assist with non-conveyance or onward referral if appropriate, reducing the need for hospital admission. Other tasks involve working closely with other emergency services and the wider NHS. Tasks of an AAP will include evaluating different approaches to solving problems, communicating those results accurately and reliably, with structured and coherent arguments.

AAPs work at a level above that of healthcare support workers and have knowledge of the underlying concepts and associated principles within their area of study, including the ability to evaluate and interpret these. They will have the qualities and transferable skills necessary for employment, exercising some personal responsibility.

After successful completion, the AAP will be accountable for their own actions, operating within their own scope of practice. They will work alongside professional colleagues of higher or lower grades.



### ***How does this apprenticeship relate to other similar apprenticeships or qualifications?***

There are currently no other apprenticeships similar to this apprenticeship. There are, however, other related ambulance service qualifications.

### ***What is an end-point assessment?***

End-point assessment (EPA) is the final stage of an apprenticeship. It is an impartial assessment of whether the Apprentice has developed the skills, knowledge and behaviours outlined in the apprenticeship standard.

Assessments are designed by employers in the sector and are conducted by independent bodies known as end-point assessment organisations (EPAOs), such as FutureQuals.

Each apprenticeship includes an end-point assessment plan which describes how the Apprentice should be tested against the appropriate criteria, using suitable methods.

### ***What will the end-point assessment look like and how long will it take?***

<b>End-Point Assessment Activity</b>	<b>Time Taken</b>
<b>Interview (Professional Discussion)</b> <ul style="list-style-type: none"><li>• Questions and answers will be used by the independent Assessor to enable the Apprentice to provide evidence against the relevant knowledge, skills and behaviours, and care certificate standards.</li><li>• Grading: Fail/Pass/Merit/Distinction</li></ul>	60 minutes (+/- 10%)
<b>Objective Structured Clinical Examination – Conscious Patient</b> <ul style="list-style-type: none"><li>• A direct observation carried out in a simulated environment, based on a scenario.</li><li>• Grading: Competent/Deferred</li></ul>	20 minutes (+/- 10%)
<b>Objective Structured Clinical Examination – Intermediate Life Support</b> <ul style="list-style-type: none"><li>• A direct observation carried out in a simulated environment, based on a scenario.</li><li>• Grading: Competent/Deferred</li></ul>	20 minutes (+/- 10%)

<p><b>Situational Judgement Assessment Safeguarding &amp; Capacity (Behaviours)</b></p> <ul style="list-style-type: none"> <li>• Four situational multiple-choice questions (SMCQs) – constructed with a scenario, question, answer and three incorrect options.</li> <li>• 16 multiple-choice questions (MCQ) – constructed with a question, answer and three incorrect options.</li> <li>• Grading: Fail/Pass/Merit/Distinction</li> </ul>	<p>40 minutes (+/- 10%)</p>
<p><b>Pictorial Examination (Driving)</b></p> <ul style="list-style-type: none"> <li>• Delivered using an online assessment with 24 randomly selected traffic signs in the form of 24 pictorial multiple-choice questions.</li> <li>• Grading: Fail/Pass/Merit/Distinction</li> </ul>	<p>30 minutes (+/- 10%)</p>

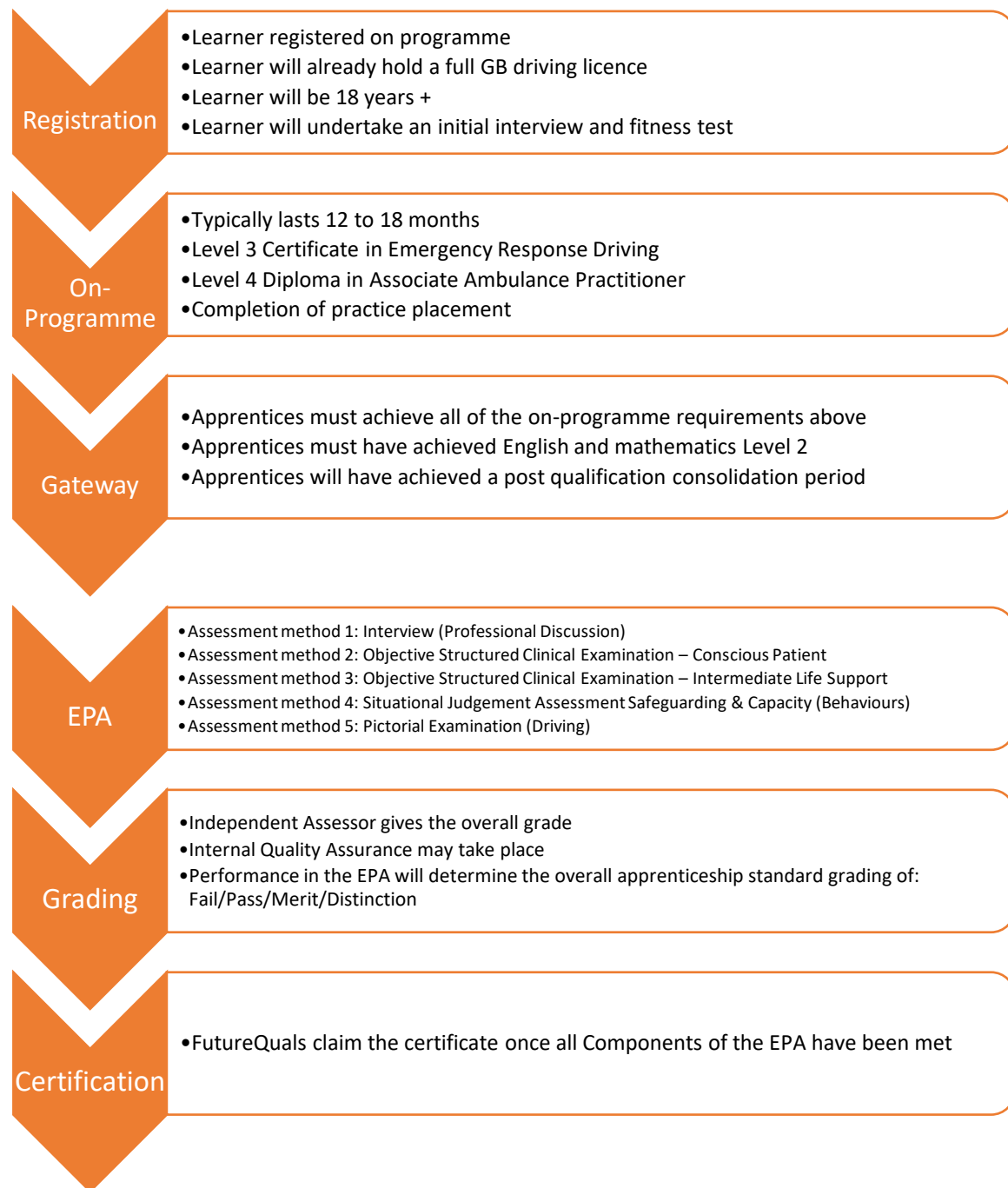
Assessments can be taken in any order. The result of one assessment method does not need to be known before starting the next.

### **Support Materials**

FutureQuals provides the following supporting materials for the **FAQ Level 4 Associate Ambulance Practitioner** End-Point Assessment:

- *FAQ Level 4 Associate Ambulance Practitioner End-Point Assessment Specification*
- *FAQ Level 4 Associate Ambulance Practitioner End-Point Assessment Apprentice Guide*
- *FAQ Level 4 Associate Ambulance Practitioner End-Point Assessment Training Provider/Employer Guide*
- *FAQ Level 4 Associate Ambulance Practitioner End-Point Assessment Apprentice Briefs - for all assessments including sample assessments*

## On Programme Requirements



## ***Roles and Responsibilities***

<b>Role</b>	<b>Responsibilities</b>
<b>Apprentice</b>	<p>As a minimum, the Apprentice should:</p> <ul style="list-style-type: none"> <li>• Participate fully in their training and development.</li> <li>• Actively contribute to their performance review.</li> <li>• Contribute to the decision on the timing of their end-point assessment.</li> </ul>
<b>Employer</b>	<p>As a minimum, the Apprentice’s employer must:</p> <ul style="list-style-type: none"> <li>• Conduct on-programme assessment decisions, to provide the Apprentice with the requirements as laid out by the regulated qualifications, sector and this assessment plan.</li> <li>• Agree on the readiness of the Apprentice for the EPA.</li> <li>• Select an approved End-point Assessment Organisation from the apprenticeship providers and assessment register (APAR) to deliver this assessment plan.</li> <li>• Provide suitable premises for the purposes of this assessment plan.</li> <li>• Where possible, provide the Assessors access to the specialist equipment needed to conduct the assessments.</li> </ul>
<b>Training Provider</b>	<p>As a minimum, the training provider must:</p> <ul style="list-style-type: none"> <li>• Provide ongoing education and training for the Apprentice.</li> <li>• Provide tools and processes to support the Apprentice.</li> <li>• Carry out regular reviews with the Apprentice and employer.</li> <li>• Advise the employer when the Apprentice is ready to undertake the end-point assessment.</li> </ul>
<b>End-point Assessment Organisation (EPAO)</b>	<p>As a minimum, the EPAO must:</p> <ul style="list-style-type: none"> <li>• Take no part in the training of those Apprentices for whom they complete end-point assessments.</li> <li>• Devise assessment materials and administer the end-point assessment.</li> <li>• Recruit and train independent Assessors.</li> <li>• Ensure Assessors are occupationally competent, are able to assess the performance of the Apprentice using the end-point assessment method, and are able to determine the grade achieved.</li> <li>• Undertake annual standardisation and moderation activities.</li> <li>• Actively participate in the quality assurance procedures described in this assessment plan.</li> </ul>
<b>Independent Lead Assessor</b>	<p>As a minimum, the independent lead Assessor must:</p> <ul style="list-style-type: none"> <li>• Ensure consistent and standardised assessment decisions of IAO Assessors.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensure documentation used by IAO Assessors is valid and fit for purpose.</li> <li>• Plan and facilitate the delivery of this assessment plan.</li> <li>• Make the final decision based on information and evidence provided by the IAO Assessors.</li> <li>• Deal with any assessment decision queries or appeals.</li> <li>• Notify the employer of the Apprentice outcome.</li> <li>• Remain current against the National Occupational Standards NO 9 – Assess Learner Achievement.</li> </ul>
<b>Independent Assessor</b>	<p>As a minimum, the independent Assessor must:</p> <ul style="list-style-type: none"> <li>• Make assessment decisions following this assessment plan.</li> <li>• Ensure they remain impartial to their assessment decisions and current against the National Occupational Standards NO 9 – Assess Learner Achievement.</li> </ul>

### **Gateway**

The EPA period should only start once the employer is satisfied that the Apprentice is consistently working at or above the level set out in the occupational standard - that they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the Apprentice’s training provider(s) and Apprentice.

FutureQuals determines when all Gateway requirements have been met, from evidence provided by the employer, training provider and Apprentice, and the EPA period will only start once FutureQuals has confirmed this.

In addition to the employer’s confirmation that the Apprentice is working at or above the level in the occupational standard, the Apprentice must have completed the following Gateway requirements prior to starting EPA:

- Apprentices without level 2 English and mathematics will need to achieve this level prior to completing the end-point assessment.
- Achieve a Level 3 Certificate in Emergency Response Driving.
- Achieve a Level 4 Diploma for Associate Ambulance Practitioner.
- Completion of practice placement (750hrs).
- Completion of post-qualification consolidation period (16 weeks) including clinical supervision and facilitation shifts.

## End-Point Assessment Overview

Appendix 1 – *Mapping Assessment Methods to Knowledge, Skills and Behaviours* shows the knowledge, skills and behaviours (KSBs) covered by each assessment method.

End-Point Assessment Activity	Criteria covered
<b>Interview (Professional Discussion)</b>	This area will cover 5 of 15 standards from the Care Certificate: Patient-centred - Professional, Passionate, Commitment about the emergency and urgent care services. Dignity and Respect - Openness & honesty, while promoting equality and celebrates diversity. Care and Compassion – maintains a positive, safe, caring and compassionate working environment.
<b>Objective Structured Clinical Examination – Conscious Patient</b>	Conscious patient - following a stepwise approach, undertaking physiological measurements using appropriate equipment in a safe and effective manner; making appropriate changes or recommendations to the treatment plan within their scope of practice (OSCE).
<b>Objective Structured Clinical Examination – Intermediate Life Support</b>	Adult Life Support - perform intermediate life support, assisting the practitioner in preparing for one of the following: advanced airway management (Intubation) and Intravenous Cannulation (IV) or Intraosseous (IO) (OSCE).
<b>Situational Judgement Assessment Safeguarding &amp; Capacity (Behaviours)</b>	Mental capacity diagnostic and functional assessment of a vulnerable individual with learning disabilities – acting in the best interest of the patient.
<b>Pictorial Examination (Driving)</b>	Traffic signs pictorial assessment paper – 24 Traffic signs out of 120.

## Assessment Method 1: Interview (Professional Discussion)

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This assessment is an interview (Professional Discussion), taken under exam conditions at your training Centre or place of work. The time allowed is 60 minutes (+/- 10%). Your Assessor will ask a minimum of 16 questions to open areas of discussion and they will make you aware of the area being focussed on, out of the 13 stated in the table below.

This assessment tests the following areas:

<b>Knowledge</b>	<ul style="list-style-type: none"><li>• Core</li><li>• Moving &amp; Handling, Light Rescue, Extraction and Environmental Safety</li><li>• Assessment and Physiological Measurements, Administration of Medications, Treatment and Intervention, Safe Discharging &amp; Referrals</li><li>• Driving &amp; Electronic Communication</li></ul>
<b>Skills</b>	<ul style="list-style-type: none"><li>• Core</li><li>• Treatment and Intervention</li></ul>
<b>Behaviours</b>	<ul style="list-style-type: none"><li>• Patient-centred</li><li>• Dignity and Respect for all</li><li>• Teamwork</li><li>• Care and Compassion</li><li>• Effective Communication</li><li>• Competence</li></ul>
<b>Care Certificate Standards</b>	<ul style="list-style-type: none"><li>• A selection of assessment criteria taken from 5 out of the 15 standards</li></ul>

Assessment decisions will be made against the responses given during the Interview (Professional Discussion) covering the knowledge, skills and behaviours and the selected assessment criteria from the five Care Certificate Standards.

<b>Grading Criteria</b>		<b>No. of Criteria to be Achieved</b>
<b>Fail (Not Competent)</b>	0 - 39%	0 - 25
<b>Pass</b>	40 - 59%	26 – 37
<b>Merit</b>	60 - 69%	38 – 44
<b>Distinction</b>	70% +	45 +



## Assessment Method 2: Objective Structured Clinical Examination - Conscious Patient

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This assessment is an objective structured clinical examination (OSCE), designed to assess competency through direct observation carried out in a simulated environment, based on a scenario. The assessment will be taken under exam conditions, at your training Centre or place of work. The time allowed is 20 minutes (+/- 10%).

This assessment tests your ability to carry out assessment and measurements of a conscious patient following a stepwise approach. Undertaking physiological measurements using appropriate equipment in a safe and effective manner. Making appropriate changes or recommendations to the treatment plan within their scope of practice.

You should follow your usual approach according to your place of work and scope of practice. The scenario your assessment is based on will be drawn from a bank and issued to your Assessor. You will be tested against the knowledge, skills and behaviours (KSBs) and you must demonstrate competence against them all in order to pass this assessment.

### Grading Criteria

<b>Fail (Not Competent)</b>	An Apprentice fails to demonstrate, or incorrectly demonstrates a skill/underpinning knowledge <b>in one or more</b> KSBs.
<b>Competent</b>	For <b>all 15 KSBs</b> assessed, the Apprentice demonstrates the core/necessary skill/underpinning knowledge correctly.

## Assessment Method 3: Objective Structured Clinical Examination – Intermediate Life Support

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This assessment is an objective structured clinical examination (OSCE), designed to assess competency based on objective testing through direct observation. It follows a stepwise medical model approach (component-based) carried out in a simulated environment, based on a scenario. The assessment will be taken under exam conditions, at your training Centre or place of work. The time allowed is 20 minutes (+/- 10%).

This assessment tests your ability to perform intermediate life support according to UK Resus Council guidelines and assist the practitioner in preparing for one of:

- Advanced airway management
- Intravenous cannulation (IV)
- Intraosseous (IO)

During the assessment you should ask questions of the Assessor about aspects of the scene or scenario that you would usually expect to be able to see. Undertake life-saving interventions using the equipment provided. Clearly verbalise what you are doing and thinking for the Assessor. The scenario your assessment is based on will be drawn from a bank and issued to your Assessor. You will be tested against the knowledge, skills and behaviours (KSBs) and you must demonstrate competence against them all in order to pass this assessment.

### Grading Criteria

<b>Fail (Not Competent)</b>	An Apprentice fails to demonstrate, or incorrectly demonstrate a skill/underpinning knowledge <b>in one or more</b> KSBs.
<b>Competent</b>	For <b>all 13 KSBs</b> assessed, the Apprentice demonstrates the core/necessary skill/underpinning knowledge correctly.

## Assessment Method 4: Situational Judgement Assessment Safeguarding & Capacity (Behaviours)

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This assessment is a situational judgement assessment using the following two question types:

- Situational multiple-choice questions (SMCQs) – constructed with a scenario, question, answer and three incorrect options.
- Multiple-choice questions (MCQs) – constructed with a question, answer and three incorrect options.

The examination assesses your response as an associate ambulance practitioner to four scenarios, based on safeguarding, mental capacity, and learning disabilities, as well as your underpinning knowledge of the KSBs.

The assessment is delivered using an online assessment platform, XAMS, and you will be presented with 20 questions, four SMCQs (five marks per SMCQ) and 16 MCQs (one mark per MCQ), in a randomised order. There are 36 marks available in total. The assessment is 40 minutes in length, taken under exam conditions.

### Grading Criteria

<b>Fail (Not Competent)</b>	0 - 39%
<b>Pass</b>	40 - 59%
<b>Merit</b>	60 - 69%
<b>Distinction</b>	70% +

## Assessment Method 5: Pictorial Examination (Driving)

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This assessment is a pictorial multiple-choice question examination assessment (constructed with a question, image, answer and three incorrect options) covering the traffic signs found in The Highway Code that you must adhere to when driving.

The assessment is delivered using an online assessment platform, XAMS, and you will be presented with 24 randomly selected traffic signs in the form of 24 pictorial multiple-choice questions. The assessment is 30 minutes in length, taken under exam conditions.

### Grading Criteria

<b>Fail (Not Competent)</b>	0 - 39%
<b>Pass</b>	40 - 59%
<b>Merit</b>	60 - 69%
<b>Distinction</b>	70% +

### ***Reasonable Adjustments and Special Considerations***

We are committed to improving access for Learners with disabilities and other difficulties, without compromising assessment.

Further details are provided in the *Reasonable Adjustments and Special Considerations Policy*, which can be found on the FutureQuals website.

### ***Grading***

The overall end-point assessment is graded at Fail, Pass, Merit or Distinction and is determined by the lead independent Assessor.

All EPA methods must be passed for the EPA to be passed overall.

## ***Resits/Retakes***

As the assessment plan for this end-point assessment does not specify the allowed number of attempts, these will be permitted in line with the FutureQuals Resit/Retake Policy, which can be found on the FutureQuals website.

The Apprentice's employer will need to agree that either a resit or retake is an appropriate course of action:

**Resit** The Apprentice does not require further learning:

Unless the assessment plan requires an Apprentice to undertake additional learning prior to retaking an assessment (thus making it a retake, not a resit), if an Apprentice fails an element of their EPA but the employer and training provider feel the Apprentice has sufficient knowledge and understanding to attempt the assessment again without further learning, they are able to resit as soon as is convenient for all parties. Evidence of additional learning does not need to be provided for a resit.

**Retake** Apprentice requires further learning:

If an Apprentice fails an element of their EPA but the employer, training provider or FutureQuals feels that the Apprentice requires further development, the training provider must deliver additional learning to the Apprentice before they attempt the assessment again. FutureQuals may recommend further training where we feel this would benefit the Apprentice. Evidence of additional learning must be provided to FutureQuals prior to the assessment being repeated.

An Apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to resit or retake any failed assessment methods only.

## ***Internal Quality Assurance***

Internal quality assurance refers to the strategies, policies and procedures that FutureQuals has in place to ensure valid, consistent and reliable end-point assessment decisions.

This is set out in our Internal Quality Assurance (EPAO) Policy and includes:

- Sampling of assessment decisions
- Risk rating of Assessors
- Supporting and training new Assessors
- Standardisation of Assessors

## ***External Quality Assurance***

External Quality Assurance for the end-point assessment for this apprenticeship standard will be delivered by Ofqual.

## Enquiries

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### **Contact Us**

Any enquires relating to this end-point assessment should be addressed to:

Future (Awards and Qualifications) Ltd  
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Telford Way  
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Leicestershire  
LE67 3HE

Tel: **01530 836668**

E-mail: **EPA@futurequals.com**

Website: **<https://www.futurequals.com>**

### **Data Protection**

FutureQuals takes the protection of data seriously. Please see our *Data Protection Policy* which complies with the current legislation on data protection and can be found on our website.

### **Conflict of Interest**

For details regarding conflict of interest, see the FutureQuals *Conflict of Interest Policy*, which can be found on our website.

### **Appeals**

Approved Centres must have an appeals policy in place to support and manage Learners who wish to appeal against their assessment decisions. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly.

If Learners remain dissatisfied with the outcomes following the completion of the Centre's appeals procedure, they should contact FutureQuals directly.

### **Feedback**

Your feedback is very important to us. We're always open to suggestions for enhancing and improving our services, products and systems.

Please email us at EPA@futurequals.com or call us on 01530 836668.

## ***Complaints***

FutureQuals aims to constantly monitor the levels of service provided and report on performance indicators on a regular basis. We will endeavour to be open about the levels of service we aim to offer to all our Customers.

However, if we fall short of expectations or our own standards, we want to give the opportunity for those affected to provide feedback so we can put things right. The FutureQuals *Complaints Policy* can be found on our website.

## ***Dealing with Malpractice and Maladministration***

For details regarding malpractice and maladministration, please see the FutureQuals *Malpractice and Maladministration Policy*, which can be found on our website.

## ***Key FutureQuals Documents***

The following key documents can also be found on our website:

- *Bribery and Corruption Policy*
- *Centre Guide*
- *Enquiries about Results and Appeals Policy*
- *Fees and Pricing Policy*
- *Instructions for Conducting Controlled Assessments*
- *Public Interest Disclosure (Whistle-blowing) External Policy*
- *Contributory/Signatory Form*
- *QMIS User Guide*
- *XAMS Centre User Guide*

## Appendix 1 – Mapping Assessment Methods to Knowledge, Skills and Behaviours

### Interview (Professional Discussion)

The table below sets out the KSBs on which the Interview (Professional Discussion) will be based:

Knowledge: Core	Skills: Core	Behaviours
<p><b>K1.</b> How the AAP role engages in supporting the organisation in delivering high-quality care and meeting its targets.</p> <p><b>K2.</b> How to develop and use a personal &amp; professional development plan including the importance of reflective practice.</p> <p><b>K3.</b> How to communicate effectively, including writing clear, concise information.</p> <p><b>K4.</b> The importance of health, safety and dynamic risk assessments. How to report incidents, near misses and follow the correct processes to promote health and safety at work.</p> <p><b>K5.</b> The organisation's safeguarding procedures and to protect individuals and groups including referral through the appropriate routes.</p> <p><b>K6.</b> How to promote person-centred approaches and know how to work and adhere to relevant codes of practice and ethics.</p> <p><b>K7.</b> How to practice and follow information</p>	<p>Engage in organisational effectiveness, and personal &amp; professional development by using &amp; promoting:</p> <p><b>S1.</b> Effective communication.</p> <p><b>S2.</b> Conflict resolution training.</p> <p><b>S3.</b> Equality and inclusion.</p> <p><b>S4.</b> Implementation of health and safety.</p> <p><b>S5.</b> Safeguarding and protecting individual's and groups.</p> <p><b>S6.</b> Person centred approaches.</p> <p><b>S7.</b> Good practice in information governance.</p> <p><b>S8.</b> Infection prevention and control methods.</p> <p><b>S9.</b> Duty of care and patients privacy and dignity.</p>	<p><b>B1.</b> Be professional and passionate about the emergency and urgent care services; have a commitment to quality and care for service users and their relatives, a positive attitude in helping to improve patient care/ experience, learning from successes and mistakes in line with the NHS Constitution.</p> <p><b>B2.</b> Show understanding and be respectful of all service users, carers and all those who the AAP come into contact with. The AAP will promote equality of opportunity and celebrate diversity, demonstrating high standards of behaviour and conduct with honesty and openness at all times.</p> <p><b>B3.</b> Work closely and collaboratively with others of all levels in an open/honest and supportive way, acting in the best interest of the service users and others. Promoting teamwork and taking a genuine interest in those whom we work with, offering support and guidance when it is needed. Inspire each other to work</p>



<p>governance by understanding data protection, Caldicott regulations and other legislation.</p> <p><b>K8.</b> How to follow policies and procedures in relation to infection prevention &amp; control. The importance of treating patients and their carers with privacy &amp; dignity.</p>		<p>together to create better services.</p> <p><b>B4.</b> Deliver a first-class service which is responsive to individual needs, recognising and celebrating good performance, striving to maintain a positive, safe, caring and compassionate working environment for all. Ensure that compassion is central to the care provided with humanity and kindness.</p> <p><b>B5.</b> Be open and honest with individuals choosing the most appropriate way of communicating, using everyday language, avoiding jargon. Respect confidentiality and personal information about service users and others.</p> <p><b>B6.</b> Be personally responsible for own learning and development. Engage with advancing technologies, maximising learning opportunities. Encourage and support others in their personal development to increase and maintain high levels of competency.</p>
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<p><b>Knowledge: Moving &amp; Handling, Light Rescue, Extrication &amp; Environmental Safety</b></p>	<p><b>Knowledge: Assessment &amp; Physiological Measurements, Administration of Medications, Treatment &amp; Intervention, Safe discharging &amp; referral</b></p>	<p><b>Knowledge: Driving and Electronic communication</b></p>
<p><b>K12.</b> The Health &amp; Safety at Work Act and related regulations.</p>	<p><b>K22.</b> How to manage the acute care of service users and others across the age ranges, to include: airway management, intermediate life support, wounds &amp; bleeding, burns &amp; scalds, medical conditions, bones-joints-ligaments-tendons injuries, use of medical gases, babies &amp; children, pregnancy &amp; child birth, hostile &amp; major incidents, substances hazardous to health, care for the elderly, pain management by understanding all SOPs, policies, procedures and guidelines.</p>	<p><b>K34.</b> How to operate a range of electronic devices to communicate effectively with all colleagues internally and externally.</p>
<p><b>Skill: Treatment &amp; Intervention</b></p>	<p><b>S5.</b> Manage service users and others across the age ranges - from babies &amp; children to care for the elderly - within the emergency &amp; urgent care setting, to include: airway, respiratory &amp; circulatory management; wounds &amp; bleeding; burns &amp; scalds; medical conditions; bones-joints-ligaments-tendons injuries; use of medical gases; pregnancy &amp; child birth; hostile &amp; major incidents; substances hazardous to health and pain management.</p>	

The table below sets out the [Care Certificate Standards](#). Your Interview (Professional Discussion) will be based on any 5 of these:

<b>1. Understand your role</b>	<b>6. Communication</b>	<b>11. Safeguarding children</b>
<b>2. Your personal development</b>	<b>7. Privacy and dignity</b>	<b>12. Basic life support</b>
<b>3. Duty of care</b>	<b>8. Fluids and nutrition.</b>	<b>13. Health and safety</b>
<b>4. Equality and diversity</b>	<b>9. Awareness of mental health, dementia, and learning disability.</b>	<b>14. Handling information</b>
<b>5. Work in a person-centred way</b>	<b>10. Safeguarding adults</b>	<b>15. Infection prevention and control</b>

## OSCE Conscious Patient (Assessment & Measurements)

The table below sets out the KSBs on which the Conscious Patient OSCE assessment will be based.

Topic	Knowledge, Skills, Behaviours			
Preparation	Knowledge	Driving & electronic communication	K35	How to prepare a range of vehicles prior to use, operate and drive safely at all times adhering to legislation, Highway Code and policies.
Risk Assessment	Knowledge	Moving & Handling, Light Rescue, Extrication & Environmental Safety	K13	They will know how to manage their own safety and that of others in a range of environments.
			K11	How to undertake dynamic risk assessments prior to moving & positioning individuals in accordance with their care plan, as well as using equipment and other items safely.
	Skill	Moving & Handling	S2	Undertake risk assessment prior to moving & positioning individuals, using equipment and other items safely.
Primary Survey & Secondary Survey	Knowledge	Assessment & Physiological Measurements, Administration of Medications, Treatment & Intervention, Safe Discharging & Referrals	K16	How to follow a stepwise and holistic approach to patient assessment by understanding and applying codes of practice and ethics, etc.
	Skill	Assessment & Measurements	S3	Follow a stepwise and holistic approach to patient assessment, undertaking a range of physiological measurements using appropriate equipment in a safe and effective manner.

	Knowledge	Assessment & Physiological Measurements, Administration of Medications, Treatment & Intervention, Safe Discharging & Referrals	K17	Understand how to carry out and interpret a range of physiological measurements.
Treatment Plan	Knowledge	Assessment & Physiological Measurements, Administration of Medications, Treatment & Intervention, Safe Discharging & Referrals	K18	Know how to make appropriate changes or recommendations to the treatment plan as directed.
			K21	They will know and understand how to use UK Ambulance Service Clinical Practice Guidelines and other documents to support the AAP role.
	Skill	Assessment & Measurements	S4	Make appropriate changes or recommendations to the treatment plan within their scope of practice, reporting changes where applicable and necessary.
Medication	Knowledge	Assessment & Physiological Measurements, Administration of Medications, Treatment & Intervention, Safe Discharging & Referrals	K19	How to operate under given exemptions, clinical guidelines and will understand their own restrictions of the administration of medications in accordance with the AAP's scope of practice.
			K20	They will know how to prepare medications and undertake the relevant safety checks prior to administration.

Extrication	Knowledge	Moving & Handling, Light Rescue, Extrication & Environmental Safety	K14	How to perform a range of light rescue and extrication techniques responsibly and in a safe and effective manner.
	Skill	Light Rescue & Extrication	S8	Perform a range of light rescue and extrication techniques in a safe and effective manner, using a range of equipment.
Handover	Knowledge	Assessment & Physiological Measurements, Administration of Medications, Treatment & Intervention, Safe Discharging & Referrals	K24	Know how to create clear & concise records to support all referrals to all agencies.

## OSCE Intermediate Life Support

The table below sets out the KSBs on which the ILS OSCE assessment will be based.

Topic	Knowledge, Skills, Behaviours			
Risk Assessment	Knowledge	Moving & Handling, Light Rescue, Extraction & Environmental Safety	K13	They will know how to manage their own safety and that of others in a range of environments.
Primary Survey, ILS	Knowledge	Intermediate Life Support & Assisting the Registered Practitioner	K30	How to effectively perform intermediate life support for individuals across the age ranges using appropriate equipment and techniques safely.
	Skill	Intermediate Life Support & Assisting the Practitioner	S6	Perform intermediate life support for individuals across the age ranges using appropriate equipment and techniques safely and effectively.
Assist the practitioner: cannulation, fluids, intubation	Knowledge	Intermediate Life Support & assisting the registered practitioner	K31	Know what equipment a registered practitioner will need to effectively apply the skill of Intubation, Cannulation, and Fluid Therapy.
	Skill	Intermediate Life Support & assisting the practitioner	S7	Assist the practitioner in the skills of Cannulation, Fluids Treatment and Intubation, including the preparation of life-saving drugs, using the skills necessary to deliver effective medicines management criteria.

Medication	Knowledge	Assessment & Physiological Measurements , Administration of Medications, Treatment & Intervention, Safe discharging & referrals	K20	They will know how to prepare medications and undertake the relevant safety checks prior to administration.
	Knowledge	Intermediate Life Support & assisting the registered practitioner	K33	Know what drug therapy is needed by the registered practitioner when dealing with service users in cardiac arrest.
Extrication	Knowledge	Moving & Handling, Light Rescue, Extrication & Environmental Safety	K11	How to undertake dynamic risk assessments prior to moving & positioning individuals in accordance with their care plan, as well as using equipment and other items safely.
	Knowledge	Moving & Handling, Light Rescue, Extrication & Environmental Safety	K14	How to perform a range of light rescue and extrication techniques responsibly and in a safe and effective manner.



	Skill	Moving & Handling	S2	Undertake risk assessment prior to moving & positioning individuals, using equipment and other items safely.
	Skill	Light Rescue & Extrication	S8	Perform a range of light rescue and extrication techniques in a safe and effective manner, using a range of equipment.
Scope of Practice	Knowledge	Moving & Handling, Light Rescue, Extrication & Environmental Safety	K15	Understand the meaning of Common Law and know what criteria must be met to undertake gaining an entry with good intent.
	Knowledge	Intermediate Life Support & assisting the registered practitioner	K30	How to effectively perform intermediate life support for individuals across the age ranges using appropriate equipment and techniques safely.
	Knowledge	Intermediate Life Support & Assisting the Registered Practitioner	K32	How to assist when required within own scope of practice.

## Situational Judgement Assessment – Safeguarding and Capacity (Behaviours)

<b>Knowledge, Skills and Behaviours (KSBs)</b>		
<b>Knowledge</b>	<b>K6</b>	<b>The organisation’s safeguarding procedures and to protect individuals and groups including referral through the appropriate routes.</b>
<b>Knowledge</b>	<b>K7</b>	<b>How to promote person centred approaches and know how to work and adhere to relevant codes of practice and ethics.</b>
<b>Knowledge</b>	<b>K23</b>	<b>The necessity of safety netting prior to discharging following organisation’s referral pathways including completion of relevant documentation.</b>
<b>Knowledge</b>	<b>K25</b>	<b>The importance of promoting mental health and wellbeing; understand the current Mental Health Act and the roles of other partner agencies.</b>
<b>Knowledge</b>	<b>K26</b>	<b>How to undertake the diagnostic and functional assessment of mental capacity and respond appropriately, acting in the best interest of the service user at all times.</b>
<b>Knowledge</b>	<b>K27</b>	<b>Understand and be able to support those with dementia and learning disabilities.</b>
<b>Knowledge</b>	<b>K28</b>	<b>How to support individuals across the age ranges with an end of life care plan in a compassionate and supportive manner.</b>
<b>Knowledge</b>	<b>K29</b>	<b>They will be able to identify and respond to their own and others feelings when dealing with bereavement.</b>

### **Pictorial Examination (Driving)**

K35 **(Partial)** How to prepare a range of vehicles prior to use, operate and drive safely at all times adhering to legislation, **Highway Code** and policies.



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