



## APPRENTICESHIP STANDARD

# AMBULANCE SUPPORT WORKER (EMERGENCY, URGENT AND NON-URGENT)

## FULL SPECIFICATION

Level	3
Duration	12 -18 Months (Not including EPA)
Maximum Funding	£7,000
Code	ST0627
QN	603/7070/1

# About FutureQuals

FutureQuals works together with employers and industry experts to develop End-Point Assessments, materials and tools. We provide a first class service for your End-Point Assessment needs and we ensure that we support your employees in every step towards their End-Point Assessment.

Our processes ensure that the apprentice has sufficient knowledge, skills and behaviours in their area of work, as determined by the Level 3 Ambulance Support Worker Occupational Standard and Assessment Plan.

FutureQuals is a recognised and approved End-Point Assessment Organisation and appears on the Register of End-Point Assessment Organisations (RoEPAO). FutureQuals are the EPAO within Future(Awards & Qualifications) Ltd.

More information on our processes and End-point Assessment can be found on our website or by contacting us at [EPAO@futurequals.com](mailto:EPAO@futurequals.com).

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## The Ambulance Support Worker Role

### Overview of the Role

The Ambulance Support Worker (ASW) works as part of the wider Emergency and Urgent Care setting, responding to emergency (999) calls; these include urgent and/or unscheduled care calls from the public and/or wider health and social care communities to provide care and clinical support to individuals of all ages.

They also provide scheduled non-urgent transport for people with specific health needs to and from specific treatment centres as required.

Driving will include working in various locations, some of which may be very remote, driving safely and at progressively high speeds when required. The ASW will also be responsible for managing the vehicle.

ASWs work as part of a double ambulance crew either alongside a more senior member of staff, such as a Paramedic, an Associate Ambulance Practitioner or with another non-registered Ambulance Support Worker. For some non-urgent care they may work alone.

They are required to work in a wide range of settings and environments, both inside and outside and sometimes in uncontrollable environments, assisting individuals at the scene.

ASWs support and assist senior clinicians and, in cases where patients deteriorate, provide a basic level of life saving techniques.

### Ambulance Support Worker Apprenticeship

The aim of the ASW apprenticeship is to ensure that the apprentice will be fully competent and job ready to perform the role of ASW as required by the end of the programme and end-point assessment.

The apprenticeship Standard and Assessment Plan provide a high-level description of the knowledge, skills and behaviours that each ASW must meet whilst on the apprenticeship, set out in *Appendix A*.

Entry requirements for an ASW include holding a Full GB driving licence, undertaking a fitness test and organisational interview. The industry specific requirements include meeting the 15 Care Standards as set out in the Care Certificate and employers may set additional requirements.

15 Care Standards	
1.	Understanding your role
2.	Your personal development
3.	Duty of care
4.	Equality and diversity
5.	Work in a person-centred way
6.	Communication
7.	Privacy and Dignity
8.	Fluids and Nutrition
9.	Awareness of mental health, dementia and learning disability
10.	Safeguarding adults
11.	Safeguarding children
12.	Basic life support
13.	Health and Safety

14.	Handling information
15.	Infection prevention and control

Apprentices must achieve Level 2 Maths and English before the end of the apprenticeship to meet the requirements for Gateway. For those with an Education, Health and Care Plan or a legacy statement, the apprenticeships English and Maths minimum requirement is Entry Level 3. A British Sign Language qualification is an alternative to the English Qualification for whom this is their primary language.

Apprentices need to complete an accredited *Level 3 Diploma in Ambulance Emergency and Urgent Care* OR a *Level 3 Certificate in Ambulance Patient Care* **and** a *Level 3 in Ambulance Driving* during prior to their apprenticeship and before the Gateway Declaration can be made.

Apprentices will need to complete two mandatory qualifications covering ambulance care and ambulance driving (emergency or non-emergency), with the combination being selected based on the specific role (this standard supports four different role types).

- One accredited level 3 ambulance care qualification, from
  - Diploma in Ambulance Emergency and Urgent Care Support
  - Certificate in Ambulance Patient Care: Urgent Care Services
  - Award in Ambulance Patient Care: Non-Urgent Care Services
  - Certificate in Ambulance Patient Care: Non-Urgent Care Services

**and**

- One accredited ambulance driving qualification, from
  - level 3 Certificate in Emergency Response Ambulance Driving
  - level 3 Award in Patient Care Services: Ambulance Driving

Legacy IHCD driving awards for Emergency and non-emergency driving will be accepted where candidates can demonstrate current and relevant driving experience.

## Knowledge, Skills and Behaviours

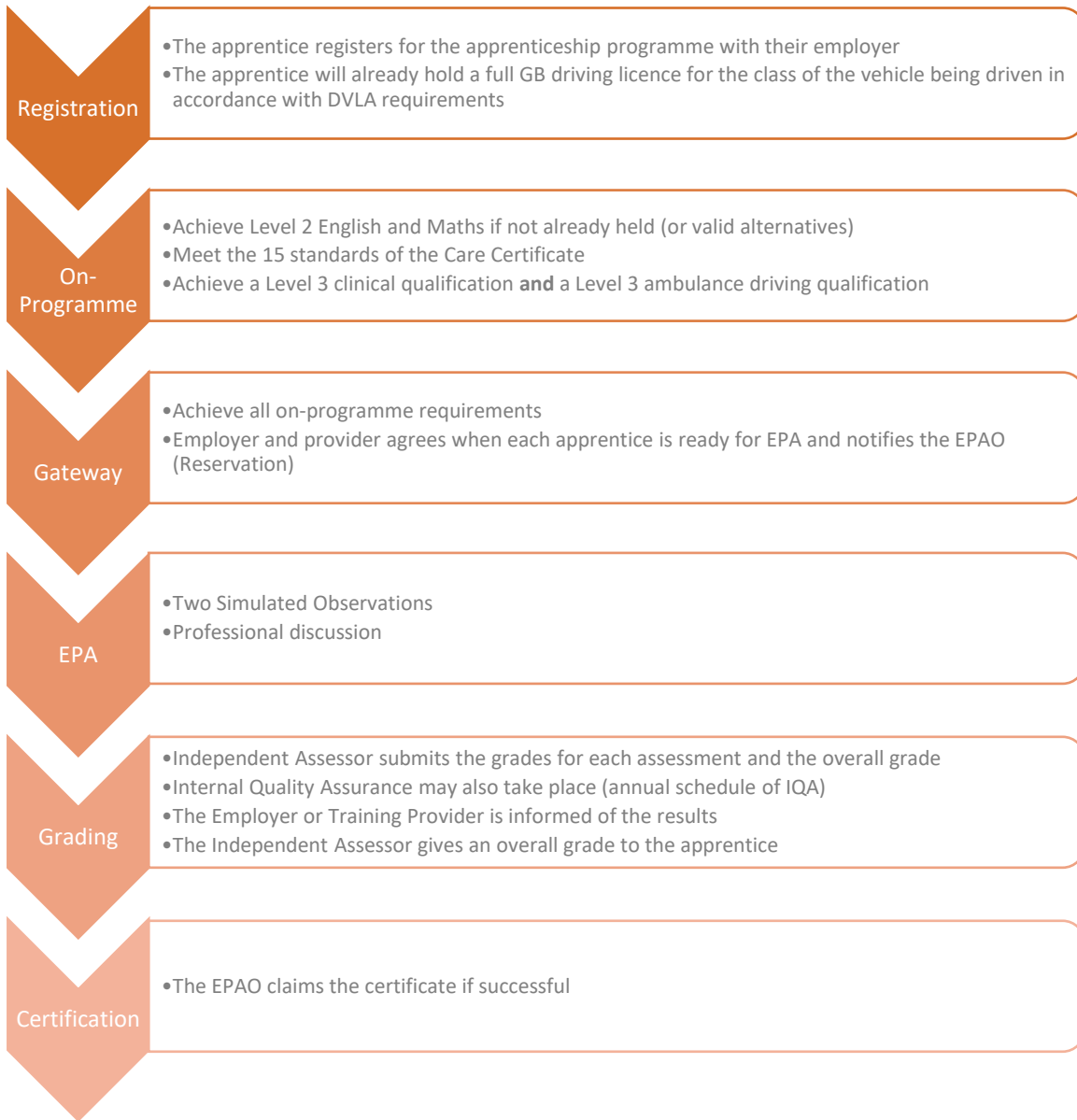
In order to be fully competent, the Standard requires that ASWs meet and demonstrate particular values and behaviours. They must also demonstrate the skills and knowledge as set out in the Assessment Plan.

A full description of these knowledge, skills and behaviours, as identified in the Standard, are shown in Appendix A.

The Standard recommends that a training and assessment schedule is developed at the beginning of the apprenticeship by the employer, training provider and the apprentice. The aim of the plan is show how and when the apprentice will have the opportunity to develop the full range of knowledge, skills and behaviours (KS&B) as set out in the Standard and Assessment Plan.

## End-point Assessment Process

### Overview of EPA Process



## End-point Assessment Structure

### On-Programme

Once the apprentice has met all of the requirements and the Gateway Declaration has been made, they can progress to end-point assessment.

The EPA consists of three assessment components, delivered via two different methods (see below).

Components can be completed in any order and will be determined by the Lead Independent Assessor (LIEPA) on the day of assessment, subject to the number of Apprentices and Independent End-point Assessors (IEPA). The apprentice will need to be available for at least half a day.

	Method of Assessment	Duration	Grading	Weighting
<b>Practical Examination</b>	Simulated Observation 1	5 minutes read scenario + 30 minutes observation + 10 minutes Q&A	Fail/Pass/ Distinction	50%
	Simulated Observation 2	5 minutes read scenario + 30 minutes observation + 10 minutes Q&A		
<b>Theory Examination</b>	Professional Discussion	30 minutes	Fail/Pass/ Distinction	50%

## Gateway Readiness

During the on-programme learning, the apprentice and their mentor will agree their readiness for Gateway. Once agreed the employer and provider can make the Gateway Declaration.

The apprentice must have met the required knowledge, skills and behaviours for the role. The apprentice must have also completed:

- Level 2 Maths and English. For those with an education, health and care plan or a legacy statement, the minimum requirement in Entry Level 3 and British Sign Language qualification are an alternative to English, if this is their primary language
- Meet the 15 standards of the Care Certificate
- Achieve a mandatory Level 3 clinical qualification:
  - Emergency Care – a Level 3 Diploma in Ambulance Emergency and Urgent Care Support
  - Urgent Care – a Level 3 Certificate in Ambulance Patient Care: Urgent Care Services
  - Non-Urgent Care – a Level 3 Award in Ambulance Patient Care: Non-Urgent Care Services
  - Level 3 Certificate in Ambulance Patient Care: Non- Urgent Care Services
- A separate mandatory Level 3 Ambulance Driving qualification:
  - Emergency Care – a Level 3 Certificate in Emergency Response Ambulance Driving
  - Urgent Care – a Level 3 Certificate in Emergency Response Ambulance Driving
  - Non- Urgent Care – a Level 3 Award in Patient Care Service: Ambulance Driving

## EPA Components

**There are two simulated observations**, both will be approximately 45 minutes long. There are 5 minutes allocated before the observation starts in order to listen to/read a scenario that accompanies the observation. The observation will last for approximately 30 minutes with a further 10 minutes for the use of questions and answers to enable the IEPA to assess KS&B criteria not covered in the observation and for clarification.

The two observations together will not last more than 90 minutes and can be done in any order. The Simulated Observation components make up a 50% weighting of the overall EPA.

The first observation will be based on a written scenario and the use of specialist equipment, such as **resuscitation** or **life support manikin**. The observation of the written scenario must provide evidence of the apprentice demonstrating the core KS&B criteria as a minimum. The core criteria have been identified in Appendix B.

The scenario will cover the following:

- Be able to explain conflicts between a person's rights and the duty of care
- Understand Mental Capacity
- Understanding safeguarding and protecting adults
- Able to undertake clinical tasks within line of own scope of practice
- Is able to carry out basic life support and defibrillation

The second observation will be based on a written brief covering **5 skill stations** relating to **infection prevention control** and will cover:

- Hand washing using current and approved hand washing techniques
- Disposing of various materials in the correct colour waste bag
- Handling infected laundry correctly and entering it into the laundry system in accordance with policy
- Cleaning and disinfecting equipment prior to next use
- Identifying single use items and disposing correctly

The 5 skill stations can be completed in any order.

This second observation will follow the same structure as the first. It must also provide evidence of the apprentice demonstrating the core KS&B as a minimum. The core criteria have been identified in Appendix B.

FutureQuals will hold a bank of 5 scenarios and will refresh at least 30% of them every 2 years. We are also responsible for designing a structured observation process that will allow the IEPA to record that the apprentice has evidenced all the KS&B required.

**The professional discussion** is scenario based and is an oral discussion between the IEPA and the apprentice. It is a two-way dialogue between both parties.

FutureQuals will design a structured template which will help the IEPA manage and mark the discussion to ensure consistency. The IEPA must not use prompts or questions that would lead the discussion, but instead can use a set of questions and answers that FutureQuals have written to help guide each scenario.

The IEPA will have prepared at least one discussion point for each domain that can be used, but it is not necessary to use all the discussion points. The discussion points will cover:

- Encouraging people to be actively involved with their own care
- Conflict and resolution measures
- Communication methods to calm and reassure individuals
- Common law and gaining entry with good intent
- Ways to keep yourself, colleagues and others safe
- Using equipment and resources in a safe and effective manner
- Clinical tasks within line of own scope practice
- Carrying out risk assessments
- Working as part of a team, seeking help and guidance and escalating concerns



The apprentice will be provided with a written scenario of between 100 and 150 words which will present the apprentice with a situation that allows them to discuss with the IEPA what they have read, how the situation could have occurred and what they would do in these circumstances.

The weighting of the Professional Discussion is 50% of the EPA.

The Professional discussion is 30 minutes long (+/- 10%). The apprentice is allowed an additional 10 minutes before the discussion to read the written scenario and make notes in preparation.

The scenario will provide the apprentice the opportunity to demonstrate and cover all aspects of the KS&B and the core criteria. The core criteria have been identified in Appendix C.

FutureQuals will ensure that scenarios are of comparable demand and provide sufficient information for the apprentice to be able to use. We will also ensure that we have devised at least 6 scenarios and refresh the scenarios every 18 months. This will also ensure that for resits the scenarios are not the same as presented on the original discussion.

### Grading & Weighting

The Simulated Observation is given either a Fail, Pass or Distinction. The grading criteria is set out in Appendix D. Apprentices must pass both scenarios for an overall pass, as set out in Appendix D.

As set out in Appendix D, the Professional Discussion is also graded either a Fail, Pass or Distinction.

The apprentice must pass both of the assessments for a final grade to be given. The overall grade will also be Fail, Pass or Distinction.

Simulated Observation	Professional Discussion	Overall Grade
Fail	Fail	Fail
Fail	Pass	Fail
Fail	Distinction	Fail
Pass	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction
Distinction	Distinction	Distinction
Distinction	Pass	Distinction
Distinction	Fail	Fail

At the end of the EPA, the IEPA (or Lead if only one assessor) collates the evidence and grading for each assessment and determines the grade following the grading matrix (*Appendix D*) to determine an overall Fail, Pass or Distinction. All decisions and evidence is then handed to the Lead if not already done so, who then determines the final grading for the apprenticeship.

Further checks for accuracy of the final grading will be carried out by FutureQuals, prior to any results being forwarded to the employer. Further checks may also be conducted via Internal Quality Assurance.

## Re-sits & Retakes

The number of re-sits/re-takes will be determined by the employer. Apprentices are only required to resit the assessments which they did not pass. Permitted resits should be no longer than 6 months from their initial assessment and additional learning must be provided to ensure patient safety and employer assurance at all times.

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit/re-take. A resit does not require further learning, however a re-take does. Apprentices are only required to re-take/re-sit the element of the end point assessment they have failed.

Apprentices who re-take/re-sit the professional discussion assessment can only achieve a pass grade as a maximum, unless FutureQuals identifies exceptional circumstances accounting for the original fail.

Apprentices who have passed the professional discussion are not permitted to re-take/re-sit for the purposes of improving their grade.

All assessment methods must be successfully completed within a 6-month period, after the End Point Assessment Gateway.

Provision must be made for those who fail where there are extenuating circumstances.

## Roles and Responsibilities

Role	Responsibilities
<b>Apprentice</b>	<ul style="list-style-type: none"> <li>• Participates fully in their training and development</li> <li>• Actively contributes to their performance review</li> <li>• Contributes to the decision on the timing of their end point assessment</li> </ul>
<b>Employer</b>	<ul style="list-style-type: none"> <li>• Supports the apprentice throughout their training and development</li> <li>• Conducts reviews to monitor progress</li> <li>• Determines when the apprentice is competent and ready to attempt the end point assessment</li> </ul>
<b>Training Provider</b>	<ul style="list-style-type: none"> <li>• Provides on-going education and training for the apprentice</li> <li>• Provides tools and processes to support the apprentice</li> <li>• Carries out regular reviews with the apprentice and employer</li> <li>• Advises the employer when the apprentice is ready to undertake the end point assessment.</li> </ul>
<b>FutureQuals</b>	<ul style="list-style-type: none"> <li>• Takes no part in the training of those apprentices for whom they complete end point assessments</li> <li>• Devises assessment materials and administers the end point assessment</li> <li>• Recruits and trains independent assessors</li> <li>• Ensures 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>• Undertakes annual standardisation and moderation activities</li> <li>• Actively participates in the quality assurance procedures described in this assessment plan</li> </ul>
<b>Lead Independent End-point Assessor (LIEPA)</b>	<ul style="list-style-type: none"> <li>• To quality assure the assessment process</li> <li>• To ensure consistent and standardised assessment decisions of FutureQuals independent assessors.</li> <li>• To ensure documentation used by FutureQuals independent assessors are valid and fit for purpose.</li> <li>• To plan and facilitate the delivery of this assessment plan.</li> <li>• To make the final decision and overall grading based on information and evidence provided by FutureQuals independent assessors.</li> <li>• To deal with any assessment decision queries or appeals.</li> <li>• To remain current against the National Occupational Standards No 9 – Assess Learner Achievement and National Occupational Standards No 11 – Internally Monitor and Maintain Quality of Assessment</li> <li>• To ensure assessment times are adjusted where apprentices present themselves with diagnosed learning difficulties</li> <li>• Determines the final apprenticeship grade</li> </ul>
<b>Independent End-point Assessor (IEPA)</b>	<ul style="list-style-type: none"> <li>• Assesses the scenario based professional discussion and the observation of practice</li> <li>• To make assessment decisions following this assessment plan</li> <li>• To ensure they remain impartial to their assessment decisions</li> <li>• Occupationally current against the National Occupational Standards No 9 – Assess Learner Achievement</li> <li>• To make necessary adjustments when making assessment decisions for those who have learning difficulties</li> </ul>

## Quality Assurance

### Internal Quality Assurance (IQA)

Internal quality assurance (IQA) is carried out by FutureQuals as the registered independent end point assessment organisation.

Internal quality assurance is completed by an appropriately qualified person, who will not have been involved in any aspect of the delivery or assessment of the programme they are quality assuring and in accordance with current FutureQuals Policies and Procedures.

FutureQuals will:

- Provide internal quality assurance checks for consistency of assessment decisions
- Appoint and train Independent Assessors and Lead Assessors
- Guarantee Independent Assessors attend annual standardisation programmes
- Provide assessment materials and assessment equipment for the End Point Assessment
- Operate an appeals procedure in case of dispute Inform the apprentice and employer of the assessment outcome
- Develop, administer and maintain the end-point assessment process Recruit, manage and support end-point assessors and lead assessors
- Recruit, manage and support independent verifiers, to moderate assessors and assessment materials
- Ensure the vocational experience and assessment competence of independent assessors and lead assessors
- Develop and manage a process of internal quality assurance and annual standardisation
- Securely develop and manage the range of assessment criteria and materials required for the End-point Assessment
- Hold a bank of simulated scenarios and professional discussion assessment materials
- Develop professional guidance for the Professional Discussion
- Develop annual review procedures and processes to verify:
  - Training providers
  - Assessment criteria
  - Assessment materials
  - Assessors and Lead Assessors
  - Grade and Awards
- Practical Assessment Environments
- Develop and maintain a bank of lead assessor reporting materials
- Develop and maintain assessor reporting documentation, which collates assessor comments and provides, the grade achieved and suggestions for future development
- Ensure all assessors are occupationally competent and current in the area in

which they are assessing, as well as conforming to the standards below:

- Occupationally competent and current Level 3 Ambulance Support Worker or any other Registered Health Professional in the specific field of practice for which the apprentices are being assessed.
- Hold a formal assessor qualification **or** evidence of competence of the National Occupational Standards of Assessing No 9 (assess learner achievement)

## External Quality Assurance

External Quality Assurance for the end point assessment for this apprenticeship standard will be delivered by Ofqual, the qualification number for this EPA is QAN 603/7070/1.

## Contact Us

For more information about the EPAO, FutureQuals or the EPA for this standard please contact us on:

Phone: 01530 836668

Email: [EPAO@futurequals.com](mailto:EPAO@futurequals.com)

Web: [www.futurequals.com](http://www.futurequals.com)

## List of Appendices

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Appendix B: Identification of Core Criteria for Simulated Observation

Appendix C: Identification of Core Criteria for Professional Discussion

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Appendix E: Room and Equipment Requirements

Appendix F: Session Checklist for EPAs

Appendix G: Policies and Procedures

## Appendix A: Knowledge, Skills and Behaviours Criteria

Behaviours		
You will <b>treat people with dignity, respecting individuals' diversity, belief, culture, needs, values, privacy and preferences, show respect and empathy for those you work with</b> , have the courage to challenge areas of concern and work to best practice, <b>be adaptable, reliable and consistent</b> , show discretion, <b>show resilience and self-awareness</b> and show supervisory leadership.		
Criteria	Skills	Knowledge
	You will be able to:	You will know and understand:
<b>Person centred care, treatment and support</b>	<ul style="list-style-type: none"> <li>• <b>Demonstrate what it means in practice to promote and provide person centred care, treatment and support</b> by obtaining valid consent and carrying out risk assessments</li> <li>• Work in partnership with the individual, their carer, families and the wider healthcare team</li> <li>• Promote clinical effectiveness, safety and a good experience for the individual</li> </ul>	<ul style="list-style-type: none"> <li>• Why is it important to gain consent, even when it is difficult; how to undertake a risk assessment in enabling a person- centred approach; <b>why it is important to promote 'person centred care, treatment and support'</b></li> <li>• Why it is important to encourage people to be actively involved in their own care or treatment; why it is important to give people choices about their care and to treat people as valuable and unique</li> <li>• Why safety and clinical effectiveness are important; the importance of managing relationships and boundaries with service users</li> </ul>
<b>Duty of care and candour, safeguarding, equality and diversity</b>	<ul style="list-style-type: none"> <li>• Follow the principles for equality, diversity and inclusion</li> <li>• <b>Implement a duty of care and candour</b></li> <li>• <b>Safeguard and protect adults</b> and children; promote the principles of others</li> <li>• Follow the principles of the National Prevent Strategy</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Legislation, policies and local ways of working about duty of care</b>, candour, raising concerns, safeguarding/ prevent/ protection from abuse; diversity, equality and inclusion; what they mean, why they are important, how to promote them to others</li> <li>• How discrimination can happen; <b>how to deal with conflicts between a person's rights and a duty of care</b></li> <li>• The signs of abuse, what to do if you suspect it, how to reduce the chances of abuse as much as possible</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• <b>Demonstrate and promote effective communication using a range of techniques</b></li> <li>• Observe and record verbal and non- verbal communication</li> </ul>	<ul style="list-style-type: none"> <li>• Why it is important to promote effective communication at work; <b>how to communicate with people who have specific language needs or wishes</b>; how to reduce communication</li> </ul>

	<ul style="list-style-type: none"> <li>Engage in de-brief/ supervision following potential exposure to trauma and serious incident</li> <li>Ensure that all information recorded is clear, concise and accurate</li> <li>Handle information (record, report and store information) in line with local and national policies, keep information confidential and support others to do so; taking part in audits</li> </ul>	<p>problems and respond to complaints; techniques for difficult situations, local guidelines for dealing with abusive behaviour</p> <ul style="list-style-type: none"> <li>The importance of accessing appropriate support and supervision as needed to manage the potential psychological effects following the exposure to trauma and serious incident</li> <li>How verbal and non- verbal communication may relate to an individual's condition to include taking contemporaneous notes and complying with information governance policies, legislation, other policies and local ways of working about handling information</li> <li>Why it is importance to record and store information securely and confidentially and support others to do so; e- safety; the audit process and how it relates to your role</li> </ul>
Assist with delegated clinical tasks and interventions	<ul style="list-style-type: none"> <li><b>Undertake clinical tasks in line with the scope of your own role, being aware of the limits of your competence; adhering to current legislation and policy including:</b> <ul style="list-style-type: none"> <li>Manage medical and post-surgical conditions during ambulance patient care</li> <li>Convey individuals with own medication and medical devices <b>undertake basic life support and external defibrillation</b></li> <li>Administer a medical gas e.g. oxygen in ambulance patient care</li> <li>Administration of medicines under supervision</li> <li>Communicate with individuals and the people supporting them or involved at a scene using language that is clear and compassionate, checking understanding</li> <li>Carry out patient assessment and physiological measurements as required</li> <li><b>Support frailty and end of life care</b></li> </ul> </li> <li>Adapt the clinical intervention within the scope of your practice taking into account the impact of mental or physical capacity, a health condition, learning disability or overall wellbeing of the presenting individual</li> <li>Manage own safety and that of others in a range of environments</li> <li>Move and position individuals and equipment and other items safely</li> </ul>	<ul style="list-style-type: none"> <li><b>The relevant guidelines and how it relates to your scope of practice</b></li> <li>Which clinical tasks you will routinely be expected to carry out within your role; <b>which tasks you should not carry out</b>; ways to support individuals to manage their own condition and hand over to other services</li> <li>Basic human anatomy and physiology for Ambulance Patient Care; across the age range, stages of development; functional changes associated with disease or injury; ways to support physical or learning disability</li> <li>Procedures to follow when conveying individuals with own medication or devices</li> <li><b>Basic life support and defibrillation; the process and procedures to follow; how it relates to your role; difference in application according to age</b></li> <li>Administration of a medical gas e.g. oxygen; the process and procedures to follow; how it relates to your role</li> <li>Conflict and resolution measures following guideline specific communication methods to reassure or calm individuals who are traumatised, confused, angry or aggressive; ways to keep</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Use a range of techniques for infection prevention and control, e.g. waste management, spillage, handwashing, use of Personal Protective Equipment (PPE)</b></li> <li>• <b>Work as part of a team, seek help and guidance when you are not sure, escalate concerns in a timely manner to the correct person; support or supervise colleagues as required, delegate well defined tasks appropriately</b></li> <li>• Work in partnership across the fire, rescue health and care team in a way that is professional and committed to quality and care of the patient</li> </ul>	<p>yourself and your colleagues safe; ensuring the safety of others; the meaning of Common Law; criteria that must be met to undertake gaining entry with good intent</p> <ul style="list-style-type: none"> <li>• The range of physiological states which can include body temperature, height, weight, blood pressure, pulse, breathing rate, oxygen saturation and blood sugar levels; the types of equipment used for measuring the physiological states in all age clients; how to check they are in working order</li> <li>• What is meant by frailty; <b>the end of life phase and factors which impact on the care of the dying or deceased</b></li> <li>• The importance of recognising mental and other cognitive issues including relating to depression, substance use, delirium, age or stage of development; how an individual's physical capacity, health condition, learning disability or overall wellbeing may impact on the clinical task or way the individual presents</li> <li>• Move and position people, equipment or other objects safely in line with agreed ways of working</li> <li>• <b>The importance of a clean workplace; legislation, policies and local ways of working for the prevention of infection; personal hygiene, handwashing; the right use of PPE: gloves, aprons, masks; how infections start and spread; how to clean, disinfect and sterilise</b></li> <li>• Multi-disciplinary teams, including fire, police, social care, hospital and other health care staff; how to signpost individuals to other services</li> </ul>
<b>Driving and electronic communication</b>	<ul style="list-style-type: none"> <li>• <b>Operate a range of communication electronic devices</b></li> <li>• Prepare a range of vehicles prior to use to ensure all safety procedures are met</li> <li>• Operate and drive the ambulance vehicles safely at all times. Adhering to the Highway Code, relevant legislation and policies</li> </ul>	<ul style="list-style-type: none"> <li>• <b>How to operate devices such as radio and to communicate effectively with all colleagues both internally and externally</b></li> <li>• Ways to prepare a range of vehicles prior to use, ways to familiarise yourself and your colleagues with different vehicles, any relevant safety guidance, the Highway Code, relevant legislation and policies, how they apply when driving an ambulance or emergency support vehicle</li> </ul>



<b>Equipment and Resources</b>	<ul style="list-style-type: none"> <li>• Monitor and maintain the environment, equipment and resources including performing first line calibration on clinical equipment</li> <li>• <b>Use equipment and resources in a safe, effective way in line with local policy and procedure</b></li> <li>• Manage stock control</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understand the procedures for using equipment</b></li> <li>• Stock management – including maintaining stock levels, ordering and storing stock</li> <li>• The responsibilities under the Health and Safety at Work Act (1974) to ensure that the agreed safety procedures are carried out to maintain a safe environment for employees and patients</li> </ul>
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## Appendix B: Identification of Core Criteria for Simulated Observation

	Knowledge: the ambulance support worker will have knowledge of...	Skills: the ambulance support worker will be able to...
Person centred care, treatment and support	Why it is important to promote 'person centred care, treatment and support'	Demonstrate what it means in practice to promote and provide person centred care, treatment and support
Duty of care and candour, safeguarding, equality and diversity	<ul style="list-style-type: none"> <li>Legislation, policies and local ways of working about duty of care.</li> <li>How to deal with conflicts between a person's rights and a duty of care.</li> </ul>	Implement a duty of care and candour
Communication	How to communicate with people who have specific language needs or wishes	Demonstrate and promote effective communication using a range of techniques
Assist with delegated clinical task and interventions	<ul style="list-style-type: none"> <li>The relevant guidelines and how it relates to your own scope of practice.</li> <li>Which tasks you should not carry out.</li> <li>Basic life support and defibrillation; the process and procedures to follow; how it relates to your role; differenced in application according to age</li> <li>The end of life phase and factors which impact on the care of the dying or deceased.</li> <li>The importance of a clean workplace; legislation, policies and local ways of working for the prevention of infection; personal hygiene, handwashing; the right use of PPE: gloves, aprons, masks; how infections start and spread; how to clean disinfect and sterilise</li> </ul>	<ul style="list-style-type: none"> <li>Undertake clinical tasks in line with the scope of your own role, being aware of the limits of your competence; adhering to current legislation and policy including: <ul style="list-style-type: none"> <li>Support and external defibrillation</li> <li>Support frailty and end of life care</li> </ul> </li> <li>Use a range of techniques for infection prevention and control, e.g. waste management, spillage, handwashing, use of Personal Protective Equipment (PPE)</li> <li>Work as part of a team, seek help and guidance when you are not sure, escalate concerns in a timely manner to the correct person; support or supervise colleagues as required, delegate well defined tasks appropriately</li> </ul>
Driving and electronic communication	How to operate devices such as radio and to communicate effectively with all colleagues both internally and externally	Operate a range electronic of communication devices
Equipment and Resources	Understand the procedures for using equipment	Use equipment and resources in a safe, effective way in line with local policy and procedure
Behaviours: the ambulance support worker will be able to...		
You will be caring and compassionate, honest, conscientious and committed	<p>Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences.</p> <p>Show respect and empathy for those you work with.</p> <p>Be adaptable, reliable and consistent.</p> <p>Show resilience and self- awareness</p>	

## Appendix C: Identification of Core Criteria for Professional Discussion

	Knowledge: the ambulance support worker will have knowledge of...	Skills: the ambulance support worker will be able to...
<b>Person centred care, treatment and support</b>	Why it is important to encourage people to be actively involved in their own care or treatment; why it is important to give people choices about their care and to treat people as valuable and unique	<ul style="list-style-type: none"> <li>provide person centred care</li> <li>carrying out risk assessments</li> <li>Work in partnership with the individual</li> <li>Promote clinical effectiveness, safety and a good experience for the individual</li> </ul>
<b>Duty of care and candour, safeguarding, equality and diversity</b>	<ul style="list-style-type: none"> <li>Legislation, policies and local ways of working about duty of care, candour, raising concerns, safeguarding/ prevent/ protection from abuse.</li> <li>how to deal with conflicts between a person's rights and a duty of care</li> </ul>	Safeguard and protect adults and children
<b>Communication</b>	<ul style="list-style-type: none"> <li>How to communicate with people who have specific language needs or wishes.</li> <li>Techniques for difficult situations, local guidelines for dealing with abusive behaviour</li> </ul>	Demonstrate and promote effective communication using a range of techniques
<b>Assist with delegated clinical task and interventions</b>	Conflict and resolution measures following guideline specific communication methods to reassure or calm individuals who are traumatised, confused, angry or aggressive; ways to keep yourself and your colleagues safe; ensuring the safety of others; the meaning of Common Law; criteria that must be met to undertake gaining entry with good intent	<ul style="list-style-type: none"> <li>Communicate with individuals and the people supporting them or involved at a scene using language that is clear and compassionate, checking understanding</li> <li>Work as part of a team, seek help and guidance when you are not sure, escalate concerns in a timely manner</li> </ul>
<b>Driving and electronic communication</b>	Communicate effectively with all colleagues both internally and externally	Operate a range of communication electronic devices
<b>Equipment and Resources</b>	Understand the procedures for using equipment	
<b>Behaviours: the ambulance support worker will be able to...</b>		
<b>You will be caring and compassionate, honest, conscientious and committed</b>	Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences. Show respect and empathy for those you work with. Be adaptable, reliable and consistent. Show resilience and self-awareness	

## Appendix D: Grading Criteria & Overall Criteria

Assessment Component	Weighting of Overall EPA	Fail	Pass	Distinction
<b>Simulated Observation</b>	50%	The apprentice does not meet all the core requirements (as shown in <i>Appendix B</i> ) They fail to meet the pass criteria.	<p>The apprentice meets all the core requirements (as shown in <i>Appendix B</i>). The apprentice has shown that they are able to apply all the KS&amp;B required by the standard. This will be demonstrated by:</p> <ul style="list-style-type: none"> <li>• Practicing safely adhering to workplace and legislation for safe practice</li> <li>• Communicating appropriately with patients and team members</li> <li>• Behaving professionally</li> <li>• Acting within the limits of competence of an ambulance support worker</li> <li>• Practicing accurately and consistently</li> <li>• Selecting and using materials and equipment correctly</li> </ul>	<p>The apprentice meets all the core KS&amp;B requirements (as shown in <i>Appendix B</i>).</p> <p>In addition the apprentices show they have a breadth of experience and are able to deal with complexity, making successful adjustments to practice when necessary whilst still acting within the limits of their competence.</p> <p>They make links between different topics an areas and consider their practice holistically. They demonstrate a highly motivated and self-managing approach to their work.</p> <p>They are able to find solutions to problems and can provide a verbal reflection of impact to patients, others and society.</p>
<b>Professional Discussion</b>	50%	The apprentice does not meet all the core KS&B requirements (as shown in <i>Appendix C</i> ) and fails to meet the Pass criteria.	<p>The apprentice meets all the core KS&amp;B requirements (as shown in <i>Appendix C</i>).</p> <p>The apprentice shows an application of all the KS&amp;B required by the standard.</p> <p>Generally the apprentice articulates successful application of the KS&amp;B within their role and is able to show examples from their day to day work. They demonstrate a grasp of processes and procedures. They may deal with topics individually instead of</p>	<p>The apprentice meets all the core KS&amp;B (as shown in <i>Appendix C</i>)</p> <p>In addition the apprentice shows they have a breadth of experience and are able to deal with complexity, making successful adjustments to practice when necessary.</p> <p>They make links between different topics and areas and consider their practice holistically.</p>

			<p>holistically, but their applications are accurate.</p> <p>They are able to show they understand and adhere to occupational behavior and carry out their role in a responsible manner whilst still acting within the limits of their competence and boundaries of their role.</p>	<p>They demonstrate a highly motivated and self- managing approach to their work.</p> <p>They are able to find solutions to their problems and can provide a verbal reflection of impact to patients, others and society.</p>
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## Appendix E: Room & Equipment Requirements

As part of your agreement with FutureQuals, you are required to provide the necessary equipment and rooms needed for the end-point assessment to be able to take place at your required venue.

These will be checked on the day by the Lead Independent End-point Assessor (LIEPA), and if deemed not suitable the LIEPA can potentially decide not to continue the EPA until suitable rooms and equipment have been sourced and checked.

### Equipment required for End Point Assessment:

#### Room One – Professional Discussion

- Quiet room away from interference from others
- Chairs for candidate and assessor
- Desk or table to assist assessor to take notes

#### Room Two- Basic Life support with defibrillation

- Manikin suitable for resuscitation
- Automated External Defibrillator or Defibrillator
- Response bags as per trust equipment (medical and resuscitation)
- Oxygen bag with BVM and basic airways
- Range of advanced equipment (in line with Trust protocol) to assist the clinician with;
  - Airway management
  - IV access
  - IO access
- Desk or table to assist assessor with note taking

#### Room Three – Skill station assessment (can double up with BLS room but will elongate the assessment process)

- IP&C station:
  - Blankets and sheets
  - Laundry bags
- Disposal of equipment:
  - Selection of single use and reusable consumables; OPA, IGel, Suction, BVM, BP cuff, Spo2 probe etc.
  - Range of clinical waste bags and sharps containers
- Single use equipment:
  - Selection of single use equipment; cannula, OPA, IGel, Suction, BVM
- Handwashing station:
  - Alcohol gel
  - UV light box if available
- Cleaning/Disinfecting station:
  - The student needs to correctly identify how to clean and disinfect a range of equipment in accordance to policy and procedure/ manufacturer guidance

## Appendix F: Session Checklist for EPAs

As part of the FutureQuals' requirements, we require that the Lead Independent End-point Assessor (LIEPA) completes a Session Checklist.

The checklist is for information only and must be completed at the start of the assessment day itself. An idea of what is included on the checklist is displayed below.

To be discussed	Discussed with who	Details
Health & Safety	To be discussed with IEPAs on the day	<ul style="list-style-type: none"> <li>Assessment pack unopened</li> <li>Rooms available and fit for purpose</li> <li>Equipment available and fit for purpose</li> <li>Fire exits and evacuation points noted</li> <li>Conflicts of interest – between IEPAs and apprentices</li> </ul>
Health & Safety	To be discussed with the apprentices	<ul style="list-style-type: none"> <li>Arrangements in the events of the fire (including everyone haws time adjusted if in the unlikely event of an alarm)</li> <li>Toilets</li> <li>Food arrangements, where they can be brought if applicable</li> </ul>
Introduction for the day	Discussed with apprentices	<ul style="list-style-type: none"> <li>Welcome and introductions</li> <li>How the day will run through</li> <li>Overview of assessments</li> <li>Checking ID requirements</li> <li>Outline that feedback will not be given on the day</li> <li>FutureQuals website has all the policies relating to EPA and contact details for the office</li> <li>Register taken and correct</li> <li>Explain that a survey email link will be given out at the end of the day</li> </ul>
Other Points	Discuss with apprentices individually as required	<ul style="list-style-type: none"> <li>Any adjustments for individuals</li> <li>Check IDs of apprentices</li> <li>Confirm that all relevant Gateway evidence has been submitted – relevant to the EPA Standard for the day</li> </ul>
Confirmed		<ul style="list-style-type: none"> <li>Occurrence Log on the Assessment &amp; Materials Tracker</li> </ul>

## Appendix G: Policies and Procedures

Full access to our policies and procedures can be found on our website or shared in your individual SharePoint folder.

A list of our common policies and procedures can be found below:

- Appeals and enquiries about results policy
- Conflicts of interest policy
- Fair access policy
- Internal Quality Assurance Policy
- Moderation & Internal Verification Process
- Mitigating Circumstances Policy
- Reasonable Adjustment Policy
- Non- Conformance Policy (in development)
- Equality & Diversity Policy
- Remote Invigilation Policy

Should FutureQuals makes any additions or changes to our policies and procedures, then a notification will be sent out via relevant lines of communication. It the responsibility of the centers and associates to ensure they are using the most relevant and correct policy.





## **APPRENTICESHIP STANDARD**

AMBULANCE SUPPORT WORKER  
(EMERGENCY, URGENT AND NON-URGENT)



**FutureQuals**<sup>®</sup>



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