

This document is copyright under the Berne Convention. All rights are reserved. Apart from any fair dealing for the purposes of private study, research, criticism or review, as permitted under the Copyright, Designs and Patents Act 1998, no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, electrical, chemical, mechanical, optical, photocopying, recording or otherwise, without prior written permission of the copyright owner. Enquiries should be addressed to Future Awards and Qualifications.

Copyright © Future (Awards and Qualifications) Ltd 2019

Version Control Information

Document details	
Document name	Level 3 Certificate in Immediate Emergency Care for Fire and Rescue L3CIECFR
Purpose of document	Qualification specification
Change applied to existing version	L3CIECFR V2
Document owner	Product Development Team

Version history			
New version number after amendment	Date amended	Section	Details of change/s
L3CIECFR_V1_01/11/2018	November 2017	all	New qual template
L3CIECFR_V2_27/06/2018	27/06/2018	Version control	Amended to include document control record and updated assessment principles to June 2018 version.
L3CIECFR_V3_01/02/2019	01/02/2019	3.1	Minor amendment to Assessment Principles introduction and Appendix title
L3CIECFR_V4_13/05/2019	May 2019	Throughout	Minor administrative amendments

Contents

Centre Requirements	1
1.1 Introduction	1
1.2 Data Protection	2
1.3 Complaints	2
1.4 Enquiries.....	2
Qualification Information	3
2.1 Qualification Outline	3
2.2 Additional Information	3
2.3 Progression	4
2.4 Assessment Principles.....	4
2.5 Qualification Structure.....	4
2.6 Barred Components and Exemptions	5
Assessment Principles and Component Specifications	6
3.1 Assessment Principles.....	6
3.2 Component Specifications	9
Centre Information	29
4.1 Centre Operations Manual	29
4.3 Identification requirements and Learner Authenticity.....	30
4.4 Legal Considerations	31

Section One

Centre Requirements

1.1 Introduction

Introduction to FutureQuals

FutureQuals is forward thinking, learner and customer-focused, and committed to delivering inspiring learning and skills.

Our Values

“We are a Visionary, Supportive, Innovative and Professional Awarding Organisation that is committed to excellence.”

Our Vision

“We envisage a place in which every learner realises their full potential.”

Our Mission

“To provide respected and valued qualifications and assessment to enable quality assured learning.”

FutureQuals is recognised to deliver regulated qualifications by Ofqual in England, CCEA Regulation in Northern Ireland, the Scottish Qualifications Authority (SQA Accreditation) and Qualifications Wales to offer a comprehensive and diverse range of qualifications across a wide range of vocational areas many of which are transferable across industries and sectors.

A full list of FutureQuals current qualifications can be accessed at <https://www.futurequals.com>

We have developed a genuine understanding and insight into all types of educational organisations, which ensures that we are highly responsive to their needs. We offer a wide range of benefits and support for our learners, our approved centres, and their assessment and quality assurance teams.

FutureQuals offers a wide range of benefits and support for all of our educational products and services including:

- Vocational qualifications accredited by the UK regulators and recognised by employers, universities and professional bodies
- 24/7 online management systems for the registration of learners, ensuring highly efficient services and access to assessment and results
- A diverse range of qualifications
- A flexible approach to assessment
- A network of professionals who examine and quality assure our regulated qualifications and assessments
- Regular updates on new developments in education and training
- Unrivalled customer service support and extensive guidance materials.

Introduction to Qualification Specification

Welcome to the FutureQuals Specification for the **FAQ Level 3 Certificate in Immediate Emergency Care for Fire and Rescue**. The aim of this specification is to provide our centres with guidance to assist in the administration, delivery and assessment of this qualification. It is recommended that you study this specification in detail and become fully conversant with the procedures and accompanying documents.

This specification is a live document and, as such, will be updated when required. Centres will be notified when changes are made. It is the responsibility of the approved centre to ensure the most up to date version of the Approved Specification is in use.

This document is copyright but may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

1.2 Data Protection

FutureQuals is registered with the Data Protection Act and handles all data in accordance with the required procedures of the Act.

1.3 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 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.

Our Complaints Policy, which includes information on how to make a complaint, can be found on the FutureQuals website.

1.4 Enquiries

Any enquires relating to this qualification should be addressed to:

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

Tel: 01530 836662

E-mail: qualifications@futurequals.com

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

Section Two

Qualification Information

2.1 Qualification Outline

Purpose and Aims

The purpose of the FAQ Level 3 Certificate in Immediate Emergency Care for Fire and Rescue is to provide people who are already working in the fire service with the skills, knowledge and understanding in immediate emergency care.

The Total Qualification Time (TQT) for this qualification is: 190

Guided Learning (GL) for this qualification is: 160 hours

Minimum credits required to achieve the qualification: 19

Suitable for age ranges: 16-18, 19+

Method of assessment: Portfolio of Evidence. This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

If the method of assessment includes formative assessments such as practical tasks, written questions, multiple choice/short answer and knowledge assessment tasks where supervision of a learner assessment is required, assessment must be undertaken in line with the requirements set on in the FutureQuals' *Instructions for Conducting Controlled Assessments* policy. This document is published on the 'Policies and Procedures' section of the FutureQuals' website.

Grading: There is no specific grading criteria for this qualification.

Entry guidance: There are no formal qualification entry requirements that a learner must have completed before taking this qualification and no requirement for learners to have prior skills, knowledge or understanding.

2.2 Additional Information

This qualification is regulated by the Office of the Qualifications and Examinations Regulator (Ofqual) in England <https://register.ofqual.gov.uk/,Qualifications> Wales in Wales <https://www.qiw.wales/>

It may be eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000, Qualification Wales and Department for the Economy in Northern Ireland.

For information regarding potential sources of funding please visit the following websites;

<https://hub.fasst.org.uk/Pages/default.aspx>

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

<https://www.qiw.wales/>

<https://www.economy-ni.gov.uk/>

or, contact your local funding office.

You should use the Qualification Accreditation Number (QAN) when you wish to seek public funding for your learners. Each component within a qualification will also have a unique reference number (Component Reference Number), which is listed in this specification. The qualification title and component reference numbers will appear on the learner’s final certification document. Learners need to be made aware of this detail when they are recruited by the centre and registered with FutureQuals.

2.3 Progression

The FAQ Level 3 Certificate in Immediate Emergency Care for Fire and Rescue can support progression on to other health related qualifications.

2.4 Assessment Principles

The FAQ Level 3 Certificate in Immediate Emergency Care for Fire and Rescue must be assessed according to the FutureQuals Assessment Principles.

2.5 Qualification Structure

To achieve the FAQ Level 3 Certificate in Immediate Emergency Care for Fire and Rescue learners must achieve a minimum of 19 credits. They must complete 9 mandatory components in Group M (18 credits) and achieve 1 credit from Group O Optional components.

Group M – Mandatory				
Component Number	URN	Component Name	Credit Value	Level
1	Y/506/4953	Human anatomy and physiology for immediate emergency care	1	3
2	F/506/8477	Assessment of casualties in immediate emergency care	5	3
3	D/505/9740	Basic airway management in emergency care	1	3
4	K/505/9739	Basic life support and external defibrillation	1	3
5	H/506/4955	Management of medical conditions	2	2
6	L/505/9734	Support the emergency care of wounds, bleeding and burns	3	3
7	K/506/4956	Management of injuries	2	3
8	L/506/8479	Management of trauma	2	3
9	D/602/5064	Extrication of patients from vehicles and light rescue	1	2

Group O1 – Optional Components				
Component Number	URN	Component Name	Credit Value	Level
10	H/505/9738	Administration of medical gases in emergency care	1	3
11	T/506/4958	Administration of oxygen therapy	1	3

2.6 Barred Components and Exemptions

Components with the same title at different levels, or components with the same content, cannot be combined in the same qualification.

Section Three

Assessment Principles and Component Specifications

3.1 Assessment Principles

FutureQuals qualifications will always include Assessment Principles whether they have been developed by a Sector Skills Council (SSC) or FutureQuals own. The latest version of the generic Assessment Principles are available on the FutureQuals website and should be used in conjunction with any qualification specific assessment principles. You can view the principles here: <https://www.futurequals.com/assets/AssessmentPrinciples.pdf>.

Any Assessment Principles specific to a qualification will always be re-produced in the specification they relate to.

APPENDIX

Level 3 Certificate in Immediate Emergency Care for Fire and Rescue QAN 601/3713/7

Assessment Strategy

This strategy ensures a consistent approach to those elements of assessment which require further interpretation and definition, and will support sector confidence in the new qualifications. It applies to these qualifications and the components therein that assess occupational knowledge or occupational competence.

1. Where the assessment of knowledge is specified, tasks, short answer questions and reflective commentaries/statements may be utilised. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment.
2. Assessment decisions for competence components must be made by an occupationally competent assessor, as defined in this assessment strategy, primarily using evidence generated in the workplace during the learner's normal work activity or within an approved Realistic Working Environment (RWE).
3. Expert witnesses are not permitted for this qualification.

Tutor Requirements

1. Tutors will need to hold as a minimum the Level 3 Award in Education and Training or equivalent or above as detailed in the Qualification Specification and be currently occupationally competent. Tutors not currently qualified must be registered and actively working towards a teaching qualification or acceptable equivalent as listed in the assessment principles and be mentored by a suitably qualified tutor. Tutors working towards their teaching qualification must achieve this within two years.

Assessors

1. All assessment must be carried out by a currently, occupationally competent assessor qualified to make assessment decisions.
2. All Assessors must hold a recognised assessor qualification by 1st October 2018. This should be the Level 3 Certificate in Assessing Vocational Achievement or the Level 3 Award in Assessing Vocationally Related Achievement. Assessors holding the A1 or D32/33 legacy qualifications are not required to re-qualify.
3. Any unqualified Assessors will need to have all of their assessment decisions countersigned by a fully qualified Assessor from 1st October 2018.

Internal Quality Assurance

1. All internal quality assurers (IQA) must be currently, occupationally competent and qualified to make quality assurance decisions.
2. The IQA must hold a recognised internal quality assurance qualification. This may be either the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, depending on the role of the individual. Internal quality assurers holding the V1 or D34 legacy qualifications are not required to re-qualify.
3. Any unqualified IQAs will need to have all of their verification decisions countersigned by a fully qualified IQA.

External Quality Assurance

1. All External Quality Assurers (EQA) must be currently, occupationally competent in the area they are assuring and be qualified to make quality assurance decisions.
2. The EQA must hold a recognised external quality assurance qualification. This may be either the Level 4 Award in the External Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice, depending on the role of the individual. External Quality Assurers holding the V2 or D35 legacy qualifications are not required to re-qualify.
2. Any unqualified EQAs will need to have all of their verification decisions countersigned by a fully qualified EQA from 1st October 2018.

ACCEPTABLE TEACHING/TRAINING QUALIFICATIONS

Please note: these lists are not exhaustive but provide a guide to acceptable teaching and training qualifications. For qualifications that do not appear in the lists, Centres will be required to undertake due diligence of why they believe them to be equivalent. These records of due diligence may be requested by the Centre's EQA(s) or FutureQuals and should include detailed evidence of the qualification title, content and transcript to cover the relevant learning outcomes and criteria, plus evidence of successful achievement.

Level 3 Teaching Qualifications: Acceptable Equivalents
CIPD Certificate in Training Practice - Level 3
City & Guilds 7307 Certificate in Teaching Adult Learners
City & Guilds 7407 Certificate in Teaching Adult Learners
City and Guilds 7306 Further and Adult Education Teachers Certificate
City & Guilds L3 Certificate for Learning Support Practitioners
City & Guilds L3 Certificate in Learning & Development
City & Guilds L3 Certificate in Supporting Learning
ENB 998: Teaching and Assessing in Clinical Practice
FETC Stage 1/2/3 Level 4
Generic Certificates in Education (Cert.Eds.), Post Graduate Certificates in Education (PGCEs) or equivalent from English HEIs
IHCD Ambulance Aid/Clinical Tutor qualification
IHCD Ambulance Driving Tutor qualification
L3 Award in Education and Training
L3/L4 Preparing to Teach in the Lifelong Learning Sector (PTLLS 12 Credits)
L3/L4 Certificate in Teaching in the Lifelong Learning Sector (CTLTS)
L4 Certificate in Education & Training
L4/L5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
L5 Diploma in Education & Training
Nursing & Paramedic Mentorship Qualifications
NVQ Level 3 Direct Training and Support
NVQ Level 3 in Learning and Development
NVQ Level 3 Training and Development
NVQ Level 4 Co-ordination of Learning & Development Provision
NVQ Level 4 in Learning and Development
NVQ Level 4 in Training and Development
OCR L3 Certificate in Learning & Development
Pearson/EDI/BTEC L3 Certificate in Learning & Development
Pearson/EDI/BTEC Level 3 Certificate in Educational Principles and Practice
Pearson/EDI/BTEC Professional Certificate In Instructional Techniques - Level 4



3.2 Component Specifications

Component 1: Human anatomy and physiology for immediate emergency care

Component Reference Number: Y/506/4953

Level: 3

Credit: 1

GL: 8

Component Summary

The purpose of this component is for learners to gain the understanding of human anatomy and physiology in relation to immediate emergency care.

Assessment Guidance

This component must be assessed in line with the FutureQuals Assessment Principles.

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the structures of the human body.	1.1 Explain the structure of the following cavities: <ul style="list-style-type: none">• Head• Chest• Abdomen• Pelvis
	1.2 Explain the structure of the skeleton.
2 Understand the systems of the human body.	2.1 Explain the systems contained in the following cavities: <ul style="list-style-type: none">• Head• Chest• Abdomen• Pelvis
	2.2 Explain the structure of the skeletal system.

Component 2: Assessment of casualties in immediate emergency care

Component Reference Number: F/506/8477

Level: 3

Credit: 5

GL: 40

Component Summary

The purpose of this component is for learners to gain the knowledge, understanding and skills necessary to take and record physiological measurements and the examination of the casualties.

Assessment Guidance

This component must be assessed in line with the FutureQuals Assessment Principles.

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand current legislation, national guidelines, policies and procedures for undertaking casualty assessment and examination.	1.1 Explain own role and responsibilities when obtaining a casualty history with regard to: <ul style="list-style-type: none"> • Current legislation • National guidelines • Policies and procedures • Agreed ways of working
	1.2 Explain the importance of clear, concise reporting of findings to the clinician in accordance with agreed ways of working.
	1.3 Explain the importance of recording casualty observations in accordance with agreed ways of working.
	1.4 Explain what is meant by confidentiality in accordance with agreed ways of working.
2. Understand procedures of casualty assessment and management.	2.1 Explain the importance of ensuring scene safety prior to approaching any incident for: <ul style="list-style-type: none"> • Casualty • Self • Co-workers • Bystanders
	2.2 Outline components parts of an initial scene assessment.
	2.3 Describe standard infection control procedures for: <ul style="list-style-type: none"> • Communicable diseases • Infestation
	2.4 Describe the CABCDE approach to initial casualty assessment to include: <ul style="list-style-type: none"> • Catastrophic Bleed • Airway • Breathing • Circulatory

	<ul style="list-style-type: none"> • Disability • Expose and examine, environment
	<p>2.5 Explain factors that affect:</p> <ul style="list-style-type: none"> • Airway patency • Breathing • Circulation • Neurological function
	<p>2.6 Describe procedures of a secondary survey to include:</p> <ul style="list-style-type: none"> • Level of consciousness • Blood Pressure • Temperature, colour and texture • Pupillary response • Oxygen saturations • Face, arm, speech, time test
	<p>2.7 Explain importance of casualty position in relation to assessed casualty condition.</p>
	<p>2.8 Explain links between findings of physiological assessment and homeostatic status.</p>
3. Be able to carry out a casualty assessment.	<p>3.1 Ensure scene safety prior to approaching any incident for:</p> <ul style="list-style-type: none"> • Casualty • Self • Co-Workers • Bystanders
	<p>3.2 Communicate with a casualty to:</p> <ul style="list-style-type: none"> • Explain your own role and responsibilities • Establish identity • Gain consent • Maintain consent
	<p>3.3 Explain the sequence of assessment to detect time critical disorders for conscious and unconscious casualties.</p>
	<p>3.4 Assess a casualty using the CABCADE approach to initial casualty assessment to include:</p> <ul style="list-style-type: none"> • Catastrophic bleed • Airway • Breathing • Circulatory • Disability • Expose and examine, environment
	<p>3.5 Take and record a casualty's history.</p>
	<p>3.6 Prioritise casualty management based on assessed casualty's condition.</p>
	<p>3.7 Carry out a secondary survey to include:</p> <ul style="list-style-type: none"> • Level of consciousness • Blood Pressure • Temperature, colour and texture

	<ul style="list-style-type: none"> • Pupillary response • Oxygen saturations • Face, arm, speech, time test
	3.8 Position casualty relating to assessed casualty's condition.
	3.9 Inform the receiving clinician about a casualty's condition in accordance with agreed ways of working.
4. Be able to recognise deviations from expected casualty physiology.	<p>4.1 Describe the expected physiological values for casualties to include:</p> <ul style="list-style-type: none"> • Breathing rate and volume • Pulse rate • Blood Pressure • Temperature • Pulse oximetry • Pupillary response
	4.2 Prepare, measure, record and report physiological measurements according to agreed ways of working.
	4.3 Explain why physiological measurements should be repeated.
	4.4 Manage deviation from expected physiology.
5. Be able to manage casualty identifiable information.	5.1 Record findings of casualty assessment.
	5.2 Gain valid consent to share information in line with agreed ways of working.
	5.3 Share information with others in line with agreed ways of working.

Component 3: Basic airway management in emergency care

Component Reference Number: D/505/9740

Level: 3
Credit: 1
GL: 10

Component Summary

The purpose of the component is for learners to gain the knowledge, understanding and skills necessary to provide basic airway management as part of an individual patient's emergency care.

Assessment Guidance

This component must be assessed in line with the FutureQuals Assessment Principles.

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand how to assess a patient's airway.	1.1 Describe airway anatomy.
	1.2 Explain stepwise airway management methodologies.
	1.3 Explain use of airway management methodologies.
	1.4 Explain dynamic airway assessment.
2 Be able to manage and maintain a patient's airway.	2.1 Identify need to clear the airway.
	2.2 Clear airway using: <ul style="list-style-type: none">• Postural drainage• Manual techniques• Suctioning equipment
	2.3 Select and insert an airway adjunct.
	2.4 Recognise need for advanced airway management.
	2.5 Describe how to manage airway of a patient with a: <ul style="list-style-type: none">• Laryngectomy• Tracheostomy
3 Understand how to manage a responsive patient who is choking	3.1 Explain how to manage a patient with a partially blocked airway.
	3.2 Explain how to manage a patient with a completely blocked airway.
4 Understand when to clean and replace equipment used during airway management	4.1 Explain when to replace equipment and consumables used during the management of a patient's airway.
	4.2 Describe how to dispose of single use equipment used during the management of a patient's airway.

Component 4: Basic life support and external defibrillation

Component Reference Number: K/505/9739

Level: 3
Credit: 1
GL: 10

Component Summary

The purpose of the component is for learners to gain the knowledge, understanding and skills necessary to provide basic Life support (BLS) and external Defibrillation during resuscitation to current recognised guidelines and procedures

Assessment Guidance

This component must be assessed in line with the FutureQuals Assessment Principles.

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand basic life support.	1.1 Explain benefits of the chain of survival to basic life support.
	1.2 Explain circumstances under which resuscitation is performed.
	1.3 Describe types of cardiopulmonary arrest.
	1.4 Explain procedure in the Basic Life Support algorithm.
2 Be able to carry out basic life support.	2.1 Recognise need to commence cardio-pulmonary resuscitation.
	2.2 Perform cardio-pulmonary resuscitation.
	2.3 Recognise the return of spontaneous circulation.
	2.4 Explain when to cease a resuscitation attempt.
3 Be able to use a defibrillator.	3.1 Recognise need to use a defibrillator.
	3.2 Explain safety considerations when using a defibrillator.
	3.3 Manage defibrillator malfunction according to manufacturer's recommendations.
	3.4 Use a defibrillator.
4 Be able to use adjuncts to support resuscitation.	4.1 Explain use of: <ul style="list-style-type: none">• Facial barriers• Bag valve mask device• Mechanical ventilator
	4.2 Use bag valve mask device.
5 Understand the importance of post-resuscitation procedures.	5.1 Explain management of the post resuscitation patient.
	5.2 Describe clinical handover procedure to medical professionals.

	5.3 Describe procedure for recognition of life extinct in line with agreed ways of working.
6 Understand special circumstances related to cardiac arrest.	6.1 Explain resuscitation considerations for a patient during the stages of pregnancy.
	6.2 Describe respiratory adaptations for a neck stoma patient in arrest.
	6.3 Explain resuscitation considerations of a hypothermic patient.
	6.4 Describe post resuscitation care of a hypothermic patient.

Component 5: Management of medical conditions

Component Reference Number: H/506/4955

Level: 2

Credit: 2

GL: 16

Component Summary

The purpose of this component is for learners to gain the knowledge, understanding and skills necessary to manage medical conditions

Assessment Guidance

This component must be assessed in line with the FutureQuals Assessment Principles.

Simulation is permitted for learning outcome 2 and 3.

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand medical conditions.	1.1 Describe the following systems: <ul style="list-style-type: none"> • Respiratory • Cardiovascular • Nervous
	1.2 Describe the following conditions of the respiratory system: <ul style="list-style-type: none"> • Asthma • Bronchitis • Emphysema • Pulmonary embolism
	1.3 Describe the following conditions of the cardiovascular system: <ul style="list-style-type: none"> • Angina • Heart Failure • Myocardial infraction
	1.4 Describe the following conditions of the nervous system: <ul style="list-style-type: none"> • Epilepsy • Cerebrovascular Event (CVE) • Meningitis • Tetraplegia/Quadraplegia • Paraplegia • Hemiplegia • Monoplegia
	1.5 Identify causes of unconsciousness.
	1.6 Identify types of diabetes.
	1.7 Identify causes of diabetes.
	1.8 Identify types of poisoning.
2 Be able to manage medical conditions	2.1 Manage a patient suffering from a respiratory system condition.

	2.2 Manage a patient suffering from a cardiovascular system condition.
	2.3 Manage a patient suffering from a nervous system condition.
	2.4 Manage an unconscious patient.
	2.5 Manage a diabetic patient.
	2.6 Manage a patient with suspected poisoning.
	3 Be able to manage shock
	3.1 Identify types of shock.
	3.2 Identify causes of shock.
	3.3 Identify stages of shock.
	3.4 Treat shock.

Component 6: Support the emergency care of wounds, bleeding and burns

Component Reference Number: L/505/9734

Level: 3

Credit: 3

GL: 24

Component Summary

The purpose of the component is for learners to gain the knowledge, understanding and skills necessary to support the clinician in the management of wounds, bleeding and burns.

Assessment Guidance

This component must be assessed in line with the FutureQuals Assessment Principles.

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand wound management.	1.1 Explain what is meant by the term, wounds.
	1.2 Recognise types of wound.
	1.3 Explain complications associated with wounds.
	1.4 Explain how to treat wounds.
	1.5 Discuss implications of foreign objects in wounds.
2 Be able to manage wounds.	2.1 Assess a wound.
	2.2 Prepare patient prior to treatment.
	2.3 Treat a wound.
	2.4 Monitor a wound.
3 Understand management of bleeding.	3.1 Explain what is meant by the term, bleeding.
	3.2 Describe types of bleeding.
	3.3 Explain how to detect concealed bleeding.
	3.4 Describe signs and symptoms of internal bleeding.
	3.5 Explain complications associated with bleeding.
	3.6 Explain how to estimate blood loss.
	3.7 Explain how to treat bleeding using: <ul style="list-style-type: none"> • Direct Pressure • Indirect Pressure • Catastrophic haemorrhage control techniques
4 Be able to manage bleeding.	4.1 Identify type of bleeding.
	4.2 Estimate blood loss.
	4.3 Prepare patient prior to treatment.
	4.4 Treat bleeding using: <ul style="list-style-type: none"> • Direct Pressure • Indirect Pressure

	4.5 Monitor blood loss.
5 Understand management of burns.	5.1 Explain what is meant by the term, burn.
	5.2 Describe causes of burns.
	5.3 Describe types of burns.
	5.4 Explain safety considerations when dealing with burns for: <ul style="list-style-type: none"> • Self • Colleague • Patients • Others
	5.5 State rules associated with estimating the size of burns.
	5.6 Explain time critical factors that affect management of burns for: <ul style="list-style-type: none"> • Children • Adults
	5.7 Explain complications associated with burns.
	5.8 Explain treatment of burns.

Component 7: Management of injuries

Component Reference Number: K/506/4956

Level: 3

Credit: 2

GL: 17

Component Summary

The purpose of this component is for learners to gain the knowledge, understanding and skills necessary to manage injuries.

Assessment Guidance

This component must be assessed in line with the FutureQuals Assessment Principles.

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand management of head injuries.	1.1 Explain mechanism associated with head injuries.
	1.2 Describe signs and symptoms associated with head injuries.
	1.3 Describe complications associated with head injuries.
	1.4 Explain treatment for injuries of: <ul style="list-style-type: none"> • Head • Eye • Maxillo facial
2 Understand management of muscular-skeletal injuries.	2.1 Explain mechanisms associated with: <ul style="list-style-type: none"> • Muscular injuries • Skeletal injuries • Spinal injuries
	2.2 Describe signs and symptoms associated with: <ul style="list-style-type: none"> • Muscular injuries • Skeletal injuries • Spinal injuries
	2.3 Describe complications associated with: <ul style="list-style-type: none"> • Muscular injuries • Skeletal injuries • Spinal injuries
	2.4 Explain treatment for: <ul style="list-style-type: none"> • Muscular injuries • Skeletal injuries • Spinal injuries
3 Understand management of chest injuries.	3.1 Explain mechanisms associated with chest injuries.
	3.2 Describe signs and symptoms associated with chest injuries.

	3.3 Describe complications associated with chest injuries.
	3.4 Explain treatment for chest injuries.
4 Understand management of abdominal injuries.	4.1 Explain mechanisms associated with abdominal injuries.
	4.2 Describe signs and symptoms associated with abdominal injuries.
	4.3 Describe complications associated with abdominal injuries.
	4.4 Explain treatment for abdominal injuries.
5 Understand the need for clinical intervention in management of injuries	5.1 Explain when intervention from a clinician is required in managing the following injuries: <ul style="list-style-type: none"> • Head • Muscular-Skeletal • Chest • Abdominal
	5.2 Give concise pre-alert

Component 8: Management of trauma

Component Reference Number: L/506/8479

Level: 3

Credit: 2

GL: 19

Component Summary

The purpose of this unit is for learners to gain the knowledge, understanding and skills necessary for the care of a trauma patient.

Assessment Guidance

This component must be assessed in line with the FutureQuals Assessment Principles.

Simulation is permitted for learning outcomes 4 and 5

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand mechanisms associated with trauma.	1.1 Explain what is meant by the term, "trauma".
	1.2 Explain the term, "mechanism of injury".
	1.3 Discuss types of mechanism of injury.
	1.4 Explain kinetics associated with trauma.
	1.5 Describe injuries associated with trauma.
	1.6 Describe mechanisms associated with blast and ballistic trauma.
2. Understand trauma scene assessment and management.	2.1 Explain factors involved in ensuring safety prior to approaching a trauma incident.
	2.2 Explain role of trauma triage.
	2.3 Explain elements of an initial scene assessment.
	2.4 Explain when further specialist assistance is required.
	2.5 Explain need for gathering comprehensive history of trauma scenes.
	2.6 Identify environmental factors that would impact on a patient requiring removal from a scene.
3. Understand trauma patient assessment and management.	3.1 Explain manual spinal immobilisation.
	3.2 Explain primary survey process of trauma patients.
	3.3 Describe time critical injuries.
	3.4 Describe resources required to remove a patient from a scene.
	3.5 Describe actions to take when time critical injuries have been identified.
	3.6 Explain secondary survey process of trauma patients.

	3.7 Describe consideration for the management of: <ul style="list-style-type: none"> • Pregnant trauma casualty • Suspension injuries • Blast injuries • Ballistic injuries • Helmeted casualty
	3.8 Describe actions to take when managing victim of: <ul style="list-style-type: none"> • Fresh water drowning • Salt water drowning
	3.9 Explain need for concise pre-alerts.
4. Be able to assess trauma scenes.	4.1 Ensure safety prior to approaching a trauma incident.
	4.2 Carry out an initial scene assessment.
	4.3 Gather comprehensive history of trauma scenes.
5. Be able to assess trauma patients.	5.1 Carry out manual spinal immobilisation.
	5.2 Carry out primary survey process of trauma patient.
	5.3 Check for time critical injuries.
	5.4 Manage a: <ul style="list-style-type: none"> • Pregnant trauma casualty • Suspension injury • Blast injury • Ballistic injury
	5.5 Manage a victim of: <ul style="list-style-type: none"> • Fresh water drowning • Salt water drowning
	5.6 Carry out secondary survey process of trauma patients.
	5.7 Give concise pre-alert.

Additional Information

types of mechanism to include suspension, blast and ballistic trauma

Component 9: Extrication of patients from vehicles and light rescue

Component Reference Number: D/602/5064

Level: 2

Credit: 1

GL: 10

Component Summary

The purpose of this component is for learners to gain the underpinning knowledge and skills to allow them to safely extricate patients from entrapment and nonentrapment situations.

Assessment Guidance

This component must be assessed in line with the FutureQuals Assessment Principles.

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Know the factors that influence extrication of patients	1.1 Identify the environmental factors that would impact on a patient requiring removal from a scene
	1.2 Describe the resources required to remove a patient from a scene
	1.3 Describe the time constraints/considerations of removing a patient from a scene
2 Be able to use extrication equipment to remove patients from a scene	2.1 Demonstrate use of equipment to remove a time-critical patient
	2.2 Demonstrate use of equipment to remove a non time-critical patient
	2.3 Demonstrate roles and responsibilities during extrication according to agreed ways of working
3 Be able to demonstrate the correct removal of a helmet	3.1 State the circumstances when a helmet should be removed
	3.2 Explain the importance of maintaining in line immobilisation at all times during the procedure
	3.3 Outline the potential risks to the patient in removing a helmet
	3.4 Demonstrate the effective removal of a helmet

Component 10: Administration of medical gases in emergency care

Component Reference Number: H/505/9738

Level: 3

Credit: 1

GL: 8

Component Summary

This component provides the knowledge, understanding and skills required to provide medical oxygen and entonox to a patient in line with medical gases administration guidelines and service protocols.

Assessment Guidance

This component must be assessed in line with the FutureQuals Assessment Principles.

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Know guidelines for the use oxygen therapy	1.1 Explain benefits of oxygen therapy
	1.2 Identify indications for the use of oxygen
	1.3 Explain contraindications prohibiting use of oxygen
	1.4 Describe dangers of using compressed gas
	1.5 Outline health and safety rules for the: <ul style="list-style-type: none"> • Use • Storage • Handling of oxygen
2 Be able to administer oxygen therapy	2.1 Carry out operational checks in preparation for use of oxygen therapy equipment
	2.2 Identify when oxygen therapy is required.
	2.3 Administer oxygen using the required flow rate for the following oxygen delivery devices: <ul style="list-style-type: none"> • Nasal cannula • Simple/ venturi mask • Non re-breather mask • Bag, valve and mask
	2.4 Administer oxygen to a patient in line with agreed ways of working
3 Know the guidelines for the use entonox therapy	3.1 Describe properties of entonox
	3.2 Explain complications of environmental temperature
	3.3 Explain benefits of entonox therapy
	3.4 Identify the indications for the use of entonox
	3.5 Explain cautions and contraindications for use of entonox

4 Be able to administer entonox therapy.	4.1 Carry out operational checks in preparation for use of entonox therapy equipment
	4.2 Identify when entonox therapy is required
	4.3 Administer entonox to a patient in line with agreed ways of working

Component 11: Administration of oxygen therapy

Component Reference Number: T/506/4958

Level: 3

Credit: 1

GL: 6

Component Summary

This component provides the knowledge, understanding and skills required to provide medical oxygen to a patient in line with medical gas administration guidelines and service protocols.

Assessment Guidance

This component must be assessed in line with This component must be assessed in line with the FutureQuals Assessment Principles.

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Know guidelines for the use oxygen therapy.	1.1 Explain benefits of oxygen therapy
	1.2 Identify indications for the use of oxygen
	1.3 Explain contraindications prohibiting use of oxygen
	1.4 Explain dangers of using compressed gas
	1.5 Outline health and safety rules for the: <ul style="list-style-type: none">• Use• Storage• Handling of oxygen
2 Be able to administer oxygen therapy	2.1 Carry out operational checks in preparation for use of oxygen therapy equipment
	2.2 Identify when oxygen therapy is required
	2.3 Administer oxygen using the required flow rate for the following oxygen delivery devices: <ul style="list-style-type: none">• Non re-breather mask• Bag, valve and mask
	2.4 Administer oxygen to a patient in line with agreed ways of working

Section Four

Centre Information

4.1 Centre Operations Manual

Information regarding centre support, learner registration, certification, reasonable adjustments and special consideration, complaints and appeals can be found in the [Centre Operations Manual](#).

4.2 Initial Assessment and Centre Learner Support

It is important that centres carry out an initial assessment to identify what knowledge and degree of skills the learner already has, and to identify if any support or reasonable adjustments will be required to enable them to be assessed fairly. This may include an assessment of minimum core personal skills in English, Mathematics and ICT.

This can be recorded so that centres can identify any associated needs and record this in appropriate plans. This will help in planning the learning programme. It is important at the initial assessment stage to ensure that learners commence a programme at the appropriate level.

Centres should assess each learner's potential and make a professional judgement about his/her ability to successfully complete the programme of study and achieve the qualification.

This assessment will need to take account of:

- the support available to the learner within the centre during his/her programme of study
- any specific support that might be necessary to allow the learner to access the assessment for the qualification
- diagnoses of the requirements of the learner, making use of specialist advice from external sources, as appropriate.

Centres should identify any learner requirements and how they may affect successful completion of the particular programme. Programme teams should refer closely to the qualification specifications when discussing possible options for learners. They should advise learners on the appropriateness of the qualification to the learner and identify more suitable qualifications if necessary.

It is our intention that there should be no discrimination on the grounds of a protected characteristic. FutureQuals and approved centres have a responsibility to ensure that the process of assessment is robust and fair and allows a learner to show what they know and can do without compromising the assessment criteria.

Details on how to make adjustments for learners to ensure fair access to assessment is set out in the FutureQuals' *Reasonable Adjustment and Special Considerations* policy.

4.3 Identification requirements and Learner Authenticity

Identification Requirements

It is a Centre's responsibility to confirm the identity of a learner as part of its registration process. A Centre may do this by requesting sufficient personal data and a unique learner number (ULN) to ensure the learner can be clearly and uniquely identified.

The use of a ULN is now a mandatory requirement for publicly funded education and when submitting Individualised Learner Record (ILR) returns.

Centres must have systems in place to ensure that an individual completing an assessment is the person he/she is claiming to be.

Therefore, Centres are required to ensure that each learner's identification is checked and that the type of identification provided by each learner is recorded before assessments are undertaken. FutureQuals External Quality Assurers will check this record during quality assurance monitoring activities.

The following would be permitted proof of a Learners Identity:

- a valid passport (any nationality)
- a signed UK photo card driving licence
- valid warrant card issued by HM Forces or the Police
- other photographic ID card, e.g. employee ID card (must be current employer), student ID card, travel card
- UK biometric residence permit.

If an assessment is taking place in a learners place of work and a learner is unable to supply any of the above, authentication of a learner's identity by a third-party representative, for example his/her line manager or a member of his/her workplace Human Resources Team can be accepted.

Learner Authenticity

It is a regulatory requirement that every assessment submission is authenticated as the work of the named learner whether submitted to a centre or to FutureQuals. Therefore, the FutureQuals Evidence Logbook requires that a declaration of authenticity is signed by a learner for each assessment submitted.

By signing the declaration a learner is acknowledging that if the statement is untrue, an assessment breach has been committed.

If a centre uses electronic systems or e-portfolios, an alternate form of formal declaration of authenticity must be completed with each assessment that is submitted.

If a centre uses its own version of the FutureQuals Evidence Logbook it must ensure that the version used captures the same information i.e. the assessment method, evidence reference, the assessors decision (including the signature and date to evidence completion assessment) and the learners declaration of authenticity.

Any submission that does not carry a formal declaration of authenticity will not be externally quality assured. If an alternate formal declaration of authenticity is completed by a learner it must, as a minimum, include the statement:

Statement of confirmation of authenticity

I declare that the work presented for this component is entirely my own work.

The learner must sign and date the declaration.

4.4 Legal Considerations

Learners and centres should be aware of regulations affecting those who deal with children, young people and vulnerable adults in the country the qualification is delivered in.

The Prevent Duty Guidance available from the Home Office, makes clear the important role of further education leaders in stopping extremists seeking to radicalise learners on campuses and in supporting learners at risk of extremist influences.

Ofsted has responsibility for monitoring the Prevent Duty in publicly funded further education and skills providers.