



In partnership with the
**ASSOCIATION OF
AMBULANCE
CHIEF EXECUTIVES**



FAQ LEVEL 4 DIPLOMA IN

EMERGENCY RESPONSE AMBULANCE DRIVING INSTRUCTION (RQF)

FULL SPECIFICATION

Qualification Numbers: **603/0393/1 and C00/2291/6**

Qualification Reference: **L4DERADI**

DERADI[®]



FutureQuals[®]



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Version Control Information

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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 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF) (DERADI®)**. 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 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF) (DERADI®)** is to provide a trainee Driving Instructor with the enhanced knowledge, understanding and skills required to instruct, coach and assess learners in the delivery of routine and emergency response ambulance demonstration driving. The qualification components will include the principles driving legislation, regulation, standards and agreed ways of working to ensure the driver is safe and competent as set out in the requirements stated in the High Speed Driver Training Competencies.

Learners will understand the human factors that can influence attitude to risk for a developing emergency response ambulance driver. Learning will focus on three main areas; completion of the Ambulance Driver Risk Index [ADR], developing a working knowledge of the Goals for Driver Education [GDE] framework and completion of the Driving Instructor Ambulance Driver Risk Index to measure progression and development.

The FutureQuals FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF) has been developed with the sole purpose of preparing driving instructors to deliver the FAQ Level 3 Certificate in Emergency Response Ambulance Driving. This is constructed around the learning outcomes and assessment criteria detailed in the FAQ Level 3 Certificate in Emergency Response Ambulance Driving qualification specification. All evidence required to complete the FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF) must come from the delivery of the FAQ Level 3 Certificate in Emergency Response Ambulance Driving qualification only.

The Total Qualification Time (TQT) for this qualification is: 834 hours (this includes 300 hours of consolidation practice)

Guided Learning (GL) for this qualification is: 361 hours (this includes 150 hours of supervised practice)

Minimum credits required to achieve the qualification: 83

Suitable for age ranges: 18+ 19+

Method of assessment: Portfolio of Evidence and written theory and multiple-choice assessments.

Learners are required to answer 120 questions testing their knowledge and understanding of road traffic signs. The assessment time for this paper is **60 minutes**.

For centre-devised assessments, the overall success criteria for learners to achieve is 90%. Learners will be assessed as competent or deferred. See 'Grading' section below for criteria.

Learners are required to have a one-to-one tutorial session at the end of each component. These discussions must be documented.

For the final practical assessments for components 1 and 2, learners must be observed and assessed by an independent assessor, this will be a person who has not delivered or taught the cohort of learners for these components. Learners are expected to provide an appropriate level of commentary during this practical assessment.

In component 4, learners are required for Learning Outcome 6, Assessment Criteria 6.2 to develop an original presentation on an aspect of 'confrontational management'.

Learners are required for component 4, Learning Outcome 6, Assessment Criteria 6.3, to use a 'confrontational management' presentation to engage a group of learners. The delivery of this presentation will be formally assessed by an occupationally competent assessor.

Learners are required to complete at the end of each component, a learner reflection. This provides learners with the opportunity to reflect on personal development and opportunities for growth. This may be completed using a model or method of the learners choosing.

This qualification is internally assessed and quality assured by Centre staff and externally quality assured by FutureQuals' External Quality Assurers (EQAs).

If the method of assessment includes summative assessments such as direct observation, direct assessment, written questions, multiple-choice/short answer and knowledge assessment tasks where supervision of a learner assessment is required, assessments **must** be undertaken under controlled conditions and 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.

Safety: If during any practical teaching or assessment a learner is stopped by the police, then the centre must notify futurequals within 24 hours. Failure to do so will result in sanctions being applied.

Learner/assessor ratio: The ratio of learners to assessors during all driving practical elements must not exceed 3:1, with one learner driving the vehicle and the other two learners observing.

Grading: There is no specific grading criteria for the overall grading for the qualification.

However, there is specific grading criteria used to assess learners' levels of skill and competence for Components 1 and 2 and supervised practice element of this qualification. This is outlined below.

Grading criteria for Components 1 and 2:

For competency to be achieved:
It must be safe
It must be systematic
It should be smooth
It should be progressive
It should be accompanied with an appropriate commentary

Response driving must be appropriate and lawful

For competency to be deferred:

You are unable to accurately judge fields of vision

Your speed is inconsistently correct to the hazards or visibility

You are unable to provide an appropriate commentary

You are unable to deploy accurate driving plans

You are not systematic

Your response drive was unsafe, inappropriate or unlawful

Grading criteria for supervised practice in components 5 and 6:

Outstanding	O	An exceptional level of ability; constantly shows highly developed knowledge, skills and attitudes. Demonstrates a focused approach. All facets of competence proven. Without supportive measures.
Very good	VG	A consistently high level of ability; applies a developed understanding of skills and knowledge. Occasional supportive measures.
Deferred	D	Performance has been below the appropriate standard. Limited theoretical understanding. Demonstrates superficial knowledge of the professional understanding. Frequent or Consistent verbal and physical supportive measures.

If a learner's performance is deemed to not meet the competency requirements, and is deferred, the learner will be provided with opportunities to develop the required learning and skills and re-assessed. Learners must be supported by a Deferral Support Plan which must be completed by the assessor.

Centre Specific Requirements: Centres to which the learner is attached MUST have employed, or registered as a contractor, an individual who holds the Driver Metrics profiling competency.

Approved centres are responsible for ensuring that learners have the legal right to undertake this qualification and claim ambulance exemption afforded by current legislation. Centres are responsible for ensuring all learners meet the [Fitness to Drive Group 2](#) standards and must sign a 'Fitness to Drive' declaration prior to the commencement of the qualification. These declarations must be stored by the centre for a minimum of 3 years.

Centres are also responsible for ensuring they have sufficient and appropriate training vehicles to deliver the qualification's programme. Centres are fully responsible for ensuring all vehicles are road-worthy and fully compliant with current road legislation.

Entry Requirements: Due to the high-risk nature of this qualification and to ensure rigour, validity and quality standards in the delivery of FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF) and associated road safety there are specific entry requirements for learners wishing to undertake this qualification.

Formal requirements for entry onto this qualification:

- Approved centres must carry out and record a pre-entry assessments of all prospective learners (legacy approved driving instructors are exempt from this element of the requirements), which are set to national standards in order to ascertain the suitability and eligibility of prospective learners undertake this qualification.
- Must hold a full UK/EU driving licence for the class of vehicle to be instructed on. (Organisations will set their own criteria with regards to suspended, revoked or banned licences. Suspension for medical reasons, which are now resolved are permitted).
- Has no more than six endorsement points. (This is the agreed national standard, however each employing organisation is permitted to lower the minimum endorsement points and/or set a list of acceptable category of endorsement points).
- Must hold the FAQ Level 3 Certificate in Emergency Response Ambulance Driving. For full learners this is a pre-requisite to the FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF) qualification. For legacy approved driving instructors, the achievement of the FAQ Level 3 Certificate in Emergency Response Ambulance Driving may be successfully completed through components 1 and 2 of the FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF) qualification.
- Must hold, or be registered on and actively working towards, the Level 4 Certificate in Education and Training, its equivalent or higher. Learners working towards the Level 4 Certificate in Education and Training must evidence achievement prior to a certification claim.
- Must hold, or be registered on and actively working towards, the Level 3 Certificate in Assessing Vocational Achievement or one of the legacy qualifications (D32/33 or A1). Learners working towards the Level 3 Certificate in Assessing Vocational Achievement must evidence achievement prior to a certification claim.
- Must have completed the Driver Metrix, Ambulance Driver Risk Index Profile (ADRI). Legacy approved driving instructors are exempt from this element of the requirements.

Practice Hours and Observation Requirements:

Practice placement-learning forms one of the most important components of instructing the FAQ Level 3 Certificate in Emergency Response Ambulance Driving qualification to a group of learners; it ensures that the learner has considerable exposure to apply theory to practice, permitting refinement of practice to ensure consistent learning and assimilation of learning throughout the programme.

Practice requirements will take two forms:

- Supervised practice
- Consolidation practice

Supervised practice consists of:

- a minimum period of 150 hours, split across components 4 and 5 allowing learners to generate sufficient evidence for the learning outcomes for these components.
- the delivery of one full programme of the FAQ Level 3 Certificate in Emergency Response Ambulance Driving qualification.
- four observations completed by a supervisor or mentor.
- a supervisor or mentor who is an approved, qualified and occupationally competent ambulance driving instructor, and meets the assessor and/or tutor requirements laid down in the Assessment Principles for the FAQ Level 3 Certificate in Emergency Response Ambulance Driving.
- the centre's Internal Quality Assurer (IQA) must validate and verify that the learner has reached the required standard on completion of the 150 hours supervised practice to progress into the Consolidated Practice phase.

Consolidation practice consists of:

- a minimum period of 300 hours.
- the ongoing delivery of the FAQ Level 3 Certificate in Emergency Response Ambulance Driving qualification.
- a minimum of eight observations of 3 hours or more each against the FAQ Level 3 Certificate in Emergency Response Ambulance Driving learning outcomes in any setting, completed by a supervisor or mentor allocated by the centre's IQA.
- a supervisor or mentor who is an approved, qualified and occupationally competent ambulance driving instructor, and meets the assessor and/or tutor requirements laid down in the Assessment Principles for the FAQ Level 3 Certificate in Emergency Response Ambulance Driving.
- the final observation must be carried out by an independent qualified ambulance driving instructor/assessor.

Achievement Requirements: The learner must meet the following requirements before certification can be claimed:

- Learners must have successfully completed components 1-6 of the FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction.
- Learners must hold the FAQ Level 3 Certificate in Emergency Response Ambulance Driving, attainment is a pre-requisite or hold a planned exemption.
- Learners must hold the Level 3 Certificate in Assessing Vocational Achievement or one of the recognised legacy qualifications (A1 or D32/33).
- Learners must hold the FAQ Level 4 Certificate in Education and Training, equivalent or higher.
- Learners must have completed the Driver Metrix Ambulance Driver Risk Index Profile (ADRI) unless exempt.
- Learners must have completed Driver Metrix the Driving Instructor Ambulance Driver Risk Index Profile (DI-ADRI).
- Learners must have successfully completed a minimum of 150 hours of supervised practice, including 4 IQA/assessor observation records.
- Learners must have successfully completed a minimum of 300 hours of consolidation practice, including 8 IQA/assessor observation records.
- Programme assessors must sign off a summary of achievement prior to the portfolio of evidence being submitted to an IQA.
- An IQA has confirmed all of the observations in practice have been successfully completed, validated and verified.

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>

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.

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.economy-ni.gov.uk>

Alternatively, 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 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF) has been specifically designed to support progression into employment as an Emergency Response Ambulance Driving Instructor for the FAQ Level 3 Certificate in Emergency Response Ambulance Driving.

2.4 Assessment Principles

The FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF) must be assessed according to the FutureQuals' Assessment Principles.

2.5 Qualification Structure

To achieve the **FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction**, learners must achieve a minimum of 83 credits from the 6 mandatory components in Group M.

Group M – Mandatory				
Component Number	URN	Component Name	Credit Value	Level
1	J/615/1158	Routine Ambulance Demonstration Driving	5	4
2	L/615/1159	Emergency Response Ambulance Demonstration Driving	5	4
3	F/615/1160	Legislation and Standards for Routine and Emergency Response Ambulance Driving	7	4
4	J/615/1161	Human Factors for Driver Education	3	4
5	L/615/1162	Assessing for routine and emergency response ambulance driving	18	3
6	Y/615/1164	Instruction and coaching for routine and emergency response ambulance driving	45	4

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 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.

FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF) Assessment Principles Appendix

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 qualified to make assessment decisions, as defined in this assessment strategy, primarily using evidence generated in the workplace during the learner's normal work activity.
3. Expert witnesses are permitted for this qualification. The centre will have approved the expert witness but a centre assessor will judge the evidence provided by the expert witness against the assessment criteria. This can be used as competence and knowledge evidence.
4. All assessment for Component 1: Routine Ambulance Demonstration Driving and Component 2: Emergency Response Ambulance Demonstration Driving must be carried out in range of vehicles which must include both Category B (Motor Car) and Category C1 vehicles - specifically a Double-Crewed Ambulance (DCA) or similar vehicle which is comparable in size, weight and specification to that used as part of the operational fleet of an NHS Ambulance Service.
5. To ensure there is appropriate support for and monitoring of Learners during practical sessions the delivery of Components 1: Routine Ambulance Demonstration Driving; Component 2: Emergency Response Ambulance Demonstration; Component 5: Assessing for Routine and Emergency Response Ambulance Driving and Component 6: Instruction and Coaching for Routine and Emergency Response Ambulance Driving is required to operate at a maximum ratio of one qualified Tutor/Assessor to a maximum of 3 Learners.
6. Centres to which the learner is attached MUST have employed, or registered as a contractor, an individual who holds the Cranfield Ambulance Driving Risk Index (ADRI) Facilitator and Driving Instructor (ADIRI) competency.
7. Centres must carry out and record a pre-assessment of all prospective learners' suitability to undertake this qualification in terms of their personal specification and eligibility.

Tutor and Assessor requirements

1. Must be employed or registered as a contractor with either a NHS Ambulance Service, Private Ambulance Service or Voluntary Ambulance Service, which gives them the legal right to deliver and assess the FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction.
(or)
Must be employed or registered as a contractor with a private training provider who has approval to deliver the FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF) qualification and has legal contracts/agreements in place with either the NHS, Private or Voluntary Ambulance Services, which provides them with the legal right to deliver the FAQ Level 3 Certificate in Emergency Response Ambulance Driving.
2. Must hold an approved education qualification at, equivalent or higher than the Level 5 Diploma in Education and Training and evidence of ongoing CPD in this area within the last 12 months. (Applicants can be accepted as a minimum being registered and actively working towards. It is expected that registered learners are fully qualified in line with the guided learning and total qualification time requirements laid out in the qualification specification and by the Education and Training Foundation).
3. Must hold the Level 3 Certificate in Assessing Vocational Achievement (or its legacy qualifications D32/33 or A1), must not have any serious quality assurance issues in the last six months and provide evidence of quality assurance checks, standardisation and ongoing CPD in this area within the last 12 months.
4. Must hold the Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practices or its legacy (D34, V1) or higher and provide evidence of ongoing CPD in this area within the last 12 months. (Applicants can be accepted as a minimum being registered and actively working towards. It is expected that learners are to complete this requirement within one year of being registered.)
5. Must hold the FAQ Level 3 Certificate in Emergency Response Ambulance Driving (this may include achievement through RPL or agreed equivalency by holding both of the following components – J/615/11589 and L/615/1159).
6. Must hold the FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instructor (this may include achievement through RPL).
7. Must not have any period of inactivity greater than six months of driving instruction/assessing in any setting against the LOs and ACs of the FAQ Level 3 Certificate in Emergency Response Ambulance Driving, or its legacy qualifications.
8. Evidence of attending and successful completing the National Principle Assessor (NPA) CPD Programme.
9. Has no disciplinary, ongoing investigation or allegation(s) that questions their professionalism, values, behaviours and/or attributes of a driving instructor and has no outstanding court cases or prosecutions in any area.
10. Holds a full UK/EU driving licence for the class of vehicle (category C) to be instructed on, evidenced through a DVLA profile or check code valid within 21 days and must never have had their driving licence suspended, revoked or banned (suspended for medical reasons, which are now resolved is acceptable).
11. Has no more than 3 endorsement points, evidenced through a DVLA profile or check code valid within 21 days. (This is the agreed national standard, however each employing organisation is permitted to lower the minimum endorsement points and/or set a list of acceptable category of endorsement points.)
12. Must hold an up to date portfolio of continuing professional development in both FAQ Level 3 Certificate in Emergency Response Ambulance Driving, FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF) and those competencies related to education and assessing.

Internal Quality Assurance

1. All internal quality assurers (IQA) must be occupationally competent and qualified to make quality assurance decisions as defined in this assessment strategy.
2. IQAs must meet the criteria of the Assessor as well as the below criteria.
3. The IQA must hold 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), or one of the recognised legacy qualifications (D34, V1) and provide evidence of ongoing CPD in this area within the last 12 months. (Applicants can be accepted as a minimum being registered and actively working towards. It is expected that registered learners are fully qualified within 2 years.)
4. 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 occupationally competent in the area they are assuring and be qualified to make quality assurance decisions.
2. EQAs must meet the criteria of the internal quality assurers (IQA) as well as the below criteria.
3. The EQA must hold 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), or one of the recognised legacy qualifications (D35, V2) and evidence of ongoing CPD in this area within the last 12 months. . (Applicants can be accepted as a minimum being registered and actively working towards. It is expected that registered learners are fully qualified within 2 years.) During the period of transition, those responsible for external quality assurance must meet the standard of practice set out in the Learning and Development National Occupational Standard 12: Externally monitor and maintain the quality of assessment.
4. Evidence of attending and successful completing the National Principle Assessor (NPA) CPD Programme.

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 5 Teaching Qualifications: Acceptable Equivalents or Higher.
City & Guilds L5 Diploma in Teaching
FETC Stage 3 Level 4 (old NQF)
Generic Certificates in Education (Cert.Eds.), Post Graduate Certificates in Education (PGCEs) or equivalent from English HEIs
Generic Certificates in Education (Cert.Eds.), Post Graduate Certificates in Education (PGCEs) or equivalent from HEIs in Wales
L5 Diploma in Teaching in the Lifelong Learning Sector,
L5 Diploma in Education & Training
OCR L5 Diploma in Teaching Learners
OCR L7 Diploma in Teaching Learners
Pearson/BTEC L5 Diploma in Teaching
Skills for Life jointly endorsed and approved qualifications integrating generic teacher training with a Skills for Life subject specialism
University of Ulster Certificate in Further/Higher Education
Level six Principles of learning and teaching for clinical practice (Ulster University)



3.2 Component Specifications

Component 1: Routine Ambulance Demonstration Driving

Component Reference Number: J/615/1158

Level: 4

Credit: 5

GL: 35

Component Summary

The aim of this component is ensure the trainee Driving Instructor possess the enhanced knowledge, understanding and skills required to instruct, coach and support learners in the delivery of routine ambulance demonstration driving. It provides the skills required as set out in the High Speed Driver Training Competencies.

Assessment Guidance

This component will be assessed in line with FutureQuals' Assessment Principles.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Be able to carry out a pre-shift vehicle daily inspection and pre-driving checks.	1.1 Analyse the legal requirements when checking a vehicle for: <ul style="list-style-type: none"> • Compliance • Safety
	1.2 Clarify reasons and legal requirements for performing a pre driving check.
	1.3 Outline the order of a pre driving check.
	1.4 Distinguish the capabilities and limitations of a range of vehicles.
	1.5 Carry out a daily inspection on a range of vehicles.
	1.6 Carry out a pre driving check on a range of vehicles.
	1.7 Complete the correct documentation when carrying out: <ul style="list-style-type: none"> • Vehicle Checks • Refuelling • Reporting of defects
	1.8 Explain the actions to take if vehicle defects are identified
	1.9 Identify vehicle fuel types on a range of vehicles
2. Be able to comply with current legislation and driving regulations at all times.	2.1 Draw conclusions as to the reasons for complying with legislation and driving regulations.
	2.2 Extrapolate the consequences of disregarding legislation and driving regulations.
	2.3 Interpret exemptions available for routine ambulance driving.
	2.4 Implement actions required for incident management when: <ul style="list-style-type: none"> • Incident involves service vehicle • Coming across an incident
	2.5 Comply with the highway code at all times when in control of a vehicle.

3 Be able to use vehicles' braking systems.	3.1 Justify considerations for using brakes.
	3.2 Justify why a static and mobile brake test is carried out.
	3.3 Explain how a static and mobile brake test is carried out.
	3.4 Carry out a static and mobile brake test
	3.5 Analyse how braking can provide a ride that meets: <ul style="list-style-type: none"> • Individual Patient Needs • Vehicle empathy
	3.6 Describe what is meant by tapered braking.
	3.7 Use tapered braking.
	3.8 Use a vehicle's braking system effectively when driving.
4 Be able to use vehicles' steering systems.	4.1 Analyse factors that affect steering.
	4.2 Clarify rules for vehicle steering.
	4.3 Steer a vehicle according to the rules of steering.
5 Be able to safely negotiate corners & bends	5.1 Analyse 'limit point'
	5.2 Clarify the importance of a limit point
	5.3 Identify limit point when cornering
	5.4 Clarify considerations when cornering to include: <ul style="list-style-type: none"> • Approach • Positioning • Forces acting on vehicle
	5.5 Explain effects on cornering speeds of: <ul style="list-style-type: none"> • Vehicle Road Worthiness • Vehicle Specification
	5.6 Negotiate a corner when driving.
6 Be able to use vehicles' transmission systems during routine driving.	6.1 Appraise the use of gears in relation to economical driving.
	6.2 Select appropriate gear to drive economically.
	6.3 Use vehicle's transmission system effectively during routine driving.
7 Be able to vary the speed of the vehicle.	7.1 Evaluate the advantages of using acceleration sense.
	7.2 Explain when acceleration sense should be applied.
	7.3 Use the accelerator to vary vehicle speed.
	7.4 Use engine braking to vary vehicle speed in a range of conditions.

8 Be able to use procedures for multi-lane carriageways and motorway driving.	8.1 Interpret procedures for multi-lane carriageway and motorway driving when: <ul style="list-style-type: none"> • Joining • Exiting • Changing lane • Lane discipline
	8.2 Explain types and meaning of road signs found on: <ul style="list-style-type: none"> • Multi-lane carriageways • Motorways
	8.3 Critically compare different types of road furniture found on: <ul style="list-style-type: none"> • Multi-lane carriageways • Motorways
	8.4 Explain procedures for breakdowns on: <ul style="list-style-type: none"> • Multi-lane carriageways • Motorways
	8.5 Show own ability-to estimate the speed of other vehicles.
	8.6 Anticipate other driver's actions and behaviours when driving.
	8.7 Drive safely on multi-lane carriageways and motorways.
9 Be able to reverse and manoeuvre an ambulance vehicle safely.	9.1 Justify when a banksman is required when reversing.
	9.2 Use hand signals when acting as a banksman.
	9.3 Position a vehicle prior to a reversing manoeuvre.
	9.4 Reverse a vehicle to include: <ul style="list-style-type: none"> • Planning • All round observation • Appropriate use of vehicle controls • Judgement of vehicle position • Accuracy of manoeuvre • Spatial awareness • Safe use of reversing aids
10 Understand the use and effects of vehicle safety systems.	10.1 Critically compare different types and causes of skids.
	10.2 Analyse how to avoid skids.
	10.3 Explain how the following vehicle safety systems work: <ul style="list-style-type: none"> • Electronic stability programme • ABS braking
	10.4 Explain procedures to maintain vehicle stability in a vehicle: <ul style="list-style-type: none"> • Fitted with safety aids • Not fitted with safety aids •

11 Understand how to overtake other vehicles during routine driving.	11.1 Explain legal requirements for passing vehicles during routine driving: <ul style="list-style-type: none"> • Overtaking • Passing on the left
	11.2 Evaluate the effects of vehicle performance and factors that will influence overtaking.
	11.3 Explain techniques for passing vehicles during routine driving: <ul style="list-style-type: none"> • Overtaking • Passing on the left
12 Understand the effects of adverse conditions on driving.	12.1 Analyse procedures for driving in the following conditions: <ul style="list-style-type: none"> • Fog • Ice • Rain • High winds • Snow • Micro-climates • Reduced visibility •
13 Be able to manage confrontational behaviour whilst driving.	13.1 Analyse situations where conflict involves: <ul style="list-style-type: none"> • Crew • Others • Other road users •
	13.2 Evaluate human factors that are significant contributors to road traffic collisions.
	13.3 Investigate the techniques to combat the effects of stress from confrontational behaviour whilst driving.
	13.4 Reflect on own driving practice during confrontational behaviour whilst driving.
14 Be able to navigate during routine driving.	14.1 Give directional information to crew colleague.
	14.2 Apply directional information from crew colleague.
	14.3 Use navigational aids safely to assist in routine driving.
	14.4 Manage distractions from within the vehicle whilst driving.

15 Be able to implement the principles of commentary during routine demonstration driving	15.1 Define 'commentary'
	15.2 Explain the types of commentary: <ul style="list-style-type: none"> • Hazard identification • System commentary • Spot commentary • Reasoning and driving actions • General commentary
	15.3 Evaluate the underlying principles of commentary
	15.4 Explain the importance of giving commentary whilst driving
	15.5 Apply all types of commentary using relevant road features

Component 2: Emergency Response Ambulance Demonstration Driving

Component Reference Number: L/615/1159

Level: 4

Credit: 5

GL: 35

Component Summary

The aim of this component is to ensure the trainee Driving Instructor possess the enhanced knowledge, understanding and skills required to instruct, coach and support learners in the delivery of emergency response ambulance demonstration driving. It provides the skills required as set out in the High Speed Driver Training Competencies.

Assessment Guidance

This component will be assessed in line with FutureQuals' Assessment Principles.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Be able to use the system of car control.	1.1 Evaluate stages of the system of car control.
	1.2 Justify advantages of the system of car control.
	1.3 Explain how the system of car control works with different types of hazards.
	1.4 Explain the importance in a system of car control of: <ul style="list-style-type: none"> • Patient Comfort • Patient Safety • Others Safety • Vehicle empathy • Eco driving • Forward planning • Anticipation • Observation
	1.5 Analyse the importance of a driving plan.
	1.6 Use the system of car control.
2. Be able to use vehicles' transmission systems during emergency driving.	2.1 Evaluate the use of gears in relation to a progressive driving style.
	2.2 Select appropriate gears to drive in a progressive manner.
	2.3 Use vehicle's transmission system effectively during progressive driving.
3. Be able to overtake other vehicles during an emergency drive.	3.1 Explain the legal requirements for passing vehicles in an emergency: <ul style="list-style-type: none"> • Overtaking • Passing on the left
	3.2 Evaluate the effects of vehicle performance and factors to consider whilst overtaking.

	<p>3.3 Explain techniques for passing vehicles in an emergency:</p> <ul style="list-style-type: none"> • Overtaking • Passing on the left
	3.4 Identify safe opportunities for overtaking in an emergency.
	3.5 Pass other vehicles in an emergency.
4. Be able to drive an ambulance vehicle during hours of darkness in emergency and non-emergency situations.	4.1 Interpret requirements in vehicle preparation for driving in the hours of darkness.
	4.2 Explain procedures for dealing with dazzle from other road users' lights.
	4.3 Distinguish the symptoms of fatigue whilst driving during the hours of darkness.
	4.4 Explain the procedures to take when affected by fatigue whilst driving during the hours of darkness.
	4.5 Analyse how driver's field of vision affects vehicle speed whilst driving during the hours of darkness.
	4.6 Drive during the hours of darkness.
5. Be able to drive in emergency response situations.	5.1 Explain responsibilities of an emergency ambulance response driver.
	5.2 Analyse how audible and visual warnings can assist with safe progress.
	5.3 Interpret high speed driver training codes of practice.
	5.4 Drive in compliance with high speed driver training codes of practice.
	5.5 Manoeuvre the vehicle to facilitate a quick turnaround.
	5.6 Analyse situations when to use the following vehicle positions:
	<ul style="list-style-type: none"> • In line • Fend in • Fend off
	5.7 Analyse the techniques to combat the effects of stress when responding to emergencies.
	5.8 Reflect on own driving practice in emergency response situations.
6. Be able to drive using exemptions for emergency ambulance response driving.	6.1 Justify the exemptions available to ambulance vehicles whilst responding to emergency calls.
	6.2 Evaluate when to use exemptions in an emergency drive.
	6.3 Justify the use of exemptions when driving in an emergency.
	6.4 Drive using emergency ambulance response vehicle exemptions.

7. Be able to manage confrontational behaviour when responding to emergencies.	7.1 Analyse situations where conflict involves: <ul style="list-style-type: none"> • Crew • Others • Other road users
	7.2 Demonstrate ability to predict and safely respond to the behavioural changes of other drivers.
8. Be able to navigate when responding to emergencies.	8.1 Evaluate the roles of those involved in providing directional information
	8.2 Clarify the risks involved where directional information is provided to the driver
	8.3 Clarify how the associated risks can be mitigated
	8.4 Give directional information to colleagues.
	8.5 Apply directional information from colleagues.
	8.6 Use navigational aids available to assist in an emergency response.
	8.7 Manage distractions from within the vehicle when responding to emergencies.
9. Be able to implement the principles of commentary whilst driving under emergency conditions	9.1 Explain the importance of giving commentary whilst driving under emergency conditions
	9.2 Apply all types of commentary using relevant road features

Additional Information

Component 3: Legislation and Standards for Routine and Emergency Response Ambulance Driving

Component Reference Number: F/615/1160

Level: 4
Credit: 7
GL: 12

Component Summary

The aim of this component is to ensure the trainee Driving Instructor possess the enhanced knowledge and understanding of driving legislation, regulation, standards and agreed ways of working to instruct, coach and support learners in the delivery of routine and emergency response ambulance driving to a safe and competent level as set out in the High Speed Driver Training Competencies.

Assessment Guidance

This component will be assessed in line with FutureQuals' Assessment Principles.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand Road Vehicles Driving Legislation relating to Ambulance	1.1 Explain The Road Vehicles (Construction and Use) Regulations 1986 for: <ul style="list-style-type: none"> • Regulation 3 • Regulation 37 (4) • Regulation 37 (5) • Regulation 82 (8) (10) • Regulation 101 • Regulation 107
	1.2 Explain The Road Vehicles (Construction and Use) Regulation 1986 recent amendments
	1.3 Outline Road Vehicles (Registration and Licensing) Regulations 1997
	1.4 Explain The Road Vehicles Lighting Regulation 1989 for: <ul style="list-style-type: none"> • Regulation 3 • Regulation 11 • Regulation 13 • Regulation 16 • Part 2 of Schedule 17 • Part 2 of Schedule 18
	1.5 Explain The Road Vehicles Lighting Regulation 1989 recent amendments
	2.1 Explain Road Traffic Act 1988

2. Understand Road Traffic and Safety Legislation relating to Ambulance	2.2 Explain Road Traffic Act 1988 recent Amendments
	2.3 Explain Section 87 of The Road Traffic Regulation Act (Revised) 1984
	2.4 Explain Road Traffic (New Drivers) Act 1995
	2.5 Explain Section 19 of The Road Safety Act 2006
	2.6 Explain The Road Safety Act 2006 recent amendments
	3.1 Explain Motor Vehicles (Driving Licence) (Amendments) Regulations 1996
3. Understand Motor Vehicle and Driving Licence Legislation relating to Ambulance	3.2 Explain Motor Vehicles (Driving Licence) Regulation recent amendments
	3.3 Explain Driving Licence European Union Third Directive 2013
	3.4 Explain Motor Vehicles (Wearing of Seat Belts) (Amendments) Regulation 1995
	4.1 Outline Section 4 of the Vehicle Excise and Registration Act 1971
4. Understand Vehicle Excise, Registration and Value Added Tax Legislation relating to Ambulance	4.2 Outline Schedule 2 of the Vehicle Excise and Registration Act 1994
	4.3 Outline Value Added Tax (VAT) Act 1994: <ul style="list-style-type: none"> Item 11 of Group 7, Schedule 9
	5.1 Explain Traffic Signs Regulations and General Directions 2002 for:

5. Understand Traffic Signs and Traffic Management Legislation relating to Ambulance	<ul style="list-style-type: none"> • Regulation 4 • Regulation 15 • Regulation 26 • Regulation 27 • Part 1 of Schedule 19 • Part 2 of Schedule 19 • Regulation 36
	5.2 Explain Traffic Management Act for: <ul style="list-style-type: none"> • Section 85 • Section 86
	5.3 Outline Traffic Signs Manual 2009
	5.4 Explain Health Safety Executive (HSE) Driving at Work 2014: <ul style="list-style-type: none"> • Driver responsibilities • Employer responsibilities • Managing risk • Associated legislation
	5.5 Explain Zebra, Pelican and Puffin Pedestrian Crossing Regulations and General Directions 1997 for: <ul style="list-style-type: none"> • Regulation 3 • Regulation 12 • Regulation 13 • Regulation 21
6. Understand Deregulation Process of Legislations and Regulations	6.1 Outline the Deregulation Process
	6.2 Explain Deregulation Act 2015
7. Understand other applicable Primary Legislation, Regulation, Standards and Agreed Ways of Working	7.1 Outline Health and Safety at Work Act 1974

	<p>7.2 Outline Health and Safety Offences Act for:</p> <ul style="list-style-type: none"> • 2008 • 2015 Amendments
	7.3 Outline Provision and Use of Work Equipment Regulations 1998
	7.4 Outline Equalities Act 2010
	7.5 Outline latest edition of Highway Code
	7.6 Outline latest “Roadcraft: The Police Driver’s Handbook”
	7.7 Outline latest Driver Training Advisory Group (DTAG) Emergency Response Ambulance Driving Manual
	7.8 Outline principles of smart motorways
	7.9 Outline Highway Agency ‘Clear, Lead, Evaluate, Act and Response’ (CLEAR) policy
	7.10 Outline the Department for Transport policy on Pre-Alerts
	7.11 Outline the Department for Transport policy on seat-belt exemptions for Ambulance Staff
	7.12 Outline Offences relating to specified Controlled Drugs 2015
	7.13 Outline latest ‘At a Glance – Medical Standards of Fitness to Drive’
	7.14 Outline Coroners and Justice Act 2009
	7.15 Outline Coroners (Investigations) Regulations 2013
	7.16 Outline own organisations agreed ways of working relating to Ambulance Collisions

Additional Information:

Smart Motorways may also be known as managed motorways.

Component 4: Human Factors for Driver Education

Component Reference Number: J/615/1161

Level: 4

Credit: 3

GL: 6

Component Summary

The aim of this component is to develop the trainee Driving Instructors knowledge, behaviours and understanding of Human Factors than can influence attitude to risk for a developing emergency response ambulance driver. This will be focusing on 3 main areas, completion of the Ambulance Driver Risk Index [ADRI], developing a working knowledge of the Goals for Driver Education [GDE] framework and completion of the Driving Instructor Ambulance Driver Risk Index to measure progression and development.

Assessment Guidance

This component will be assessed in line with FutureQuals' Assessment Principles.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Be able to undertake the Ambulance Driver Risk Index [ADRI] profile	1.1 Explain how to measure driver's behaviour
	1.2 Explain how to analyse results
	1.3 Complete Ambulance Driver Risk Index profile
	1.4 Implement interventions and strategies to reduce risk
2. Understand principles of Goals for Driver Education (GDE) Framework	2.1 Analyse the four levels of Goals for Driver Education: <ul style="list-style-type: none"> • L1 Technical Mastery • L2 Hazard Perception • L3 Assessment of Risk • L4 Attitudes, Values and Beliefs
3. Understand the five stress coping strategies that can influence a driver's behaviour	3.1 Explain the following coping strategies: <ul style="list-style-type: none"> • Confrontive • Task focused • Emotion focused • Reappraisal • Avoidance
	3.2 Identify the support mechanisms in own organisation and the responsible person who can provide support if needed.
4. Understand importance of quality auditing	4.1 Outline value of auditing to ensure quality assurance
	4.2 Evaluate appropriateness of assessment methods
	4.3 Explain the importance of why Driver Education needs to be dynamic

<p>5. Understand results of Ambulance Driver Risk Index profiling</p>	<p>5.1 Explain the following dimensions of Ambulance Driver Risk Index profiling:</p> <ul style="list-style-type: none"> • Aggression • Thrill Seeking • Hazard monitoring • Anxiety • Fatigue • Confrontive Coping • Task Focus Coping • Emotional Coping • Reappraisal Coping • Avoidance Coping • Impression Management • Driver Confidence
<p>6. Be able to effectively deliver 'confrontational management' competencies to a group of learners</p>	<p>6.1 Reflect on own development in Human Factors within Driver Education</p>
	<p>6.2 Develop a confrontational management presentation</p>
	<p>6.3 Use a confrontational management presentation to engage learners</p>
<p>7. Be able to undertake the Driving Instructor Ambulance Driver Risk Index [DI-ADRI]</p>	<p>7.1 Complete a Driving Instructor Ambulance Driver Risk Index</p>
	<p>7.2 Implement interventions and strategies to reduce risk</p>

Component 5: Assessing for routine and emergency response ambulance driving

Component Reference Number: L/615/1162

Level: 3

Credit: 18

Guided Learning Hours (GLH): 68

Component Summary

The aim of this component is to ensure the trainee Driving Instructor possess the enhanced knowledge, behaviours, understanding and skills required to assess learners in routine and emergency response ambulance driving to a safe and competent level as set out in the High Speed Driver Training Competencies.

Assessment Guidance

This component will be assessed in line with FutureQuals' Assessment Principles.

Simulation is permitted for this component.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand own role, responsibilities and agreed ways of working for assessing routine and emergency response ambulance driving.	1.1 Explain role of the ambulance service driving assessor.
	1.2 Define role and responsibilities of the ambulance service driving assessor in own organisation.
	1.3 Explain agreed ways of working relevant to own role.
	1.4 Evaluate own performance in conducting assessments of driving competence.
	1.5 Maintain currency of own expertise and competence as relevant to own role in assessing driving competence.
2. Be able to plan and prepare assessments of driving skills, knowledge and understanding.	2.1 Select methods to assess learners needs and meet assessment requirements including:- <ul style="list-style-type: none"> • Assessment of the learner in simulated environments • Skills tests • Oral and written questions • Projects • Recognising prior learning
	2.2 Prepare resources and conditions for the assessment of driving skills, knowledge and understanding.
	2.4 Communicate clear and accurate information regarding assessment criteria.

3. Be able to conduct assessments of driving skills, knowledge and understanding.	3.1 Manage assessments of driving skills, knowledge and understanding to meet assessment criteria.
	3.2 Conduct assessments that are current, valid and reliable.
	3.3 Provide support to learners within agreed limitations.
	3.4 Interpret evidence of learner achievement.
4 Be able to provide required information following assessment of driving competence.	4.1 Observe relevant driving competence.
	4.2 Accurately record observation of driving competence.
	4.3 Provide feedback to individuals to affirm achievement and identify any further implications for learning, assessment and progression.
5. Be able to maintain legal and good practice requirements when assessing driving competence.	5.1 Apply agreed ways of working for the assessment of driving competence including those for health, safety and welfare.
	5.2 Demonstrate equality, diversity and inclusion whilst assessing driving competence.

Component 6: Instruction and coaching for routine and emergency response ambulance driving

Component Reference Number: Y/615/1164

Level: 4

Credit: 45

GL: 205

Component Summary

The aim of this component is to ensure the trainee Driving Instructor possess the enhanced knowledge, understanding and skill required to instruct, coach and support learners to a safe and competent level as set out in the High Speed Driver Training Competencies.

Assessment Guidance

This component will be assessed in line with FutureQuals' Assessment Principles.

Simulation is permitted for this component.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand own role, responsibilities and agreed ways of working for routine and emergency response ambulance driving instruction	1.1 Define role and responsibilities of driving instructor
	1.2 Explain key aspects of legislation and regulatory requirements
	1.3 Explain own agreed ways of working
	1.4 Explain the importance of maintaining currency in the driving instructor role
	1.5 Explain how to meet individual learner needs in the role of the Driving Instructor
2. Understand instruction and coaching methodologies for routine and emergency response ambulance driving Instruction	2.1 Evaluate teaching methodologies for routine and emergency response ambulance driving
	2.2 Analyse when to apply different teaching methodologies
	2.3 Explain the advantages of providing learner support
	2.5 Describe points of referral to meet learner needs

3. Be able to instruct in environments for routine and emergency response ambulance driving	3.1 Establish a safe and inclusive learning environment
	3.2 Perform a dynamic risk assessment including: <ul style="list-style-type: none"> • Equipment and environment • Vehicle dimensions • Group dynamics • Suitable Personal Protective Equipment • Advise colleagues of potential dangers • Formulate a plan to avoid any potential dangers
	3.3 Give learners positive feedback on outcomes achieved
4. Understand coaching methodologies for routine and emergency response ambulance driving	4.1 Structure learning activities to maximise learners opportunities to gain experience and demonstrate skills and knowledge
	4.2 Evaluate the requirements for resource management
	4.3 Evaluate given tasks to individual learners
	4.4 Explain learner outcomes for given sessions
	4.5 Evaluate learner needs and progress
5. Be able to coach routine and emergency response ambulance driving competencies in all environments	5.1 Identify a variety of different learning support opportunities and technologies
	5.2 Apply instructional methodologies at pace and manner appropriate to learner needs
	5.3 Evaluate learner progression and performance
	5.4 Give learners positive feedback on outcomes achieved
	5.5 Identify areas of performance deficiency and develop support plans
	5.6 Demonstrate equality and diversity values whilst coaching all learners
	5.7 Develop appropriate assessment strategies to monitor achievement of learner outcomes

	<p>5.8 Apply relevant coaching methodologies in the following areas:</p> <ul style="list-style-type: none"> • On all road types • Vehicle Daily Inspection • Pre Driving Check • Control use • Observations and driving plans • Application of system of vehicle control • Corners and bends • Multi-lane carriageways • Motorways • Driving progressively • Overtaking • Driving under emergency conditions • Road Traffic legislation
<p>6. Be able to drive under routine and emergency response driving conditions whilst giving commentary</p>	<p>6.1 Apply general commentary skills using relevant road features</p>
	<p>6.2 Apply the following types of commentary for:</p> <ul style="list-style-type: none"> • Hazards • System • Spotlight-focus on one area • General
<p>7. Be able to drive under emergency response conditions whilst giving commentary</p>	<p>7.1 Apply general commentary skills using relevant road features</p>
	<p>7.2 Apply commentary skills whilst undertaking emergency response driving on:</p> <ul style="list-style-type: none"> • Siren type use for hazards • Effective use of Visual Warning • Positioning to see and be seen • Vulnerable road users • Claiming exemptions • Not claiming exemptions • Non-Exemptions • Interpreting drivers' signals • Approach to varying hazards • Passing vehicles • Overtaking vehicles • Responding on multi-lane carriageways
	<p>7.3 Apply the following types of commentary for:-</p> <ul style="list-style-type: none"> • Hazards • System • Spotlight- focus on one area • General

8. Be able to manage difficult and challenging behaviour	8.1 Identify difficult and challenging behaviour
	8.2 Evaluate best methodology to deal with difficult and challenging behaviour
	8.3 Identify areas of behaviour deficiency
	8.4 Use support plans to manage deficiency
	8.5 Use equality and diversity values whilst supporting learners
	8.6 Use appropriate assessment strategies to monitor learner behaviour
9. Be able to manage confrontation	9.1 Ensure safety at all times
	9.2 Explain why confrontational behaviour takes place
	9.3 Identify confrontational behaviour
	9.4 Evaluate accepted methodologies to manage confrontational behaviour
	9.5 Use accepted methodologies to manage confrontational behaviour
	9.6 Use equality and diversity values whilst supporting learner
	9.7 Use appropriate assessment strategies to monitor confrontation

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 learner's 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 assessor's decision (including the signature and date to evidence completion assessment) and the learner's 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.



FAQ LEVEL 4 DIPLOMA IN
EMERGENCY RESPONSE AMBULANCE
DRIVING INSTRUCTION (RQF)



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