



FAQ LEVEL 3 AWARD IN

PATIENT CARE SERVICES: AMBULANCE DRIVING

FULL SPECIFICATION

Qualification Recognition Number: **603/2147/7**

Qualification Reference: **L3APCSAD**



FutureQuals[®]



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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	4
Assessment Principles and Component Specifications	5
3.1 Assessment Principles.....	5
3.2 Component Specifications	8
Centre Information	14
4.1 Centre Operations Manual	14
4.2 Initial Assessment and Centre Learner Support	14
4.3 Identification requirements and Learner Authenticity.....	15
4.4 Legal Considerations	16

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 Award in Patient Care Services: Ambulance Driving**. 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 informed via email 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 this **FAQ Level 3 Award in Patient Care Services: Ambulance Driving** is to provide the learner with the skills, knowledge and understanding necessary to drive a range of patient care ambulance vehicles safely and commensurate with patient comfort and vehicle empathy.

The Total Qualification Time (TQT) for this qualification is: 60

Guided Learning (GL) for this qualification is: 33 hours

Minimum credits required to achieve the qualification: 6

Suitable for age ranges: 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, however, the overall qualification is graded pass/fail.

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> and CCEA Regulation in Northern Ireland <http://ccea.org.uk/regulation>.

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 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.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 3 Award in Patient Care Services: Ambulance Driving** can support progression on to the FAQ Level 3 Certificate in Emergency Response Ambulance Driving.

2.4 Assessment Principles

6

The **FAQ Level 3 Award in Patient Care Services: Ambulance Driving** must be assessed according to the FutureQuals Assessment Principles.

2.5 Qualification Structure

To achieve the FAQ Level 3 Award in Patient Care Services: Ambulance Driving, learners must achieve a minimum of 6 credits. They must gain 6 credits from Mandatory Group M.

Group M – Mandatory				
Component Number	URN	Component Name	Credit Value	Level
1	J/616/0488	Prepare, drive and manoeuvre a range of patient care ambulance vehicles	6	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 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.

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 components. It applies to these qualifications and the components therein that assess occupational competence.

1. Each component must include direct observation in the workplace as a primary source of evidence.
2. 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.
3. The use of simulation is only permitted when undertaking reversing manoeuvres where exact facilities cannot be utilised safely in the practice environment.
4. 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.
5. Expert witnesses are not permitted for this qualification.
6. All assessment for Component J/616/0488, Prepare, drive and manoeuvre a range of patient care ambulance vehicles must be carried out in 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.
7. To ensure there is appropriate support for and monitoring of Learners during practical sessions the delivery of Component J/616/0488, Prepare, drive and manoeuvre a range of patient care ambulance vehicles is required to operate at a maximum ratio of one qualified Tutor/Assessor to a maximum of three Learners.

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.

2. Occupational competence can be evidenced by tutors holding one of the following:
 - Approved Driving Instructor (ADI) + Fleet
 - Approved Driving Instructor (ADI) + ROSPA Gold or higher
 - Approved Driving Instructor (ADI) + IAM
 - Approved Driving Instructor (ADI) + J/615/1158 Routine Ambulance Demonstration Driving (component 1 of L4DERADI)
 - Occupationally competent in driving a Passenger Carrying Vehicle (PCV)
 - Or one of the recognised legacy qualifications.

Assessors

1. All assessment must be carried out by Assessors who are currently, occupationally competent in the area they are assessing and qualified to make assessment decisions.
2. All Assessors must hold a recognised assessor qualification. This should be the Level 3 Award in Assessing Competence in the Work Environment or higher. Assessors holding the A1 or D32/33 legacy qualifications are not required to re-qualify. (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.)
3. Any unqualified Assessors will need to have all of their assessment decisions countersigned by a fully qualified Assessor.

Internal Quality Assurance

1. All Internal Quality Assurers (IQA) must be currently, occupationally competent.
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 D34 or V1 legacy qualifications are not required to re-qualify. (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.)
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.
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. (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.)
3. Any unqualified EQAs will need to have all of their verification decisions countersigned by a fully qualified EQA.

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 (CTLLS)
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: Prepare, drive and manoeuvre a range of patient care ambulance vehicles

Component Reference Number: J/616/0488

Level: 3

Credit: 6

GL: 33

Component Summary

The purpose of the component is for learners to gain the knowledge, understanding and skills necessary to drive a range of patient care ambulance vehicles safely and commensurate with patient comfort and vehicle empathy.

Assessment Guidance

This component must 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 State the legal requirements when checking a vehicle for: <ul style="list-style-type: none"> • Compliance • Safety
	1.2 State reasons for performing a pre driving check
	1.3 Outline the order of a pre driving check
	1.4 Summarise the 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 Outline 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 Outline reasons for complying with legislation and driving regulations
	2.2 Outline the consequences of disregarding legislation and driving regulations
	2.3 Explain exemptions available for Patient Care Services ambulance driving
	2.4 Summarise 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 drive a range of vehicles defensively	3.1 Outline the factors to be considered when driving defensively
	3.2 Outline the advantages of defensive driving
	3.3 Outline how defensive driving applies to: <ul style="list-style-type: none"> • Safety • Approach • Negotiation • Road conditions • Hazards
	3.4 State the importance of: <ul style="list-style-type: none"> • Patient comfort • Patient safety • Others safety • Vehicle empathy • Eco driving • Planning • Awareness and anticipation • Observation
	3.5 Apply principles of defensive driving
4 Be able to use vehicles' braking systems	4.1 State considerations for using brakes
	4.2 Explain why a static and mobile brake test is carried out
	4.3 Explain how a static and mobile brake test is carried out
	4.4 Carry out a static and mobile brake test
	4.5 Explain how braking can provide a ride that meets: <ul style="list-style-type: none"> • Patient comfort • Vehicle empathy
	4.6 Describe what is meant by progressive braking
	4.7 Use progressive braking
	4.8 Use a vehicle's braking system effectively when driving
5 Be able to use vehicles' steering systems	5.1 Explain the following that affect steering: <ul style="list-style-type: none"> • Hand positioning • Smooth and steady movements • Turning method • Timing
	5.2 State rules for vehicle steering
	5.3 Steer a vehicle according to the rules of steering
6 Be able to safely negotiate bends	6.1 Outline the considerations when approaching a bend
	6.2 State the importance of correct speed when approaching a bend
	6.3 State the vehicle position for negotiating: <ul style="list-style-type: none"> • Left-hand bend

	<ul style="list-style-type: none"> • Right-hand bend
	6.4 Outline the risks associated with incorrect vehicle positioning
	6.5 Negotiate a bend safely when driving
7 Be able to use vehicles' transmission systems during ambulance driving	7.1 Explain the use of gears in relation to economical driving
	7.2 Select appropriate gear to drive economically
	7.3 Use vehicle's transmission system effectively
8 Be able to vary the speed of the vehicle	8.1 Outline the function of the accelerator pedal
	8.2 Outline the outcome when the accelerator pedal pressure is: <ul style="list-style-type: none"> • Steadily Increased • Steadily decreased • Too little • Fiercely applied
	8.3 Use the accelerator to vary vehicle speed.
	8.4 Define 'engine braking'
	8.5 Use engine braking to vary vehicle speed in a range of conditions.
9 Be able to use procedures for dual carriageways and motorway driving	9.1 Explain procedures for dual carriageway and motorway driving when: <ul style="list-style-type: none"> • Joining • Exiting • Changing lane • Lane discipline
	9.2 Describe types and meaning of road signs, signals and marker posts found on: <ul style="list-style-type: none"> • Dual carriageways • Motorways
	9.3 Describe procedures for breakdowns on: <ul style="list-style-type: none"> • Dual carriageways • Motorways
	9.4 Show own ability to estimate the speed of other vehicles
	9.5 Anticipate other driver's actions and behaviours when driving
	9.6 Drive safely on dual carriageways and motorways
10 Be able to reverse and manoeuvre an ambulance vehicle safely	10.1 Describe when a banksman is required when reversing
	10.2 Use hand signals when acting as a banks man
	10.3 Position a vehicle prior to a reversing manoeuvre
	10.4 Reverse a vehicle to include: <ul style="list-style-type: none"> • Planning • Allround observation

	<ul style="list-style-type: none"> • Appropriate use of vehicle controls • Judgement of vehicle position • Accuracy of manoeuvre • Spatial awareness • safe use of reversing aids
11 Understand the use and effects of vehicle safety systems.	11.1 Describe different types and causes of skids
	11.2 Describe how to avoid skids
	11.3 Describe how the following vehicle safety systems work: <ul style="list-style-type: none"> • Electronic stability programme • ABS braking
12 Be able to overtake other vehicles during ambulance driving	12.1 Define legal requirements for passing vehicles during ambulance driving: <ul style="list-style-type: none"> • Overtaking • Passing on the left
	12.2 Explain the effects of the following prior to an overtaking manoeuvre: <ul style="list-style-type: none"> • Vehicle Capability • Speed Limiters • External Factors
	12.3 Explain techniques for passing vehicles during ambulance driving: <ul style="list-style-type: none"> • Overtaking • Passing on the left
	12.4 Apply techniques when overtaking
13 Understand the effects of adverse conditions on driving.	13.1 Explain procedures for driving in the following conditions: <ul style="list-style-type: none"> • Fog • Ice • Rain • High winds • Snow • Poor visibility
14 Be able to manage hostility whilst driving.	14.1 Identify situations where hostility involves: <ul style="list-style-type: none"> • Crew • Others • Other road users
	14.2 Outline your actions where hostility appears
	14.3 Identify human factors that are significant contributors to road traffic collisions
	14.4 State the techniques to combat the effects of stress whilst driving
15 Be able to navigate during ambulance driving.	15.1 Give directional information to colleague
	15.2 Apply directional information from colleague
	15.3 Use navigational aids safely to assist in ambulance driving

	15.4 Manage distractions from within the vehicle whilst driving
16 Be able to drive an ambulance vehicle during hours of darkness	16.1 List requirements in vehicle preparation for driving in the hours of darkness
	16.2 Describe procedures for dealing with dazzle from other road users' lights
	16.3 Identify the symptoms of fatigue whilst driving during the hours of darkness
	16.4 Explain the procedures to take when affected by fatigue whilst driving during the hours of darkness
	16.5 Explain how driver's field of vision affects vehicle speed whilst driving during the hours of darkness
	16.6 Drive during the hours of darkness

Additional information

Factors – must include awareness, planning, anticipating, staying in control, responsibility, care, consideration and courtesy.

Considerations – Type of road, condition of road, sharpness of bend, camber on the road, visibility, weather conditions.

Motorway – must include SMART motorway types and rules.

External Factors – must include Must Not's & Do Not's (Rules 162 – 169), other road users, road markings, road conditions, weather, visibility.

Human Factors – may include 'Red Mist'.

Navigational Aids – may include electronic aids and paper based maps.

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 some form of initial assessment that identifies what competence and knowledge a learner already has and any proven and documented needs which should be taken into account. 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 assessors 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.



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