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ASSOCIATION OF
AMBULANCE
CHIEF EXECUTIVES

FQ®

FAQ **LEVEL 4** DIPLOMA FOR

ASSOCIATE AMBULANCE PRACTITIONERS

FULL SPECIFICATION

Qualification Numbers: **601/7496/1 and C00/0735/8**
Qualification Reference: **L4DAAP**

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Version Control Information

Document details

Document name	FAQ Level 4 Diploma for Associate Ambulance Practitioners - Specification 601/7496/1
Purpose of document	Qualification specification, component contents, assessment guidelines and information for centres.
Change applied to existing version	L4DAAP_V6_25/02/2020
Document owner	Product Development Team

Version history

New version number after amendment	Date amended	Section	Details of change/s
L4DAAP_V2_10/08/2018	August 2018	2.5, 3.1	Removal of generic Assessment Principles, inclusion of weblink to latest version of Assessment Principles and update to Appendix C.
L4DAAP_V3_08/01/2019	January 2019	All components	GL was referenced but TQT figure was used, changed to GL figures to correct.
L4DAAP_V4_01/02/2019	February 2019	3.1	Minor amendment to Assessment Principles introduction and Appendix title
L4DAAP_V5_01/05/2019	May 2019	Throughout	Minor administrative amendments
L4DAAP_V6_25/02/2020	February 2020	Throughout	Changes to LOs, ACs and clarification added as per approval by NENAS.
L4DAAP_V6.1_22/06/2021	June 2021	Component 26	The term 'pathophysiology' amended to 'physiology' across LOs and ACs, with clarification added to additional guidance, including references to pathophysiology and anatomy. The term 'conditions' clarified in additional guidance. AC 3.1 list of conditions extended to reflect those listed in AC 2.1

Contents

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 for Associate Ambulance Practitioners (AAP™)**. 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 this FAQ Level 4 Diploma for Associate Ambulance Practitioners is to confirm the learner's competence in the skills and knowledge you will gain from completing this qualification.

The Associate Ambulance Practitioner (AAP) works as part of the wider Emergency & Urgent Care setting, having direct contact with service users or others, providing high quality and compassionate care. Day-to-day duties and tasks for an AAP would involve working as part of an ambulance crew responding to emergency (999) & urgent calls providing emergency and urgent assistance, driving safely and progressively at high speed.

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

AAPs work at a level above that of Clinical Healthcare Support Workers and have knowledge of the underlying concepts and associated principles within their area of study, including the ability to evaluate and interpret these. They will have the qualities and transferable skills necessary for employment, exercising some personal responsibility. AAPs will undertake further annual training and develop new skills within a structured and managed environment when employment is secured. The AAP will work under the supervision of an occupationally competent individual at the same level or above in accordance with Regulatory policies and procedures for an initial probationary period of 750hrs.

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

The Total Qualification Time (TQT) for this qualification is: 1450 hours (does not include the optional component)
Guided Learning (GL) for this qualification is: 1240 hours (this is made up of 490 hours guided learning and 750 hours practice placement).
Minimum credits required to achieve the qualification: 145

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.

Entry guidance: There are no formal qualification entry requirements that a learner must have completed before taking this qualification. This qualification must be assessed in line with Appendix C of the FutureQuals Assessment Principles.

2.2 Practice Hours

Practice placement learning forms one of the most important components of the Associate Ambulance Practitioner qualification; 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. The quality of placements is essential in providing learners with the opportunities to achieve the stated learning outcomes and assessment criterion throughout the 42 mandatory components. The Emergency & Urgent care setting is constantly evolving and, therefore, a key component of ensuring the quality of the placement is to provide sufficient exposure in practice to various situations encountered in pre- and out-of-hospital care. To achieve adequate exposure in practice, the **minimum** number of practice placement hours required is 750hrs. Learners employed within the NHS Ambulance Service Emergency & Urgent Care 999 service do not require supernumerary placements due to their existing clinical experience. For those outside of employment by an NHS Ambulance Service may undertake the required practice placement in a supernumerary capacity.

The following practice placement areas within the primary, acute, urgent, community and emergency care environments are unique and acceptable settings for the practice placement learning outcomes and assessment criterion to be achieved. These locations provide a rare and exceptional opportunity for inter-professional learning for the developing associate ambulance practitioner. This should not extend for more than 50 percent of the practice placement time outside of the environment of emergency ambulance 999 response; this is to enable the learner to develop competencies across the full patient journey. Those acceptable areas (as listed below) of practice placement outside of the environment of emergency ambulance 999 response, **must not exceed 10% in each placement setting**, this is to enable the learner to develop competencies across the full patient journey.

NHS Ambulance Service 999 Emergency & Urgent (at least 50% of required practice placement)

Provides the opportunity to develop skills and competencies in clinical practice, under the direct range of emergency and urgent calls and consolidation of theoretical knowledge into practice.

Operating Theatres/Day Procedure
Provides an opportunity to develop and consolidate the skills and techniques of airway management. These will include laryngeal mask airways (LMAs), supraglottic airways, in a clinical setting supported by an anaesthetist, operating department practitioners (ODPs) and anaesthetic nurses.

Emergency Department
Provides the opportunity to experience interaction with other allied health and medical professionals, as well as opportunities to develop skills of communication, patient handover, patient assessment and other appropriate departments.

Obstetric/Midwifery
Provides an opportunity to develop subject knowledge and experience of obstetric and maternal care including high-and low-risk patients. Depending on the placement area, the opportunity to develop and learn from obstetricians and midwives, and consolidate theoretical learning into practice in a specialist supported practical learning environment.

Cardiac Care/Cardiac Catheterisation
Provides the opportunity to develop and learn from cardiologists, cardiac specialists and nurses, and further develop knowledge of patients experiencing ACS, acute and chronic cardiac conditions, atrial and ventricular regularities, irregularities and inherited cardiac conditions, which include hospital assessment and management of ACS.

Minor Injuries/Illness
Provides an opportunity to develop patient assessment and communication skills with patients presenting with minor injuries and illnesses. Components are staffed by nurses and sometimes specialist paramedics in primary care. Provides the learner with the opportunity to obtain practical experience of alternative care pathways.

Emergency Operation Control Centres (999 and 111 systems)
Provides the opportunity to gain an understanding of the use of the communication skills utilised in providing a 999 emergency response and urgent case GP referrals. Depending on the service provider this may include call taking advice (CTA), clinical support desk (CSD) or a 111 referral system to an appropriate care pathway.

Single Response Vehicles
Provides an opportunity to deal with a range of emergency and urgent care calls and consolidates theoretical knowledge into practice. This will be under the supervision of an occupationally competent individual resourcing the component in clinical practice dealing with patients who may require an immediate response or ongoing assessment as part of an alternative care referral pathway.

Intensive Care Unit (ICU) or High Dependency Unit (HDU)
Provides the opportunity to gain an understanding of, and focus on, the continuing management and monitoring of patients who are critically ill, from various medical or trauma causes.

Medical Assessment
Provides the opportunity to develop patient assessment skills, gain an appreciation of relevant discharge criteria. Patient assessment may incorporate medical models of rapid assessment and treatment for a wide range of medical conditions.

Mental Health
Provides an opportunity to gain experience and develop an understanding of the complexities and range of mental health conditions that patients may present with across the lifespan, and the role of the associate ambulance practitioner in assessing and managing these. This should include the opportunity to develop and gain an understanding of compulsory admission to hospital procedures under the Mental Health Act.

Paediatric Department/Wards
Provides the opportunity to develop and learn from specialists, paediatricians and nurses to enable the learner to gain an understanding of paediatric illnesses and injuries, as well as developmental, psychological and social problems. This may include resuscitative measures including basic and intermediate life support skills and knowledge.

Out-of-Hours (OoH) Unscheduled Care
Provides an opportunity to develop knowledge and experience of patient assessment and communication skills. These may be similar to minor injury components, however some OoH components provide advice and care for adults who have complex conditions. Patients are assessed and managed by advanced care practitioners, lead/charge nurses and paramedics.

Non-Emergency Services (no more than 10%)
Provides an opportunity to develop communication skills, implement the skills of moving and handling, and observe the role and operation of patient transport services' delivery of care and transportation. This may incorporate admissions, discharges and outpatient referral appointments.

Allied Health Teams
Provides the opportunity to understand and appreciate the specific and collaborative role of other AHPs, such as physiotherapists, occupational therapists, speech therapists and the role they play in patient care. This may include primary, secondary and community-based settings.

Surgical Assessment C
Provides the opportunity to develop patient assessment skills that incorporate surgical models (similar to medical assessment components), which allows students to gain an appreciation of relevant hospital investigations and, if appropriate, admission and discharge criteria.

Other Emergency Services
Provides an opportunity to develop an understanding and practical experience of the specific roles of other emergency services in the patient care pathway. These include the Police, Traffic Police, Highways Agency traffic officer, Fire and Rescue Services, Royal National Lifeboat Institute (RNLI), HM Coast Guard, Search and Rescue, and mountain search and rescue teams (which, of course, depends on the geographical location of the programme).

Supportive Operational

Provides the opportunity to gain an understanding of the use of paramedics and other specialists, including the British Association for Immediate Care Scheme (BASICS), Special Operations Response Teams (SORT)/Hazardous Area Response Teams (HART), Baby/Neonatal Emergency Transfer Service (BETS/NETS) and Helicopter Emergency Medical Services (HEMS).

2.3 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 or https://www.qiw.wales in Wales.

It may be eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000 and Department fpr 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/
https://www.qiw.wales

or, contact your local funding office.

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

2.4 Progression

The FAQ Level 4 Diploma for Associate Ambulance Practitioners has been specifically designed to support progression to Higher Education Professional Health Programme at university. This would allow progression to, for example:
- BSc (Hons) Paramedic Science
- BSc (Hons) Paramedic Practice
- BSc (Hons) Adult Nursing
- BSc (Hons) Mental Health Nursing.

2.5 Assessment Principles

The **FAQ Level 4 Diploma for Associate Ambulance Practitioners** must be assessed according to the FutureQuals Assessment Principles.

2.6 Qualification Structure

To achieve the FAQ Level 4 Diploma for Associate Ambulance Practitioners learners must achieve all of the mandatory components in Group M.

Learners undertaking supernumerary practice may wish to take Component 43, Supernumerary Practice in the Emergency and Urgent Care Setting as an additional component. No credit from this component will be counted towards the qualification.

Group M – Mandatory				
Component Number	URN	Component Name	Credit Value	Level
1	F/507/4098	Engage in Organisational Effectiveness, Personal and Professional Development in the Emergency and Urgent Care Setting	4	4
2	J/507/4099	Promote Communication in the Emergency and Urgent Care Setting	4	4
3	F/507/4103	Promote Equality and Inclusion in the Emergency and Urgent Care Setting	1	4
4	H/507/4109	Implement Health and Safety in the Emergency and Urgent Care Setting	8	3
5	Y/507/6357	Safeguarding and Protection of Individuals and Groups	3	3
6	L/507/4119	Promote Person Centred Approaches in the Emergency and Urgent Care Setting	5	3
7	F/507/4120	Principles of Emergency and Urgent Care	3	3
8	J/507/4121	Promote Good Practice in Information Governance in the Emergency and Urgent Care Setting	3	3
9	L/507/4122	Promote Infection Prevention and Control measures in the Emergency and Urgent Care Setting	3	3
10	K/507/4242	Causes and Spread of Infection in the Emergency and Urgent Care Setting	2	2
11	R/507/4123	Cleaning, Decontamination and Waste Management in the Emergency and Urgent Care Setting	3	3
12	H/507/6359	Duty of Care and Candour in the Emergency and Urgent Care Setting	1	3

13	D/507/6361	Privacy and Dignity in the Emergency and Urgent Care Setting	4	4
14	T/507/4194	Anatomy & Physiology of the Human Body	4	3
15	A/507/6366	Assessment and Examination in the Emergency and Urgent Care Setting	9	4
16	F/507/4201	Stepwise Airway Management in the Emergency and Urgent Care Setting	3	4
17	J/507/6368	Intermediate Life Support and External Defibrillation in the Emergency and Urgent Care Setting	4	5
18	F/507/4215	Management of Medical and Surgical Conditions in the Emergency and Urgent Care Setting	9	5
19	Y/507/4219	Management of Wounds, Bleeding and Thermal Injury in the Emergency and Urgent Care Setting	4	4
20	F/507/4246	Management of Injuries in the Emergency & Urgent Care Setting	10	5
21	L/507/6369	Support the Senior Clinician with Cannulation, Intraosseous, Infusion and Advanced Airway Management in the Emergency and Urgent Care Setting	3	4
22	D/507/4240	Process and Systems of Trauma in the Emergency and Urgent Care Setting	1	3
23	R/507/6373	Administration of Medical Gases in the Emergency and Urgent Care Setting	2	4
24	T/507/6379	Move and Position People and Objects in the Emergency and Urgent Care Setting	6	4
25	M/507/4226	Management of Newborn, Infants and Children in the Emergency and Urgent Care Setting	7	4
26	T/507/4227	Management of Obstetrics and Gynecology in the Emergency and Urgent Care Setting	4	4
27	L/507/4234	Management of Hostile & Major Incidents in the Emergency and Urgent Care Setting	2	4
28	R/507/4235	Managing Hazardous Materials in the Emergency and Urgent Care Setting	1	3
29	D/507/6411	Extrication and Light Rescue in the Emergency and Urgent Care Setting	3	4

30	D/507/6960	Support Individuals with Mental Health in the Emergency and Urgent Care Setting	4	4
31	L/507/6422	Support Individuals with Dementia in the Emergency and Urgent Care Setting	1	4
32	J/507/6421	Support Individuals who are Bereaved in the Emergency and Urgent Care Setting	2	4
33	R/507/6423	Support Individuals at the End of Life in the Emergency and Urgent Care Setting	2	4
34	M/507/6431	Care for Older People in the Emergency and Urgent Care Setting	1	3
35	J/507/4247	Communicate Effectively Using Electronic Communication Systems and Devices in the Emergency and Urgent Care Setting	1	3
36	T/507/6429	Promote Mental Capacity in the Emergency and Urgent Care Setting	3	4
37	L/507/4248	Administration of Medication in the Emergency and Urgent Care Setting	6	4
38	T/507/7452	Promote Environmental Safety in the Emergency & Urgent Care Setting	2	3
39	K/507/6430	Conflict Resolution Training	2	3
40	T/507/6432	Conflict Resolution Training for Ambulance Services	1	3
41	F/507/6434	Supporting Individuals with Learning Disabilities in the Emergency and Urgent Care Setting	2	3
42	L/507/6436	Vehicle Familiarisation	2	3

Additional Component				
Component Number	URN	Component Name	Credit Value	Level
43	L/508/5315	Supernumerary Practice in the Emergency and Urgent Care Setting*	4	4

2.7 Barred Components and Exemptions

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

Section Three

Assessment Principles and Component Specifications

3.1 Assessment Principles

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

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

FAQ Level 4 Diploma for Associate Ambulance Practitioners: Assessment Principles Appendix

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

1. Where the assessment of knowledge is specified, tasks, short answer questions and reflective commentaries/statements may be utilised. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment.
2. Assessment decisions for competence components must be made by an occupationally competent assessor, as defined in this assessment strategy, primarily using evidence generated in the workplace during the learner's normal work activity.
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.

Tutor requirements

1. Tutors will need to hold as a minimum a recognised teaching qualification such as the Level 4 Certificate in Education and Training or equivalent or above as detailed in the Qualification Specification and be currently occupationally competent. Tutors not currently qualified must be registered and actively working towards a teaching qualification or acceptable equivalent as listed in the assessment principles and be mentored by a suitably qualified tutor. Tutors working towards their teaching qualification must achieve this within two years.

Assessors

1. All assessment must be carried out by a currently, occupationally competent assessor qualified to make assessment decisions.
2. All Assessors must hold a recognised assessor qualification. This should be the Level 3 Certificate in Assessing Vocational Achievement. Assessors holding the A1 or D32/33 legacy qualifications are not required to re- qualify.

3.	Any unqualified Assessors will need to have all of their assessment decisions countersigned by a fully qualified Assessor.

Internal Quality Assurance

1.	All internal quality assurers (IQA) must be currently, occupationally competent and qualified to make quality assurance decisions.
2.	The IQA must hold a recognised internal quality assurance qualification. This may be either the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, depending on the role of the individual. Internal quality assurers holding the V1 or D34 legacy qualifications are not required to re-qualify.
3.	Any unqualified IQAs will need to have all of their verification decisions countersigned by a fully qualified IQA from 1st October 2018.

External Quality Assurance

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

Acceptable Equivalents

Level 4 Teaching Qualifications: Acceptable Equivalents or Higher.
Advanced Diploma Teaching in Further Education - 2006
BTEC Professional Certificate In Instructional Techniques - Level 4
CIPD Certificate in Training Practice - Level 3
City & Guilds 7307 Certificate in Teaching Adult Learners - Stage 1 & 2
City & Guilds 7407 Level 4 Stage 1
City & Guilds 7407 Level 4 Stage 1&2
City & Guilds L3 Certificate for Learning Support Practitioners
City & Guilds L3 Certificate in Learning & Development
City & Guilds L3 Certificate in Supporting Learning
City & Guilds L5 Diploma in Teaching
City and Guilds 7306 Further and Adult Education Teachers Certificate Level 4
Edexcel/BTEC L3 Certificate in Ambulance Driving Instruction
Edexcel L4 Diploma in Learning & development
EDI Level 3 Certificate in Educational Principles and Practice
ENB 998: Teaching and Assessing in Clinical Practice
FETC Stage 1 Level 4 (old NQF)
FETC Stage 2 Level 4 (old NQF)
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
IHCD Ambulance Aid/Clinical Tutor qualification
IHCD Ambulance Driving Tutor qualification
L3/L4 Certificate in Teaching in the Lifelong Learning Sector,
L4 Certificate in Education & Training
L4/L5 Diploma in Teaching in the Lifelong Learning Sector,
L5 Diploma in Education & Training
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
OCR L4 Diploma in Learning & Development
OCR L5 Diploma in Teaching Learners
OCR L7 Diploma in Teaching Learners
Pearson/EDI L3 Certificate in Learning & Development
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 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: Engage in Organisational Effectiveness, Personal and Professional Development in the Emergency and Urgent Care Setting

Component Reference Number: F/507/4098

Level: 4
Credit: 4
GL: 6

Component Summary

This component is aimed at those who work in the emergency and urgent care setting or within a wider health & social care setting. The component considers organisational effectiveness, personal, professional and reflective development, which are fundamental to such roles.

Assessment Guidance

This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. Assessment of performance (e.g. those beginning with 'Be able to' or 'demonstrate') must be made by an occupationally competent assessor. Expert witnesses can be used for direct observation where they have occupational competence for the specialist areas or the observations is of a particular sensitive nature. An example of occupational competence maybe a Learning & Development tutor, HR manager, CPD manager, organisational development tutor etc.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand what is required for competence in own work role.	1.1 Describe the duties and responsibilities of own work role in line with own organisational: • Vision statement • Values • Behaviours.
	1.2 Explain expectations about own work role as expressed in relevant standards.
2 Be able to reflect on own practice.	2.1 Explain the importance of reflective practice in continuously improving the quality of service provided.
	2.2 Reflect on own practice.
	2.3 Describe how own values, belief systems and experiences may affect working practice.
3 Be able to evaluate own performance.	3.1 Evaluate own knowledge, performance and understanding against relevant standards.
	3.2 Demonstrate use of feedback to evaluate own performance and inform development.
4 Be able to achieve personal development plan.	4.1 Identify sources of support for planning and reviewing own development.
	4.2 Assess own personal development needs.
	4.3 Identify existing development activities that are appropriate with identified development needs.

	4.4 Identify options that would meet the needs of the development plan.
	4.5 Translate skill and competence needs into realistic development plans.
	4.6 Work with others to review, agree and prioritise own learning needs, professional interests and development opportunities.
	4.7 Review progress and use feedback to continue personal and professional development needs.
5 Be able to use learning opportunities and reflective practice to contribute to personal development.	5.1 Evaluate how learning activities have affected practice.
	5.2 Demonstrate how reflective practice has led to improved ways of working.
	5.3 Record progress in relation to personal development.
6 Be able to promote and support actions to improve organisational effectiveness in the emergency and urgent care setting.	6.1 Suggest improvements in organisational effectiveness.
	6.2 Promote policies and procedures that will facilitate improvements.
7 Understand the need for continued personal and professional development.	7.1 Explain the requirements for continuing personal and professional development.
	7.2 Identify the personal and professional development needs to match the present and future role requirements.
8 Be able to maintain professional competence through the use of a continual personal and professional development portfolio.	8.1 Identify different types of information that can be included in a portfolio.
	8.2 Assemble evidence in a portfolio so that key elements can be identified to meet own and organisational requirements.
	8.3 Review own portfolio in the light of constructive feedback.

Component 2: Promote Communication in the Emergency and Urgent Care Setting

Level: 4
Credit: 4
GL: 6

Component Summary

This component is aimed at those who work in the emergency and urgent care setting or within a wider health & social care setting. The component considers addressing the range of communication requirements, needs, wishes and preferences of individuals. It will assist the learner to improve communication systems and overcome barriers to effective communication, which are fundamental to such roles.

Assessment Guidance

This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. Assessment of performance (e.g. those beginning with 'Be able to' or 'demonstrate') must be made by an occupationally competent assessor. Expert witnesses can be used for direct observation where they have occupational competence for the specialist areas or the observations is of a particular sensitive nature. An example of occupational competence can be any role within the emergency and urgent care and/or health and social care setting where communication is an integral part of that role.

Relationship to Occupational Standards

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand how to address the range of communication requirements in own role.	1.1 Identify service users whose communication needs must be addressed in own job role.
	1.2 Explain how to support effective communication within own job role.
	1.3 Analyse the barriers and challenges to communication within own job role.
	1.4 Explain different means of communication to meet the different needs of individuals.
2 Be able to meet the communication and language needs, wishes and preferences of individuals.	2.1 Establish the communication and language needs, wishes and preferences of individuals.
	2.2 Describe the factors to consider when promoting effective communication.
	2.3 Use a range of communication methods and styles to meet individual needs.
	2.4 Respond to an individual's reactions when communicating.
3 Understand communication systems.	3.1 Identify existing communication systems available within own role.
	3.2 Identify own communication practices.
	3.3 Describe improvements to communication systems to address: • Own needs

	• Organisational needs.
	3.4 Describe why it is important to observe and be receptive to an individual's reactions when communicating.
4 Understand how to overcome barriers to communication.	4.1 Explain how people from different backgrounds may use and/or interpret communication methods in different ways.
	4.2 Explain ways to overcome barriers to communication.
	4.3 Describe strategies that can be used to clarify misunderstandings.
	4.4 Explain how to access extra support or services to enable individuals to communicate effectively.
5 Be able to overcome barriers to communication.	5.1 Use ways to overcome barriers to communication.
	5.2 Use strategies that can be used to clarify misunderstanding.
6 Support the use of communication aids and technology.	6.1 Ensure that any communication aids and technology are: • Clean • Work properly • In good repair • Secured safely.
	6.2 Report any concerns about the communication aid and technology to the appropriate person.

Component 3: Promote Equality and Inclusion in the Emergency and Urgent Care Setting

Component Reference Number: F/507/4103

Level: 4
Credit: 1
GL: 4

Component Summary

This component is aimed at those who work in the emergency and urgent care setting or within a wider health & social care setting. The component promotes the importance of diversity, equality, inclusion and discrimination. It also assists the learner to understand ways in which further development can further promote diversity, equality, inclusion and discrimination, which are fundamental to such roles.

Assessment Guidance

This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. An example of occupational competence can be any role within the emergency and urgent care and/or health and social care setting where diversity, equality, inclusion and discrimination is an integral part of that role.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the importance of diversity, equality, inclusion and discrimination in the emergency and urgent care setting.	1.1 Define the meaning of Equality, Diversity, Inclusion and discrimination.
	1.2 Outline the legislation that applies to the promotion of equality and the valuing of diversity in the National Health Service (NHS).
	1.3 Evaluate the meaning of a personal, fair and diverse NHS when considering patients and staff.
	1.4 Explain duty of care under legislation, employment regulations and the NHS constitution.
	1.5 Explain the **Equality Delivery System** (EDS) and its purpose in the NHS in relation to patients and staff
	1.6 Explain the objectives of the EDS.
	1.7 Describe ways in which discrimination may deliberately or inadvertently occur in the work setting.
2 Understand the ways in which a culture and system that promotes equality and values diversity can be developed.	2.1 Explain the importance of promoting equality, diversity and inclusivity.
	2.2 Define the ways in which organisational culture can impact on patients and staff.
	2.3 Define the ways in which inequality and discrimination can affect individuals, groups and communities and society as a whole.

	2.4 Evaluate ways to challenge individual and institutional discrimination.
	2.5 Explain duty of care under legislation, employment regulations and the NHS constitution.
	2.6 Describe the roles and responsibilities of those involved in promoting equality, diversity and inclusivity.
	2.7 Evaluate own role in promoting equality, diversity and inclusivity.
	2.8 Describe how, who and when to seek advice from with regards to advice, support about diversity, inclusion, equality and discrimination.
3 Understand own organisational complaints system.	3.1 Explain own: • Organisational policies and procedures • Role and responsibility.
	3.2 Explain the benefits of complaints and a robust complaints system.
	3.3 Give examples of developing and implementing best practice in relation to handling complaints.
	3.4 Explain ways staff can support individuals whose rights have been compromised in having their complaints addressed.

Additional Information

Equality Delivery System:

England:-
The Equality Delivery System (EDS) was commissioned by the national Equality and Diversity Council in 2010 and launched in July 2011. It is a system that helps NHS organisations improve the services they provide for their local communities and provide better working environments, free of discrimination, for those who work in the NHS, while meeting the requirements of the Equality Act 2010. The EDS was developed by the NHS, for the NHS, taking inspiration from existing work and good practice.
https://www.england.nhs.uk/ourwork/gov/equality-hub/eds/

Wales:-
Governance e-manual. The manual provides advice and guidance on all aspects of governance in the NHS in Wales. The framework for the manual is based on the Welsh Government's Citizen-Centred Governance Principles, which apply to all public bodies in Wales. These principles integrate all aspects of governance and embody the values and standards of behaviour expected at all levels of public services in Wales.
http://www.wales.nhs.uk/governance-emanual/standard-2-equality-diversity-and-human-

Public Health Wales' Equality and Human Rights Resource pages are a resource intended to support health and social care organisations to increase awareness and understanding of organisational responsibilities and best practice.

Northern Ireland:-

The Equality Commission for Northern Ireland is a non-departmental public body established by the Northern Ireland Act 1998. Powers and duties derive from a number of statutes which have been enacted over the last decades, providing protection against discrimination on the grounds of age, disability, race, religion and political opinion, sex and sexual orientation. They also have responsibilities arising from the Northern Ireland Act 1998 in respect of the statutory equality and good relations duties which apply to public authorities.

https://www.equalityni.org/Home

(Evidence must be current at time of study)

Component 4: Implement Health and Safety in the Emergency and Urgent Care Setting

Component Reference Number: H/507/4109

Level: 3
Credit: 8
GL: 6

Component Summary

This component is aimed at those who work in the emergency and urgent care setting or within a wider health and social care setting. The component considers the implementation of health and safety requirements, such as understanding roles and responsibilities, procedures for responding and reporting accidents and sudden illnesses, ways in which health and safety requirement may impact the work setting and understanding specific areas, such as Hazardous materials, fire safety, security and Stress. All of which are fundamental to such roles.

Assessment Guidance

This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. Assessment of performance (e.g. those beginning with 'Be able to' or 'demonstrate') must be made by an occupationally competent assessor. Expert witnesses can be used for direct observation where they have occupational competence for the specialist areas or the observations is of a particular sensitive nature. An example of occupational competence can be any role within the emergency and urgent care and/or health and social care setting where health and safety is an integral part of that role.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand own responsibilities, and the responsibilities of others, relating to health and safety.	1.1 Outline legislation relating to health and safety in the emergency and urgent care setting.
	1.2 Identify the main points of health and safety policies and procedures.
	1.3 Explain systems, policies and procedures for communicating information on health and safety.
	1.4 The main health and safety responsibilities of: - Self - Manager - Others in the work setting - The organisation.
	1.5 Give examples of specific tasks in the work setting that should not be carried out without special training.
	1.6 Identify legislation relating to moving & handling.
	1.7 Explain the role of **regulatory bodies** and their ways of working.

2 Be able to carry out own responsibilities for health and safety.	2.1 Use policies and procedures or other agreed ways of working that relate to health and safety.
	2.2 Support others to understand and follow safe practices.
	2.3 Monitor and report potential health and safety risks.
	2.4 Use risk assessment in relation to health and safety.
	2.5 Demonstrate ways to minimise potential risks and hazards.
	2.6 Access additional support or information relating to health and safety.
3 Understand procedures for responding to accidents and sudden illness.	3.1 Describe different types of accidents and sudden illness that may occur in own work setting.
	3.2 Explain procedures to be followed if an accident or sudden illness should occur.
4 Understand ways in which health and safety requirements impact the work of the emergency and urgent care setting.	4.1 Explain how information from risk assessments informs organisational decisions about policies and procedures.
	4.2 Analyse the impact of one aspect of health and safety policy on health practice relevant to your role.
	4.3 Describe the impact of non-compliance with health and safety legislation.
	4.4 Explain the components of a risk assessment.
	4.5 Explain own responsibilities in the risk management process.
5 Understand the monitoring and review of health and safety in the emergency and urgent care setting.	5.1 Explain how health and safety policies and procedures are monitored and reviewed.
	5.2 Analyse the effectiveness of health and safety in the workplace in promoting a positive, healthy and safe culture.
6 Be able to handle hazardous substances and materials.	6.1 Describe types of hazardous substances that may be found.
	6.2 Demonstrate safe practices for: • Storing hazardous substances • Using hazardous substances • Disposing of hazardous substances and materials.
7 Be able to promote fire safety in the emergency and urgent care setting.	7.1 Describe practices that prevent fires from: • Starting • Spreading.
	7.2 Demonstrate measures that prevent fires from starting.
	7.3 Explain emergency procedures to be followed in the event of a fire in a variety of settings.

	7.4 Ensure that clear evacuation routes are maintained at all times.
8 Be able to implement security measures in the emergency and urgent care setting.	8.1 Demonstrate use of agreed procedures for checking the identity of anyone requesting access to: • Premises • Information.
	8.2 Analyse measures to protect own security and the security of others in the work setting.
	8.3 Explain the importance of ensuring that others are aware of own whereabouts.
9 Know how to manage own stress.	9.1 Describe common signs and indicators of stress.
	9.2 Describe signs that indicate own stress.
	9.3 Analyse factors that tend to trigger own stress.
	9.4 Compare strategies for managing stress.

Additional Information

Regulatory bodies must include:
Health and Safety Executive (HSE), Care Quality Commission (CQC), NHS Counter Fraud Authority, World Health Organisation (WHO) or the devolved nation's equivalent.

Component 5: Safeguarding and Protection of Individuals and Groups

Component Reference Number: Y/507/6357

Level: 3
Credit: 3
GL: 12

Component Summary

This component is aimed at those who work in the emergency and urgent care setting or within a wider health & social care setting. This component introduces the importance of safeguarding individuals and groups from abuse and harm. It identifies different types of abuse and harm; the signs and symptoms that might indicate abuse and harm occurring. It considers when individuals and groups might be particularly vulnerable to abuse and harm; what a learner must do if abuse and harm is suspected or alleged. All of which are fundamental to such roles.

Assessment Guidance

This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. An example of occupational competence can be any role within the emergency and urgent care and/or health and social care setting where safeguarding and protection of individuals and groups is an integral part of that role.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand current legislation and policies of safeguarding and protection of individuals and groups from abuse and harm to self and others.	1.1 Outline **national policies** and local systems that relate to safeguarding and protection.
	1.2 Explain own role and responsibilities in safeguarding individuals.
	1.3 Explain the roles of different **agencies** in safeguarding and protecting.
	1.4 Identify reports into serious failures to protect individuals from abuse.
	1.5 Identify sources of information and advice about own role in safeguarding and protecting.
	1.6 Define the terminology: • Safeguarding • Protection • Abuse • Harm • Maltreatment • Restrictive Practices.
	1.7 Outline the reasons where 'Forcible Entry with good intent' can be applied.

	1.8 Explain the procedure to be followed when applying 'Forcible Entry with good intent'.
2 Understand the importance and needs of child development.	2.1 Outline the stages of child development.
	2.2 Outline the needs of children to enable appropriate development.
	2.3 Explain contributing factors that would lead to inappropriate child development.
3 Understand the factors that add to the likelihood of abuse and harm to individuals and others.	3.1 Explain why particular groups and individuals may be at risk of abuse and harm.
	3.2 Explain the impact of social and cultural factors on different types of abuse and harm.
4 Understand how to recognise abuse and harm	4.1 Define the following types of abuse and harm: • Physical abuse • Sexual abuse • Emotional/psychological abuse • Financial abuse • Institutional abuse • Self neglect • Neglect by others • Female Genital Mutilation • Modern Slavery • Discriminatory Abuse • Domestic Abuse • **Other**
	4.2 Identify the signs and/or symptoms associated with each type of abuse and harm
	4.3 Describe factors that may contribute to an individual being more vulnerable to abuse and harm.
5 Understand how to respond to suspected or alleged abuse and harm	5.1 Explain the actions to take if there are suspicions that an individual is being abused or harmed
	5.2 Explain the actions to take if an individual alleges that they are being abused or harmed
	5.3 Identify ways to ensure that evidence of abuse or harm is preserved.
	5.4 Explain the importance of ensuring individuals are treated with dignity & respect when responding to suspected or alleged abuse or harm
	5.5 Describe the actions to take if barriers in alerting or referring are experienced
6 Understand ways to reduce the likelihood of abuse and harm of individuals and groups	6.1 Explain how the likelihood of abuse and harm may be reduced by: • working with person centred values • putting people in control

	• encouraging active participation • promoting choice and rights • managing risk • focusing on prevention
	6.2 Explain the importance of communication channels for reducing the likelihood of abuse and harm.
	6.3 Evaluate the effectiveness of working practices in own role designed to minimise abuse and harm.
	6.4 Outline improvements to safeguarding and protection of individuals and groups.
7 Understand how to recognise and report unsafe practices.	7.1 Describe unsafe practices that may affect the well-being of individuals.
	7.2 Explain the actions to take if unsafe practices have been identified.
	7.3 Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.
8 Understand the national 'PREVENT' strategy	8.1 Define **CONTEST**
	8.2 Outline the **PREVENT** strategy
	8.3 Define the following • Radicalisation • Trafficking • Sexual Exploitation • Social Networking
	8.4 Identify key partners
	8.5 Identify the key message
	8.6 Explain the actions to take in own organisation if there are suspicions of PREVENT concerns

Additional Information

National policies must include:
The Intercollegiate Document from NHS England or the devolved nation's equivalent.

Agencies may include:
Local Health Authority, adult & children social care (local authority), Police, adult & children safeguarding boards, Local Education Authority, Care Quality Commission.

Other may include:
Spiritual abuse or localised demographic abuse trends

CONTEST:
The aim of CONTEST is to reduce the risk to the UK and its interests overseas from terrorism.
https://www.gov.uk/government/publications/counter-terrorism-strategy-contest

PREVENT:
https://www.gov.uk/government/publications/prevent-duty-guidance

Component 6: Promote Person-Centred Approaches in the Emergency and Urgent Care Setting

Level: 3
Credit: 5
GL: 6

Component Summary
This component aimed at those who work in the emergency and urgent care setting or within a wider health & social care setting. It provides the learner with the knowledge and skills required to implement and promote person-centred approaches, which are fundamental to such roles.

Assessment Guidance
This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. Assessment of performance (e.g. those beginning with 'Be able to' or 'demonstrate') must be made by an occupationally competent assessor. Expert witnesses can be used for direct observation where they have occupational competence for the specialist areas or the observations is of a particular sensitive nature. An example of occupational competence can be any role within the emergency and urgent care and/or health and social care setting where person-centred approaches is an integral part of that role.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand current legislation and policies of person-centred approaches	1.1 Outline national policies and local systems that relate to person centred approaches.
	1.2 Outline the **Care Act**
2 Be able to use person-centred values in practice.	2.1 Identify the values central to personalisation • Independence and rights • Coproduction, choice and control • Inclusive and competent communities
	2.2 Demonstrate how person-centred values are delivered through own practice in: • Independence and rights • Coproduction, choice and control • Inclusive and competent communities
3 Be able to implement person-centred thinking to deliver personalised services.	3.1 Identify person-centred tools and their importance to the service user.
	3.2 Show how to enhance the service user's: • Voice • Choice • Control
	3.3 Use person-centred thinking tools to learn about the service user.
	3.4 Produce a person-centred description/support plan.

4 Be able to use person-centred thinking tools for on-going implementation of support plans.	4.1 Enable the service user to take the action needed to implement their support plan and achieve their required outcomes.
	43.2 Clarify responsibilities in delivering a support plan and achieving outcomes identified by the service user.
	4.3 Use person-centred practices in the context of different support arrangements.
	4.4 Explain how person-centred practices are adapted to people in diverse contexts.
5 Be able to provide practical assistance with updating and reviewing the patient's care pathway plans.	5.1 Use person-centred practices to continuously update the information in to patient clinical record so that the service user's choices are considered.
	5.2 Enable the service user to prepare for their review in a way that maximises their control.
	5.3 Facilitate a person-centred review.
	5.4 Identify the actions that are required to achieve the outcomes identified at a review.
6 Be able to take a person-centred approach to risk.	6.1 Apply a person-centred approach to risk.
	6.2 Determine the steps required in order to establish shared decision-making.
7 Be able to promote well-being and community membership.	7.1 Support service users in identifying outcomes which promote their well-being.
	7.2 Identify ways service user's social capacity, support networks and membership of their community could be established.
	7.3 Identify ways in which service users can maintain and widen their involvement in, and contribution to, their community.
8 Understand how to acknowledge factors that may cause discomfort or distress.	8.1 Explain the steps required to remove or minimise environmental factors that could cause discomfort or distress.
	8.2 Explain the reporting mechanisms and the appropriate person to report concerns to.
	8.3 Explain ways in which concerns can be raised with the service user, including Duty of Candour.
	8.4 Explain ways in which concerns can be raised with your supervisor or manager.
	8.5 Explain ways in which concerns can be raised via alternative channels.

Additional Information

Care Act must include:
To protect vulnerable adults from mistreatment and improve their quality of life, caregivers must follow the principles of the Care Act 2014. The principles aim to emphasise that everyone in care is a human being with wants and needs.

Component 7: Principles of Emergency and Urgent Care

Component Reference Number: F/507/4120

Level: 3
Credit: 3
GL: 6

Component Summary

This component is aimed at those who work in the emergency and urgent care setting. It provides the learner with the knowledge and skills required to understand the nature of working relationships, agreed ways of working with the employer and partnership working with others. It also provides the learner with the understanding of external influences on own organisation and individual rights that underpin the delivery of emergency and urgent care, which are fundamental to such roles.

Assessment Guidance

This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. An example of occupational competence can be any role within the emergency and urgent care setting.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the structure of your own organisation and associated healthcare services.	1.1 Explain organisational structures within own organisation.
	1.2 Evaluate the roles and responsibilities of **external agencies** who advise and influence your organisation.
	1.3 Evaluate the ways that your previous experiences, attitudes and beliefs may affect the way that you work.
2 Understand the implications of legislative frameworks in own organisation and associated healthcare services.	2.1 Explain the rationale for the range of contemporary health and social care policies that shape the provision of services in the United Kingdom.
	2.2 Explain the impact of the range of contemporary health and social care policies on own organisation.
	2.3 Explain the way in which legislative frameworks have been interpreted in terms of regulation, codes of practice and regulatory standards.
	2.4 Explain the impact of policies, legislation, regulation, codes of practice and regulatory standards on own organisation.
	2.5 Describe the employment rights and responsibilities relevant to your current role.

	2.6 Identify the ways that you are able to access the up to date details regarding the agreed ways of working relevant to your role.
	2.7 Explain the ways in which you can raise any issues or concerns.
	2.8 Explain the importance of being open and honest when identifying where errors may have occurred.
3 Understand working relationships in the emergency and urgent care setting.	3.1 Evaluate the difference between a working and a personal relationship.
	3.2 Discuss the different working relationship that you may experience.
	3.3 Describe how and when to access support and advice as regards partnership working and the resolution of conflict in the working environment.
4 Understand external influences on own organisation.	4.1 Outline factors which have influenced government decisions on provisions of emergency and urgent care.
	4.2 Outline the impact of social values and attitudes on provision of emergency and urgent care.
	4.3 Identify barriers to accessing emergency and urgent care.
	4.4 Outline ways in which barriers can be overcome.
5 Understand the individual rights underpinning delivery of emergency and urgent care.	5.1 Outline the individual rights that underpin best practice.
	5.2 Discuss the importance of individual rights in emergency and urgent care setting.
	5.3 Draw conclusions on how individual rights underpins best practice.
6 Understand the psychosocial influences on healthcare.	6.1 Explain the influence of changing demographic and social variables on health.
	6.2 Define the social and psychological influences on health and health related behaviour.
7 Understand the value of health promotion in the emergency and urgent care setting.	7.1 Define the range of **health promotion** theories and the place of the service user in the provision of healthcare.
	7.2 Summarise own role in the promotion of health.

Additional Information

External agencies may include:
- Trust Board
- Clinical Commissioning Groups (CCG's)
- Health Education England
- NHS England
- Care Quality Commission (CQC)

- Monitor
- Trust Development Authority (TDA)
- Governors
- Members

Health Promotion must include Making Every Contact Count (MECC) or the devolved nations equivalent.
(England) https://www.makingeverycontactcount.co.uk/
(Wales) http://www.wales.nhs.uk/sitesplus/888/page/65550
(Northern Ireland) http://www.hscboard.hscni.net/sessions/

Component 8: Promote Good Practice in Information Governance in the Emergency and Urgent Care Setting

Level: 3
Credit: 3
GL: 6

Component Summary

This component is aimed at those who work in the emergency and urgent care setting or within a wider health & social care setting. It provides the learner with the knowledge and skills required to implement and promote good practice in recording, sharing, storing and accessing information, which are fundamental to such roles.

Assessment Guidance

This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. Assessment of performance (e.g. those beginning with 'Be able to' or 'demonstrate') must be made by an occupationally competent assessor. Expert witnesses can be used for direct observation where they have occupational competence for the specialist areas or the observations is of a particular sensitive nature. An example of occupational competence can be any role within the emergency and urgent care and/or health and social care setting where information governance is an integral part of that role.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand requirements for information governance in emergency and urgent care settings.	1.1 Outline legislation and codes of practice that relate to information governance.
	1.2 Outline the statutory and regulatory requirements for information governance.
	1.3 Explain the meaning of the term: • Data protection • Confidentiality
	1.4 Explain the importance of information governance.
	1.5 Describe the roles and responsibilities of Information Governance teams.
2 Be able to apply principles and practices relating to information governance in own role.	2.1 Describe features of manual and electronic information storage systems that help ensure security.
	2.2 Use practices that ensure security when storing and accessing information.
	2.3 Identify information governance threats and vulnerabilities.
	2.4 Demonstrate ways to maintain information governance.
	2.5 Apply organisational policies and procedures for information governance.

	2.6 Produce records that are accurate and legible.
	2.7 Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns.
3 Be able to support others in information governance.	3.1 Support others to understand the need for information governance.
	3.2 Describe how to report concerns if agreed ways of working have not been followed.

Component 9: Promote Infection Prevention and Control measures in the Emergency and Urgent Care Setting

Level: 3
Credit: 3
GL: 6

Component Summary

This component is aimed at those who work in the emergency and urgent care setting or within a wider health & social care setting. It provides the learner with the knowledge and skills required to understand national and local policies in relation to infection prevention and control; to explain employer and employee responsibilities in this area; to understand procedures and risk assessment and how they can help minimise the risk of an outbreak of infection. Learners will also gain an understanding of how to use PPE correctly, the importance of good personal hygiene and the role of Occupational Health services in the emergency and urgent care setting. All of which are fundamental to such roles.

Assessment Guidance

This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. Assessment of performance (e.g. those beginning with 'Be able to' or 'demonstrate') must be made by an occupationally competent assessor. Expert witnesses can be used for direct observation where they have occupational competence for the specialist areas or the observations is of a particular sensitive nature. An example of occupational competence can be any role within the emergency and urgent care and/or health and social care setting where infection prevention and control is an integral part of that role.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand roles and responsibilities in the prevention and control of infections.	1.1 Explain employees' roles and responsibilities in relation to the prevention and control of infection.
	1.2 Explain employers' responsibilities in relation to the prevention and control of infection.
	1.3 Explain role and responsibility in relation to the prevention and control of infection by: • World Health Organisation • Health Protection Agency • Regulator.
	1.4 Outline the chain of Infection.
	1.5 Explain infection prevention and control measures.
	1.6 Outline universal precautions for prevention and control of infection.

2 Understand legislation and policies relating to prevention and control of infections.	2.1 Outline current legislation and regulatory body standards which are relevant to the prevention and control of infection.
	2.2 Describe local and organisational policies relevant to the prevention and control of infection are implemented.
3 Understand systems and procedures relating to the prevention and control of infections.	3.1 Describe procedures and systems relevant to the prevention and control of infection.
	3.2 Explain the potential impact of an outbreak of infection on the individual and the organisation.
	3.3 Describe processes for reporting accidents and incidents relating to infection prevention and control.
	3.4 Explain how the category of diseases impact on agreed ways of working.
4 Understand the importance of risk assessment in relation to the prevention and control of infections.	4.1 Define the term risk.
	4.2 Outline potential risks of infection within the workplace.
	4.3 Describe the process of carrying out a risk assessment.
	4.4 Explain the importance of carrying out a risk assessment.
5 Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections.	5.1 Explain correct use of PPE.
	5.2 Explain different **types** of PPE.
	5.3 Explain the reasons for use of PPE.
	5.4 Outline current relevant regulations and legislation relating to PPE.
	5.5 Describe employees' responsibilities regarding the use of PPE.
	5.6 Describe employers' responsibilities regarding the use of PPE.
	5.7 Explain the correct practice in the application and removal of PPE.
	5.8 Describe the correct procedure for disposal of used PPE.
6 Understand the importance of good personal hygiene in the prevention and control of infections.	6.1 Explain how your own health or hygiene might pose a risk to others.
	6.2 Describe the key principles of good personal hygiene.
	6.3 Describe correct procedures that relate to skincare.
7 Be able to use hand washing techniques in prevention and control of infection.	7.1 Explain when and why hand washing should be carried out.
	7.2 Describe the correct sequence for hand washing.

	7.3 Describe the types of products that should be used for hand washing.
	7.4 Use good hand washing techniques.
8 Understand the role of Occupational Health Service in relation to infection prevention and control.	8.1 Explain the role of the Occupational health service in relation to : • Promotion of health • Prevention and control of infection.

Additional information

Types must include:
Gloves, Apron, Sleeve Protectors, Overalls, Surgical Masks, Visors, FFP3 masks, safety goggles, shoe protectors.

Component 10: Causes and Spread of Infection in the Emergency and Urgent Care Setting

Level: 2
Credit: 2
GL: 6

Component Summary

This component is aimed at those who work in the emergency and urgent care setting or within a wider health & social care setting. It provides the learner with the knowledge and skills required to understand the causes and spread of infection and the common illnesses that may result as a consequence; to understand the difference between infection and colonisation and pathogenic and non-pathogenic organisms; the areas of infection and the types caused by different organisms. In addition the learner will understand the methods of transmission, the conditions needed for organisms to grow, the ways infections enter the body and key factors that may lead to infection occurring. All of which are fundamental to such roles.

Assessment Guidance

This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. An example of occupational competence can be any role within the emergency and urgent care and/or health and social care setting where infection prevention and control is an integral part of that role.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the causes of infection.	1.1 Identify the differences between bacteria, viruses, fungi and parasites.
	1.2 Identify common illnesses and infections caused by bacteria, viruses, fungi and parasites.
	1.3 Describe what is meant by "infection" and "colonisation".
	1.4 Explain what is meant by "systemic infection" and "localised infection".
	1.5 Explain poor practices that may lead to the spread of infection.
2 Understand the transmission of infection.	2.1 Explain the conditions needed for the growth of micro-organisms.
	2.2 Explain the ways an infective agent might enter the body.
	2.3 Identify common sources of infection.
	2.4 Explain how infective agents can be transmitted to a person.
	2.5 Identify the key factors that will make it more likely that infection will occur.

Component 11: Cleaning, Decontamination and Waste Management in the Emergency and Urgent Care Setting

Component Reference Number: R/507/4123

Level: 3
Credit: 3
GL: 6

Component Summary
This component is aimed at those who work in the emergency and urgent care setting or within a wider health & social care setting. It provides the learner with the knowledge and skills required to understand good waste management practices; ways of maintaining a clean environment in accordance with national policies and agreed ways of working; to understand the decontamination process; and to explain good practice when handling sharps and waste. This component does not cover the decontamination of surgical instruments. All of which are fundamental to such roles.

Assessment Guidance
This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. An example of occupational competence can be any role within the emergency and urgent care and/or health and social care setting where infection prevention and control is an integral part of that role.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the importance of good waste management practice in the prevention of the spread of infection.	1.1 Outline current legislation relating to waste management.
	1.2 Identify the different **categories of waste** and the associated risks.
	1.3 Describe how to dispose of the different types of **waste** safely and without risk to others.
	1.4 Explain how waste should be stored prior to collection.
	1.5 Identify the legal responsibilities in relation to waste management.
	1.6 Describe the actions to take to deal with a biological spillage.
2 Understand how to maintain a clean environment to prevent the spread of infection.	2.1 Describe the general principles for environmental cleaning.
	2.2 Explain the purpose of cleaning schedules.
	2.3 Describe how the correct management of the environment minimises the spread of infection.
	2.4 Explain the reason for the national policy for colour coding of cleaning equipment.

3 Understand the principles and steps of the decontamination process.	3.1 Define the term 'decontamination'.
	3.2 Describe the importance of decontamination.
	3.3 Describe the three steps of the decontamination process.
	3.4 Describe how and when cleaning agents are used.
	3.5 Describe how and when disinfecting agents are used.
	3.6 Describe the safe storage requirements for cleaning agents and equipment.
	3.7 Explain the role of personal protective equipment (PPE) during the decontamination process.
	3.8 Explain the concept of risk in dealing with specific types of contamination.
	3.9 Explain how the level of risk determines the type of agent that may be used to decontaminate.
	3.10 Describe how equipment should be cleaned.
4 Understand how to safely handle sharps.	4.1 Define what is meant by the term 'sharps'.
	4.2 Describe how to: • Use sharps • Safely open a glass ampoule • Dispose of a sharp • Deal with a sharp incident/accident
5 Understand how to safely handle laundry.	5.1 Describe the risk associated with handling: • Contaminated laundry • Soiled laundry.
	5.2 Describe safe working procedures that help to minimise the spread of infection when handling: • Contaminated laundry • Soiled laundry.
	5.3 Describe the process of changing and disposing of: • Linen • Contaminated linen • Soiled linen.
	5.4 Describe the process for: • Storage of contaminated laundry • Storage of soiled laundry • Collection of contaminated laundry • Collection of soiled laundry.

	5.5 Explain reasons why clean, contaminated and soiled linen is kept separate.
	5.6 Explain the importance of changing linen to control and prevent infection.

Additional information

Category for waste:
- Yellow: Waste which requires disposal by incineration
- Orange: Waste which may be "treated"
- Blue: Medicinal waste for incineration

Waste may cover the following:
- Medical
- General
- Soiled waste
- Pathological
- Genotoxic
- Radioactive
- Vaccine
- Pharmaceutical

Component 12: Duty of Care and Candour in the Emergency and Urgent Care Setting

Component Reference Number: H/507/6359

Level: 3
Credit: 1
GL: 6

Component Summary

This component is aimed at those who work in the emergency and urgent care setting or within a wider health & social care setting. It provides the learner with the knowledge and skills required to understand how duty of care and candour contributes to safe practice, and how to address dilemmas or complaints that may arise, which are fundamental to such roles.

Assessment Guidance

This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. An example of occupational competence can be any role within the emergency and urgent care and/or health and social care setting where duty of care and candour is an integral part of that role.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand legislation and agreed ways of working in duty of care and candour in the emergency and urgent care setting.	1.1 Outline legislation and agreed ways of working in relation to: • Duty of Care • Duty of Candour.
	1.2 Define the following terms: • Statutory • Contractual • Ethical • Professional • Standards • Honesty • Openness • Harm • Culture • Transparency.
	1.3 Outline consequences to individuals and organisation should breaches occur.
2 Understand how duty of care and candour contributes to safe practice.	2.1 Outline own agreed ways of working requirements for compliance.
	2.2 Explain the relationship between duty of care and candour to: • Contract of employment • Current statutory legislation • Professional bodies

	• Codes of practice • Regulators.
	2.3 Explain what it means in own role to have: • Duty of care • Duty of Candour.
	2.4 Outline duty of care and candour by staff to service users.
	2.5 Explain how duty of care and candour contributes to the safeguarding or protection of individuals.
3 Understand how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care and candour.	3.1 Describe potential conflicts or dilemmas that may arise between an individual's rights and: • Duty of Care • Duty of Candour.
	3.2 Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and: • Duty of Care • Duty of Candour.
	3.3 Explain where to get additional support and advice about conflicts and dilemmas.
	3.4 Explain agreed ways of working for raising concerns.
4 Understand how to respond to complaints.	4.1 Understand own responsibilities when responding to complaints.
	4.2 Explain agreed ways of working for handling complaints.
	4.3 Describe how to respond to complaints.

Component 13: Privacy and Dignity in the Emergency and Urgent Care Setting

Component Reference Number: D/507/6361

Level: 4
Credit: 4
GL: 6

Component Summary

This component aimed at those who work in the emergency and urgent care setting or within a wider health & social care setting. It provides the learner with the knowledge and skills required to understand the principles that underpin privacy and dignity; how to maintain privacy and dignity and support active participation and individual's rights to make choices. All of which are fundamental to such roles.

Assessment Guidance

This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. Assessment of performance (e.g. those beginning with 'Be able to' or 'demonstrate') must be made by an occupationally competent assessor. Expert witnesses can be used for direct observation where they have occupational competence for the specialist areas or the observations is of a particular sensitive nature. An example of occupational competence can be any role within the emergency and urgent care and/or health and social care setting where privacy and dignity is an integral part of that role.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the principles that underpin privacy and dignity in care.	1.1 Describe what is meant by privacy and dignity.
	1.2 Outline situations where an individual's privacy and dignity could be compromised.
	1.3 Explain the processes used to maintain privacy and dignity in the work setting.
2 Be able to maintain privacy and dignity of the individual in their care.	2.1 Maintain an individual's privacy and dignity.
	2.2 Maintain an individual's right to non-disclosure of information.
	2.3 Explain own organisations procedure for reporting any concerns to the relevant person.
3 Be able to support an individual's right to make choices.	3.1 Support individuals when making informed choices.
	3.2 Explain how risk assessments support the rights of individuals when making decisions.
	3.3 Explain why views of others must not influence an individual's own choices or decisions.
	3.4 Support an individual to question or challenge decisions made about them by **others**

4 Be able to support individuals in making choices about their care.	4.1 Support individuals in making informed choices.
	4.2 Use risk assessment processes to support the rights of individuals to make decisions.
	4.3 Explain agreed ways of working to report concerns.
5 Be able to support active participation.	5.1 Explain the value of peoples' contribution to active participation.
	5.2 Outline other ways a healthcare providers can support active participation.
	5.3 Support individuals in active participation.
	5.4 Enable individuals to develop skills in self-care.
	5.5 Support individuals to maintain their own network of friends.
	5.6 Reflect how personal views could restrict an individual's ability to actively participate in their care.

Additional Information

Others could include:
- Relatives
- Carers
- Healthcare professionals
- Friends

Component 14: Anatomy and Physiology of the Human Body

Level: 3
Credit: 4
GL: 24

Component Summary
This component is aimed at those who work in the emergency and urgent care setting or within a wider health and social care setting. It provides the learner with the knowledge and skills required to understand structure, function and aetiology of the major systems of the human body.

Assessment Guidance
This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. An example of occupational competence can be any clinical role within the emergency and urgent care and/or health and social care setting where anatomy and physiology is an integral understanding of that role.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand structures of the major systems of the Human Body.	1.1 Describe anatomy of the muscular-skeletal system.
	1.2 Describe anatomy of the nervous system.
	1.3 Describe anatomy of the cardiovascular system.
	1.4 Describe anatomy of the respiratory system.
	1.5 Describe anatomy of the digestive system.
	1.6 Describe anatomy of the urinary system.
	1.7 Describe anatomy of the lymphatic system.
	1.8 Describe anatomy of the integumentary system.
	1.9 Describe anatomy of the reproductive system.
2 Understand the functions of the major systems of the human body.	2.1 Explain physiology of the muscular-skeletal system.
	2.2 Explain physiology of the nervous system.
	2.3 Explain physiology of the cardiovascular system.
	2.4 Explain physiology of the respiratory system.
	2.5 Explain physiology of the digestive system.
	2.6 Explain physiology of the urinary system.
	2.7 Explain physiology of the lymphatic system.
	2.8 Explain physiology of the integumentary system.

	2.9 Explain physiology of the reproductive system.

Component 15: Assessment and Examination in the Emergency and Urgent Care Setting

Component Reference Number: A/507/6366

Level: 4
Credit: 9
GL: 30

Component Summary
This component aimed at those who work in the emergency and urgent care setting or within a wider health & social care setting. It provides the learner with the knowledge and skills required to understand national and local agreed ways of working; the procedures of patient assessment and examination across the age ranges; recognise deviations from expected patient physiology; managing patient identifiable information. All of which, will enable the learner to carry out patient assessment and examination in the emergency and urgent care setting.

Assessment Guidance
This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. Assessment of performance (e.g. those beginning with 'Be able to' or 'demonstrate') must be made by an occupationally competent assessor. Expert witnesses can be used for direct observation where they have occupational competence for the specialist areas or the observations is of a particular sensitive nature. An example of occupational competence can be any clinical role within the emergency and urgent care and/or health and social care setting where patient assessment and examination is an integral part of that role.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand current legislation, national guidelines, agreed ways of working for undertaking patient assessment and examination across the age ranges.	1.1 Describe own role and responsibilities when obtaining a patient history with regard to: • Current legislation • National guidelines • Agreed ways of working • Confidentiality.
	1.2 Describe importance of clear, concise reporting of findings in accordance with agreed ways of working.
	1.3 Describe importance of recording patient observations in accordance with agreed ways of working.
	1.4 Describe what is meant by confidentiality in accordance with agreed ways of working.
	1.5 Describe where to seek additional support.
	1.6 Explain the importance of undertaking physiological assessment and examination.

	1.7 Outline the issues involved in adjusting individual clothing when dealing with paediatric patients.
2 Understand procedures of patient assessment and examination across the age ranges.	2.1 Explain the physiological differences between Adults and Paediatrics which need to be considered prior to assessment and examination.
	2.2 Explain importance of ensuring scene safety prior to approaching any incident for: • Patients • Self • Co-workers • Bystanders.
	2.3 Describe component parts of an initial scene assessment.
	2.4 Describe CAcBCDE approach to initial patient assessment and examination.
	2.5 Explain factors that affect: • Airway patency • Breathing • Circulation • Neurological function.
	2.6 Describe the physiological states that can be measured.
	2.7 Describe normal limits/ranges of physiological states that can be measured.
	2.8 Describe factors that may affect normal physiological states.
	2.9 Describe procedures of a secondary survey.
	2.10 Explain importance of patient position in relation to assessment and examination.
	2.11 Explain links between findings of physiological assessment, examination and homeostatic status.
	2.12 Explain the links between physiological states that can be measured and body areas where measurements are taken.
	2.13 Explain the assessment and examination procedure when dealing with multi patients.
3 Be able to carry out patient assessment and examination	3.1 Evaluate scene safety prior to approaching any incident for: • Patients • Self • Co-workers • Bystanders

	3.2 Communicate with a patient to: • Explain your own role and responsibilities • Establish identity • Assess capacity • Gain consent • Explain what assessment and examination will be undertaken • Maintain consent.
	3.3 Explain barriers to effective communication.
	3.4 Prepare equipment needed to undertake assessment and examination.
	3.5 Complete sequence of assessment and examination to detect time critical disorders for conscious and unconscious patients.
	3.6 Assess a patient using the CAcBCDE approach to initial patient assessment and examination.
	3.7 Take and record a patient's history.
	3.8 Prioritise patient management based on assessed patient condition.
	3.9 Carry out a secondary survey.
	3.10 Position a patient relating to assessed patient condition.
	3.11 Reassure the patient during assessment and examination process.
	3.12 Answer questions and address any concerns.
	3.13 Apply standard infection prevention and control measures.
	3.14 Apply standard health and safety measures relevant to the procedure and environment.
	3.15 Inform receiving treatment centre about a patient's condition in accordance with agreed ways of working.
4 Be able to recognise deviations from expected patient physiology.	4.1 Explain expected physiological value.
	4.2 Perform physiological measurements according to agreed ways of working.
	4.3 Repeat physiological measurements according to agreed ways of working.
	4.4 Manage deviation from expected physiology according to agreed ways of working.

	4.5 Manage situations when unable to obtain or read a measurement in line with agreed ways of working.
	4.6 Call for additional support to manage deviations where identified issues are outside own agreed ways of working.
5 Be able to manage patient identifiable information.	5.1 Record findings of patient assessment and examination.
	5.2 Gain valid consent to share information according to agreed ways of working.
	5.3 Share information with others in line with agreed ways of working.
6 Be able to acquire electrocardiograms (ECG).	6.1 Prepare a patient for an ECG: • 3 Lead • 12 Lead.
	6.2 Use landmarks to attach electrodes.
	6.3 Connect patient to monitoring equipment.
	6.4 Interpret basic ECG **rhythms**.
	6.5 Acquire a printed ECG: • 3 Lead • 12 Lead.
	6.6 Check ECG is suitable for interpretation.

Additional Information

Rhythms must include:
- Normal Sinus Rhythm (NSR)
- Sinus Bradycardia
- Sinus Tachycardia
- Supraventricular Tachycardia (SVT)
- Sinus Arrhythmia
- Ventricular Dysrhythmias (PVCs)
- Ventricular Standstill
- Pulseless Electrical Activity (PEA)
- Ventricular Tachycardia (VT)
- Ventricular Fibrillation (VF)
- Asystole
- Atrial Dysrhythmias (PACs)
- Atrial Tachycardia
- Atrial Flutter
- Atrial Fibrillation
- Heart Block (1st, 2nd 3rd)
- Junctional Dysrhythmias (PJCs)

Component 16: Stepwise Airway Management in the Emergency and Urgent Care Setting

Level: 4
Credit: 3
GL: 12

Component Summary
This component is aimed at those who work in the emergency and urgent care setting or within a wider health & social care setting. It provides the learner with the knowledge and skills required to understand how to assess and manage a patients airway; how to assess and manage an airway occluded by a foreign object; when to clean and replace equipment used.

Assessment Guidance
This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. Assessment of performance (e.g. those beginning with 'Be able to' or 'demonstrate') must be made by an occupationally competent assessor. Expert witnesses can be used for direct observation where they have occupational competence for the specialist areas or the observations is of a particular sensitive nature. An example of occupational competence can be any clinical role within the emergency and urgent care and/or health and social care setting where stepwise airway management is an integral part of that role.

Simulation is permitted in this component for LOs 2 and 3. However, it should not be the only form of evidence presented.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand how to assess and manage patient's airway.	1.1 Explain the anatomy of the airway.
	1.2 Explain stepwise airway management methodologies.
	1.3 Explain dynamic airway assessment.
2 Be able to manage a patient's airway.	2.1 Diagnose signs and symptoms that would indicate the need to manage the airway.
	2.2 Use step-wise approach to airway management.
	2.3 Clear the airway using: • Postural drainage • Manual techniques • Suctioning equipment.
	2.4 Select the correct size of **airway adjunct.**
	2.5 Insert airway adjunct.
	2.6 Recognise need for advanced airway management.
	2.7 Explain how to manage the airway of a patient with a: • Laryngectomy • Tracheostomy

3 Be able to manage a patient who with a Foreign Body Airway Obstruction (FBAO).	3.1 Identify the causes of a Foreign Body Airway Obstruction.
	3.2 Identify the signs and symptoms of a patient with a • Partially blocked airway • Completely blocked airway.
	3.3 Manage a patient with a • Partially blocked airway • Completely blocked airway.
4 Understand when to clean and replace equipment used during airway management.	4.1 Explain when to replace equipment and consumables used during the management of a patient's airway.
	4.2 Explain how to dispose of single use equipment used during the management of a patient's airway.

Additional Information

Airway Adjunct must be inline with organisations scope of practice at the time of study.

Component 17: Intermediate Life Support and External Defibrillation in the Emergency and Urgent Care Setting

Level: 5
Credit: 4
GL: 18

Component Summary
This component is aimed at those who work in the emergency and urgent care setting or within a wider health & social care setting. It provides the learner with the knowledge and skills required to understand basic and intermediate life support techniques; how to use adjuncts, automatic, semi-automatic and manual defibrillators; In addition the learner will understand the importance of post-resuscitation care procedures and special circumstances related to cardio-pulmonary resuscitation.

Assessment Guidance
This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. Assessment of performance (e.g. those beginning with 'Be able to' or 'demonstrate') must be made by an occupationally competent assessor. Expert witnesses can be used for direct observation where they have occupational competence for the specialist areas or the observations is of a particular sensitive nature. An example of occupational competence can be any clinical role within the emergency and urgent care and/or health and social care setting where intermediate life support is an integral part of that role.

Simulation is permitted in this component for LO2, 3 and 4. However, it should not be the only form of evidence presented

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand basic life support.	1.1 Explain benefits of chain of survival to Basic Life Support.
	1.2 Explain common causes of cardiopulmonary arrest.
	1.3 Explain circumstances under which resuscitation is performed.
	1.4 Explain types of cardiopulmonary arrest.
	1.5 Explain procedure in the Basic Life Support algorithm.
	1.6 Analyse evidence based practice of Basic Life Support when providing Advanced Life Support.
2 Be able to carry out life support.	2.1 Recognise need to perform cardiopulmonary resuscitation.
	2.2 Perform cardiopulmonary resuscitation.
	2.3 Recognise the return of spontaneous circulation.

	2.4 Explain considerations for ceasing a resuscitation attempt.
3 Be able to use a defibrillator.	3.1 Recognise need to use a defibrillator.
	3.2 Explain safety considerations when using a **defibrillator.**
	3.3 Manage defibrillator malfunction according to manufacturer's recommendations.
	3.4 Use a defibrillator.
4 Be able to use adjuncts to support resuscitation.	4.1 Explain use of: - Facial barriers - Airway adjuncts - Bag-valve-mask device **Ventilator.**
	4.2 Demonstrate the use of: - Facial barriers - Airway adjuncts - Bag-valve-mask device - Ventilator or equivalent manual device.
5 Understand the importance of post-resuscitation procedures.	5.1 Explain management of the post resuscitation patient.
	5.2 Analyse clinical handover tool according to agreed ways of working.
6 Understand special circumstances related to cardiopulmonary arrest.	6.1 Explain considerations for performing cardiopulmonary resuscitation during the stages of pregnancy.
	6.2 Explain considerations for performing cardiopulmonary resuscitation on: - Laryngectomy - Tracheostomy patient.
	6.3 Explain considerations for performing cardiopulmonary resuscitation on a hypothermic patient.
	6.4 Explain considerations for performing cardiopulmonary resuscitation on a traumatic patient.

Additional Information

Defibrillator may include:
Automatic, semi-automatic and manual

Ventilator may include:
ParaPac or its equivalent automatic or manual device relating to the learner's scope of practice at time of study.

Component 18: Management of Medical and Surgical Conditions in the Emergency and Urgent Care Setting

Level: 5
Credit: 9
GL: 42

Component Summary

This component is aimed at those who work in the emergency and urgent care setting. It provides the learner with the knowledge required to understand the pathophysiology of medical, surgical and shock conditions and the skills to manage medical, surgical and shock conditions in the emergency and urgent care setting.

Assessment Guidance

This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. Assessment of performance (e.g. those beginning with 'Be able to' or 'demonstrate') must be made by an occupationally competent assessor. Expert witnesses can be used for direct observation where they have occupational competence for the specialist areas or the observations is of a particular sensitive nature. An example of occupational competence can be any clinical role within the emergency and urgent care setting where medical, surgical and shock conditions is an integral part of that role.

Simulation is permitted in this component for LOs 2 and 3. However, it should not be the only form of evidence presented.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand Medical and Surgical Conditions.	1.1 Define the following systems: • Respiratory • Cardiovascular • Nervous • Digestive • Urinary • Lymphatic • Integumentary.
	1.2 Explain the pathophysiology of: • Respiratory conditions • Cardiovascular conditions • Neurovascular conditions • Abdominal disorders • Urinary disorders • Lymphatic disorders • Integumentary conditions.
	1.3 Describe causes of Unconsciousness.

	1.4 Explain **types of Diabetes.**
	1.5 Explain pathophysiology of Diabetes.
	1.6 Explain different **types of Poisoning**.
	1.7 Describe nature and purpose of Renal Dialysis.
	1.8 Describe nature and characteristics of Substance misuse.
	1.9 Describe nature and characteristics associated with extremes of body temperature.
	1.10 Explain nature and characteristics associated with Sickle Cell Anaemia.
	1.11 Describe nature and characteristics associated with: • Addison's disease • Adrenal Crisis.
	1.12 Describe nature and characteristics associated with Sepsis.
2 Be able to manage medical and surgical conditions.	2.1 Manage a patient with: • Respiratory conditions • Cardiovascular conditions • Neurovascular conditions • Abdominal disorders • Urinary disorders • Lymphatic disorders • Integumentary conditions.
	2.2 Explain the following **tools** available to recognise a deteriorating patient: • NEWS • Other triage tools.
	2.3 Manage an unconscious patient.
	2.4 Manage a diabetic patient.
	2.5 Manage a patient with suspected poisoning.
	2.6 Explain the management of a patient on renal dialysis.
	2.7 Manage Substance misuse.
	2.8 Manage a patient suffering extremes of body temperature.
	2.9 Explain how to manage a patient with sickle cell crisis.
	2.10 Explain how to manage a patient suffering from Adrenal Crisis.
	2.11 Demonstrate tools available to recognise a deteriorating patient
	2.12 Explain how to manage a patient suffering from Sepsis.
3 Be able to manage shock.	3.1 Explain **types of shock**.

	3.2 Explain causes of shock.
	3.3 Describe stages of shock.
	3.4 Describe signs and symptoms of shock.
	3.5 Treat shock.

Additional Information

Types of Diabetes must include:
Type 1, Type 2, Gestational, Juvenile.

Types of Poisoning must include:
Injected, Inhaled, Absorbed, Ingested, Accidental, Intentional.

Types of shock. must include:
Anaphylactic, Neurogenic, Hypovolaemic, Toxic, Cardiogenic.

Tools must include:
The recognised tools used within learner's organisation and part of their scope of practice at time of study.

Component 19: Management of Wounds, Bleeding and Thermal Injury in the Emergency and Urgent Care Setting

Level: 4
Credit: 4
GL: 18

Component Summary
This component is aimed at those who work in the emergency and urgent care setting. It provides the learner with the knowledge required to understand categories and complications associated with wounds and thermal injuries, as well as the skills required to manage wounds, bleeding and thermal injuries in the emergency and urgent care setting.

Assessment Guidance
This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. Assessment of performance (e.g. those beginning with 'Be able to' or 'demonstrate') must be made by an occupationally competent assessor. Expert witnesses can be used for direct observation where they have occupational competence for the specialist areas or the observations is of a particular sensitive nature. An example of occupational competence can be any clinical role within the emergency and urgent care setting where managing wounds, bleeding and thermal injury is an integral part of that role.

Simulation is permitted in this component for LOs 2, 4 and 6. However, it should not be the only form of evidence presented.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand Wound Management.	1.1 Explain what is meant by the term 'wound'.
	1.2 Explain different **categories** of wounds and their possible causes.
	1.3 Explain complications associated with wounds.
	1.4 Discuss implications of foreign objects in wounds.
2 Be able to manage wounds.	2.1 Assess a wound.
	2.2 Prepare a patient prior to treatment.
	2.3 Treat a wound.
	2.4 Monitor a wound.
3 Understand management of bleeding.	3.1 Explain what is meant by the term 'bleeding'.
	3.2 Explain types of bleeding.
	3.3 Explain how to detect concealed bleeding.

	3.4 Explain signs and symptoms of internal bleeding.
	3.5 Explain complications associated with bleeding.
	3.6 Explain how to estimate blood loss.
	3.7 Explain how to treat bleeding using: • Direct pressure • Indirect pressure • Catastrophic haemorrhage techniques.
4 Be able to manage bleeding.	4.1 Prepare patient prior to treatment.
	4.2 Treat bleeding using: • Direct pressure • Indirect pressure • Catastrophic haemorrhage techniques.
	4.3 Monitor blood loss.
	4.4 Recognise deteriorating patient.
	4.5 Recognise the need for advanced clinical interventions.
5 Understand management of thermal injury.	5.1 Describe what is meant by the term 'thermal injury'.
	5.2 Describe the structure of the skin.
	5.3 Describe the effect of thermal injury on skin.
	5.4 Explain causes of thermal injury.
	5.5 Explain types of thermal injury.
	5.6 Explain safety considerations when dealing with thermal injury for: • Self • Colleague • Patient • Others.
	5.7 Explain rules associated with estimating the size of thermal injury.
	5.8 Explain complications associated with thermal injury.
	5.9 Explain why thermal injury patients are transported to definitive care.
	5.10 Explain time critical factors that affect thermal injury for: • Adults • Paediatrics • Infants.
6 Be able to manage thermal injury.	6.1 Prepare patient prior to treatment.
	6.2 Treat thermal injury.

	6.3 Monitor complications of thermal injury.
	6.4 Recognise deteriorating patient.
	6.5 Recognise the need for advanced clinical interventions.

Categories must include:
Incised, Lacerated, Abrasion, Contusion, Gunshot, Puncture, Avulsion.

Component 20: Management of Injuries in the Emergency & Urgent Care Setting

Component Reference Number: F/507/4246

Level: 5
Credit: 10
GL: 42

Component Summary

This component is aimed at those who work in the emergency and urgent care setting. It provides the learner with the knowledge required to understand the aetiology and pathophysiology of head, musculo-skeletal, chest, abdominal and other injuries. The learner will also be able to manage individuals with head, musculo-skeletal, chest, abdominal and other injuries in the emergency and urgent care setting.

Assessment Guidance

This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. Assessment of performance (e.g. those beginning with 'Be able to' or 'demonstrate') must be made by an occupationally competent assessor. Expert witnesses can be used for direct observation where they have occupational competence for the specialist areas or the observations is of a particular sensitive nature. An example of occupational competence can be any clinical role within the emergency and urgent care setting where managing individuals with head, musculo-skeletal, chest, abdominal and other injuries is an integral part of that role.

Simulation is permitted in this component for LOs 2, 4, 6, 8, and 10. However, it should not be the only form of evidence presented.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand management of head injuries.	1.1 Explain mechanisms associated with head injuries.
	1.2 Describe the signs and symptoms associated with head injuries.
	1.3 Explain complications associated with head injuries.
	1.4 Explain treatment for injuries of: • Head • Eye • Ear • Nose • Maxillo-facial.
2 Be able to manage head injury.	2.1 Prepare patient prior to treatment.
	2.2 Treat injuries of: • Head • Eye • Ear

	• Nose
	• Maxillo-facial.
	2.3 Recognise deteriorating patient.
	2.4 Recognise the need for advanced clinical interventions.
3 Understand management of musculo-skeletal injuries.	3.1 Explain mechanisms associated with: • Muscular injuries • Ligament and Tendon injuries • **Skeletal injuries** • **Spinal injuries** • Pelvic injuries.
	3.2 Explain signs and symptoms associated with: • Muscular injuries • Ligament and Tendon injuries • Skeletal injuries • Spinal injuries • Pelvic injuries.
	3.3 Explain complications associated with: • Muscular injuries • Ligament and Tendon injuries • Skeletal injuries • Spinal injuries • Pelvic injuries.
	3.4 Explain treatment for injuries of: • Muscular injuries • Ligament and Tendon injuries • Skeletal injuries • Spinal injuries • Pelvic injuries.
4 Be able to manage musculo-skeletal injuries.	4.1 Prepare patient prior to treatment.
	4.2 Treat injuries of: • Muscular injuries • Ligament and Tendon injuries • Skeletal injuries • Spinal injuries.
	4.3 Recognise deteriorating patient.
	4.4 Recognise the need for advanced clinical interventions.
5 Understand management of chest injuries.	5.1 Explain mechanisms associated with chest injuries.
	5.2 Explain signs and symptoms associated with chest injuries.
	5.3 Explain complications associated with chest injuries.
	5.4 Explain treatment for chest injuries.

6 Be able to manage chest injuries.	6.1 Prepare patient prior to treatment.
	6.2 Treat chest injuries.
	6.3 Recognise deteriorating patient.
	6.4 Recognise the need for advanced clinical interventions.
7 Understand management of abdominal injuries.	7.1 Explain mechanisms associated with abdominal injuries.
	7.2 Explain signs and symptoms associated abdominal injuries.
	7.3 Explain complications associated with abdominal injuries.
	7.4 Explain treatments for abdominal injuries.
8 Be able to manage abdominal injuries.	8.1 Prepare patient prior to treatment.
	8.2 Treat abdominal injuries.
	8.3 Recognise deteriorating patient.
	8.4 Recognise the need for advanced clinical interventions.
9 Understand the management of other types of injuries.	9.1 Explain mechanisms associated with: • Pregnant trauma casualty • Suspension injuries • Blast injuries • Ballistic injuries • **Drowning.**
	9.2 Explain signs and symptoms associated with: • Pregnant trauma casualty • Suspension injuries • Blast injuries • Ballistic injuries • Drowning.
	9.3 Explain complications associated with: • Pregnant trauma casualty • Suspension injuries • Blast injuries • Ballistic injuries • Drowning.
10 Be able to manage other types of injuries.	10.1 Prepare patient prior to treatment.
	10.2 Treat other types of injuries: • Pregnant trauma casualty • Suspension injuries • Blast injuries • Ballistic injuries • Drowning.
	10.3 Recognise deteriorating patient.
	10.4 Recognise the need for advanced clinical interventions.

Additional information

Head injuries may include: • Compression • Concussion • Scalp	**Abdominal injuries** may include: • Penetrating • Blunt • Evisceration
Skeletal injuries may include: • Dislocation • Open • Closed • Greenstick	**Drowning** may include • Fresh water • Salt Water • Dry drowning • Near drowning • Secondary drowning • Submersion • Immersion
Spinal injuries may include: • Quadoplegic • Tetraplegia • Monoplegia • Hemiplegia	**Chest injuries** may include: • Flail segment • Stove and chest • Open pneunothorax • Open heamothorax • Tension heamothorax • Spontaneous heamothorax • Penetrating chest • Fractures

Component 21: Support the Senior Clinician with Cannulation, Intraosseous, Infusion and Advanced Airway Management in the Emergency and Urgent Care Setting

Level: 4
Credit: 3
GL: 12

Component Summary
This component is aimed at those who work in the emergency and urgent care setting. It provides the learner with the knowledge and skills required to understand and support a senior clinician with cannulation, intraosseous, infusion and advanced airway management.

Assessment Guidance
This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. Assessment of performance (e.g. those beginning with 'Be able to' or 'demonstrate') must be made by an occupationally competent assessor. Expert witnesses can be used for direct observation where they have occupational competence for the specialist areas or the observations is of a particular sensitive nature. An example of occupational competence can be any clinical role within the emergency and urgent care setting where cannulation, intraosseous, infusion and advanced airway management is an integral part of that role or an individual who supports a senior clinician with cannulation, intraosseous, infusion and advanced airway management.

Simulation is permitted in this component for LOs 3 and 4. However, it should not be the only form of evidence presented.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand current legislation, national guidelines and agreed ways of working in the emergency and urgent care setting.	1.1 Outline the current legislation, national guidelines and agreed ways of working for: • Cannulation • Intraosseous • Infusion • Advanced Airway Management.
	1.2 Explain own role in supporting a senior clinician with: • Cannulation • Intraosseous • Infusion • Advanced Airway Management.
	1.3 Describe safety checks prior to: • Cannulation • Intraosseous • Infusion • Advanced Airway Management.

	1.4 Explain own role in Infection Prevention & Control (IP&C) during: • Cannulation • Intraosseous • Infusion • Advanced Airway Management.
	1.5 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual.
	1.6 Explain the importance of ensuring an individual's privacy and dignity is maintained at all times.
2 Understand the purpose and functions of intravenous cannulation, intraosseous, infusion and advanced airway management in the emergency and urgent care setting.	2.1 Outline the purpose and rationale for: • Cannulation • Intraosseous • Infusion • Advanced Airway Management.
	2.2 Explain the function of equipment used during: • Cannulation • Intraosseous • Infusion • Advanced Airway Management.
	2.3 Outline the required equipment available for: • Cannulation • Intraosseous • Infusion • Advanced Airway Management.
	2.4 Explain the preparation and positioning of an individual for: • Cannulation • Intraosseous • Infusion • Advanced Airway Management.
	2.5 Summarise the risks associated with: • Cannulation • Intraosseous • Infusion • Advanced Airway Management.
	2.6 Outline agreed ways of working should problems arise.
3 Be able to support a senior clinician in cannulation, intraosseous, infusion and Advanced Airway Management in the emergency and urgent care setting.	3.1 Confirm the individual's identity and record valid or implied consent.
	3.2 Ensure an individual's privacy and dignity is maintained at all times.

	3.3 Assemble equipment required for: • Cannulation • Intraosseous • Infusion • Advanced Airway Management.
	3.4 Carry out equipment safety checks.
	3.5 Prepare equipment for: • Cannulation • Intraosseous • Infusion • Advanced Airway Management.
	3.6 Support the senior clinician in securing the: • Cannula • Giving Set to luer lock • Advanced Airway Adjunct.
	3.7 Safely dispose of: • Sharps • Clinical Waste • Single patient use items • General Waste.
4 Be able to monitor and report changes to condition or behaviour in cannulation, intraosseous, infusion and advanced airway management in line with agreed ways of working.	4.1 Describe common conditions or behaviours which may signify adverse reactions to: • Cannulation • Intraosseous • Infusion • Advanced Airway Management.
	4.2 Report to the senior clinician any condition or behaviour which may signify adverse reactions to the procedure.
	4.3 Assist the senior clinician in monitoring changes to condition or behaviour.
	4.4 Record the procedure of: • Cannulation • Intraosseous • Infusion • Advanced Airway Management.

Component 22: Process and Systems of Trauma in the Emergency and Urgent Care Setting

Level: 3
Credit: 1
GL: 6

Component Summary
This component is aimed at those who work in the emergency and urgent care setting. It provides the learner with the knowledge required to understand roles, responsibilities, networks, processes and systems involved in managing trauma. It also provides the learner with the understanding of multiple casualty incident triaging.

Assessment Guidance
This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. An example of occupational competence can be any clinical role within the emergency and urgent care setting where roles, responsibilities, networks, processes and systems involved in managing trauma is an integral part of that role.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the management of trauma.	1.1 Define the term 'trauma'.
	1.2 Evaluate patient outcomes against: • Early intervention • Multiple injuries
2 Understand Mechanisms associated with trauma.	2.1 Define the term, 'mechanism of injury'.
	2.2 Outline mechanisms of injury.
	2.3 Summarise patient outcomes associated with mechanism of injury: • Elderly • Paediatric.
	2.4 Summarise 'Laws' associated with trauma.
	2.5 Describe relevance of 'Laws' to injuries associated with trauma.
	2.6 Describe relevance of 'Forces' to injuries associated with trauma.
3 Understand the cost and occurrence of trauma injury.	3.1 Outline costs of trauma injuries to the economy.
	3.2 Discuss prevalence of trauma in own organisation's demographic area.
4 Understand the value of multi-disciplinary working in Trauma Management.	4.1 Outline multi-disciplinary services available.
	4.2 Outline value of multi-disciplinary approaches.

5 Understand the requirement for triage in a multiple casualty incident.	5.1 Define 'Triage'.
	5.2 Explain differences between Primary and Secondary Triage.
	5.3 Describe the following: • Triage Sieve • Triage Sort.
	5.4 Outline Triage Equipment according to agreed ways of working.
6 Understand the importance of Reporting mechanisms when dealing with trauma.	6.1 Explain 'Reporting Mechanisms' as an indicator of physiological status.
	6.2 Discuss the importance of 'Reporting Mechanisms'.
	6.3 Discuss the importance of an effective and structured handover.
7 Understand the role of the Trauma Units and Networks.	7.1 Outline the Inclusive Trauma System.
	7.2 Explain role of the Trauma Care Pathway.
	7.3 Explain role of the Trauma Network.
	7.4 Explain role of the Major Trauma Centres.
	7.5 Explain role of the Trauma Unit

Additional information

Laws must include:
• Newton's law of motion
• Law of conservation
• Thermodynamics

Reporting mechanisms may include:
• Revised trauma score
• NEWS
• MEWS
• PEWS
• SBAR
• Hospital pre-alert

Forces may include:
• Centrifugal force
• Gravity
• Applied
• Friction
• Deceleration

Component 23: Administration of Medical Gases in the Emergency and Urgent Care Setting

Level: 4
Credit: 2
GL: 6

Component Summary
This component is aimed at those who work in the emergency and urgent care setting and/or the wider health and social care setting. It provides the learner with the knowledge and skills required to handle, store and use medical gases.

Assessment Guidance
This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. Assessment of performance (e.g. those beginning with 'Be able to' or 'demonstrate') must be made by an occupationally competent assessor. Expert witnesses can be used for direct observation where they have occupational competence for the specialist areas or the observations is of a particular sensitive nature. An example of occupational competence can be any clinical role within the emergency and urgent care or health & social care setting where medical gases is an integral part of that role.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand legislation and guidelines for handling and safe storage of medical gases.	1.1 Outline current legislation and guidelines for medical gases and associated equipment.
	1.2 Identify the following medical gas cylinders: • Oxygen • **Analgesic** gas • **Other.**
	1.3 Describe the component parts of the medical gas cylinders and associated equipment.
	1.4 Outline the legal requirements of medical gas labelling.
	1.5 Explain the **safe handling** of medical gases to agreed ways of working.
2 Understand guidelines for the use oxygen therapy.	2.1 Explain benefits of oxygen therapy.
	2.2 Identify indications for the use of oxygen.
	2.3 Explain contraindications prohibiting use of oxygen.
	2.4 Describe dangers of using compressed oxygen.

3 Be able to administer oxygen therapy.	3.1 Carry out operational checks in preparation for use of oxygen therapy and associated equipment.
	3.2 Identify when oxygen therapy is required.
	3.3 Administer oxygen using the required flow rate for the following: • Nasal cannula • Simple/ venturi mask • Non re-breather mask • Bag, valve and mask.
	3.4 Administer oxygen to a patient in line with agreed ways of working.
4 Understand guidelines for the use of analgesic gas.	4.1 Describe properties of analgesic gas.
	4.2 Explain complications of environmental temperature.
	4.3 Explain benefits of analgesic gas therapy.
	4.4 Identify the indications for the use of analgesic gas.
	4.5 Explain cautions, side effects and contraindications for use of analgesic gas.
5 Be able to administer Analgesic gas.	5.1 Carry out operational checks in preparation for use of Analgesic gas and associated equipment.
	5.2 Identify when Analgesic gas is required.
	5.3 Administer Analgesic gas to a patient in line with agreed ways of working.

Additional information

Analgesic may include:
- Nitronox
- Entonox

Other may include:
- Air
- Penthrox (Methoxyflurane)

Safe handling must include:
- Preparing
- Defects
- Safety
- Security

Component 24: Move and Position People and Objects in the Emergency and Urgent Care Setting

Component Reference Number: T/507/6379

Level: 4
Credit: 6
GL: 18

Component Summary
This component is aimed at those who work in the emergency and urgent care setting and/or the wider health and social care setting. It provides the learner with the knowledge to understand national and local agreed ways of working; the anatomy, physiology and injuries; when to seek advice from and/or involve others in relation to moving and positioning individuals and objects. It also provides the learner with the necessary skills to minimise risks before moving and positioning individuals and objects.

Assessment Guidance
This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. Assessment of performance (e.g. those beginning with 'Be able to' or 'demonstrate') must be made by an occupationally competent assessor. Expert witnesses can be used for direct observation where they have occupational competence for the specialist areas or the observations is of a particular sensitive nature. An example of occupational competence can be any clinical role within the emergency and urgent care or health & social care setting where moving and positions individuals and objects is an integral part of that role.

Simulation is permitted in this component for LOs 3, 4 and 5. However, it should not be the only form of evidence presented.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand legislation and agreed ways of working when moving and positioning individuals and objects.	1.1 Summarise legislation and agreed ways of working when moving & positioning: • Individuals • Objects.
	1.2 Define the following terms: European Directive • Moving & Handling • Load • Avoid • Reasonably Practicable • Assessment • Reduce • Review.
	1.3 Describe how legislation and agreed ways of working affect working practices.

	1.4 Explain what ergonomic factors need to be taken into account prior to moving and positioning individuals and objects.
	1.5 Explain the **principles** of moving and handling.
	1.6 Analyse current statistics of moving and handling injuries relating to own role.
	1.7 Explain the principles of biomechanics when moving and positioning individuals.
	1.8 Explain the base lift technique when moving and positioning objects.
2 Understand anatomy, physiology and injuries in relation to moving and positioning individuals and objects.	2.1 Describe the anatomy and physiology of the human body used to move and position individuals and objects.
	2.2 Describe the aetiology of a herniated disc.
	2.3 Explain why the majority of spinal hernias occur in the lumbar region.
	2.4 Explain the common causes of back pain.
	2.5 Describe the consequences of using unsafe practices to: • Self • Others.
3 Be able to minimise risk before moving and positioning individuals and objects.	3.1 Summarise systems and processes in own organisation to access up-to-date copies of risk assessment documentation.
	3.2 Explain importance of risk assessment and risk management when moving and positioning individuals and objects.
	3.3 Assess ergonomic factors prior to moving and positioning individuals and objects.
	3.4 Carry out preparatory checks using: • The individual's care plan • The ergonomic risk assessment.
	3.5 Carry out a range of equipment safety checks.
	3.6 Take any actions to identified risks prior to moving and positioning individuals and objects.
	3.7 Take action if an individual's actions and/or wishes conflicts with their plan of care.
	3.8 Apply standard precautions for infection prevention and control.
4 Be able to prepare individuals and objects before moving and positioning.	4.1 Explain how individuals and objects are prepared before moving and positioning.
	4.2 Obtain valid consent for the planned activity.
	4.3 Communicate with the individual prior to moving and positioning.

5 Be able to move and position an individual and object.	5.1 Follow the care plan to ensure that the individual is: • Positioned using the agreed technique • Moved within agreed ways of working • Moved with dignity • Positioned and moved in a way that will avoid causing undue pain or discomfort.
	5.2 Communicate with others involved in the manoeuvre.
	5.3 Use aids and equipment to move and position individuals or objects.
	5.4 Encourage the individual's active participation in the manoeuvre.
	5.5 Apply principles of biomechanics to move and position an individual and object.
	5.6 Monitor the individual throughout the activity.
	5.7 Record the activity noting: • Equipment used • Technique used.
	5.8 Identify instances when assistance should be sought.
6 Understand when to seek advice from and/or involve others when moving and positioning an individual and object.	6.1 Describe when advice and/or assistance should be sought to move and position: • Complex patients • Bariatric patients • Unsafe loads • Difficult manoeuvres.
	6.2 Describe what sources of information are available about moving and positioning: • Complex patients • Bariatric patients • Unsafe loads • Difficult manoeuvres.

Additional information

Principles must include:
- Biomechanics
  - Centre of gravity
  - Stability
  - Short leavers

Component 25: Management of Newborns, Infants and Children in the Emergency and Urgent Care Setting

Level: 4
Credit: 7
GL: 42

Component Summary

This component is aimed at those who work in the emergency and urgent care setting. It provides the learner with the knowledge to understand how to recognise the seriously ill newborn, infant and child; the sudden unexpected death in infants, children and adolescence (SUDICA). It also provides the learner with the necessary skills to manage and resuscitate the seriously ill newborn, infant and child.

Assessment Guidance

This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. Assessment of performance (e.g. those beginning with 'Be able to' or 'demonstrate') must be made by an occupationally competent assessor. Expert witnesses can be used for direct observation where they have occupational competence for the specialist areas or the observations is of a particular sensitive nature. An example of occupational competence can be any clinical role within the emergency and urgent care setting where understanding and managing the seriously ill newborn, infant and child is an integral part of that role.

Simulation is permitted in this component for LOs 2, 3 and 4. However, it should not be the only form of evidence presented.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand how to recognise the seriously ill newborn, infant and child.	1.1 Conduct an initial assessment.
	1.2 Identify deficiencies in the airway.
	1.3 Identify deficiencies in breathing.
	1.4 Identify deficiencies in circulation.
	1.5 Identify deficiencies in neurological status.
2 Be able to manage the seriously ill newborn, infant and child.	2.1 Outline the principles that underpin the management of the seriously ill: • Newborn • Infant • Child.
	2.2 Use a stepwise approach to correct deficiencies in the airway.
	2.3 Use a stepwise approach to correct deficiencies in breathing.
	2.4 Use a stepwise approach to correct deficiencies in circulation.

	2.5 Use a stepwise approach to correct deficiency in neurological status.
3 Be able to resuscitate a newborn.	3.1 Resuscitate a newborn in line with agreed ways of working.
	3.2 Use airway adjuncts on a newborn.
4 Be able to resuscitate an infant and child.	4.1 Resuscitate an infant and child in line with agreed ways of working.
	4.2 Use airway adjuncts on an infant and child.
	4.3 Manage foreign body airway obstruction in line with agreed ways of working.
5 Understand Sudden Unexpected Death in Infants, Children and Adolescence (SUDICA).	5.1 Explain the principles of SUDICA.
	5.2 Explain the multi-disciplinary approach in managing SUDICA.
	5.3 Explain the requirements for documentation.
	5.4 Explain communication channels in line with agreed ways of working.
	5.5 Explain the transferring requirements in line with agreed ways of working.
	5.6 Identify support for: - Parent/guardian - Family - Own **Others.**

Additional information

Others may include:
- Colleagues
- Co-responders
- Friend
- Teacher
- Child minder
- Nursery worker

Component 26: Management of Obstetrics and Gynaecology in the Emergency and Urgent Care Setting

Level: 4
Credit: 4
GL: 18

Component Summary

This component aimed at those who work in the emergency and urgent care setting. It provides the learner with the knowledge to understand the physiology, pathophysiology, anatomy process, assessment and complications of pregnancy and labour; the range of conditions relating to obstetrics. It also provides the learner with the necessary skills to manage conditions relating to obstetrics and gynaecology.

Assessment Guidance

This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. Assessment of performance (e.g. those beginning with 'Be able to' or 'demonstrate') must be made by an occupationally competent assessor. Expert witnesses can be used for direct observation where they have occupational competence for the specialist areas or the observations is of a particular sensitive nature. An example of occupational competence can be any clinical role within the emergency and urgent care setting where understanding and managing obstetrics and gynaecology is an integral part of that role.

Simulation is permitted in this component for LO 3. However, it should not be the only form of evidence presented.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the physiology and assessment of pregnancy.	1.1 Define the following: • Obstetrics • Gynaecology.
	1.2 Explain the **physiology** of pregnancy.
	1.3 Outline the terminology commonly used in pregnancy.
	1.4 Explain the sequence of assessment.
2 Understand a range of conditions relating to obstetrics.	2.1 Explain the following **conditions**: • Miscarriage • Ectopic pregnancy • Ruptured Ectopic pregnancy • Antepartum/Prepartum Haemorrhage • Pregnancy Induced Hypertension • Severe Pre-eclampsia • Vaginal Haemorrhage.

3 Be able to manage conditions relating to obstetrics.	3.1 Manage the following **conditions**: • Miscarriage • Ectopic pregnancy • Ruptured Ectopic pregnancy • Antepartum/Prepartum Haemorrhage • Pregnancy Induced Hypertension • Severe pre-eclampsia • Vaginal Haemorrhage.
4 Understand the process of labour.	4.1 Describe the stages and assessment of labour.
	4.2 Outline the equipment required for the delivery of a newborn.
	4.3 Explain the management of labour to ensure the maintenance of the health of mother and child.
	4.4 Explain own role in the management of labour.
5 Understand the complications of labour.	5.1 Describe the complications associated with labour: • Maternal seizures • Umbilical Cord prolapse • Postpartum Haemorrhage • Continuous Severe Abdominal Pain • **Malpresentations** • Multiple births • Pre-term labour • Shoulder Dystocia.
	5.2 Describe the management of the following conditions: • Maternal seizures • Umbilical Cord prolapse • Postpartum Haemorrhage • Continuous Severe Abdominal Pain • Malpresentations • Multiple births • Pre-term labour • Shoulder Dystocia.
6 Understand the physiology and assessment of pre-term and newborn.	6.1 Explain the **physiology** of the pre-term and newborn.
	6.2 Explain the sequence of assessment of the pre-term and newborn.
	6.3 Explain how to manage the pre-term and newborn.
7 Understand the types and use of incubators.	7.1 Explain the need to use an incubator.
	7.2 Describe types of incubators available in own organisation.

	7.3 Describe how to secure an incubator.
	7.4 Describe how to connect to vehicle electrical system.
8 Understand a range of conditions relating to gynaecology.	8.1 Explain the following conditions. • Vaginal Tissue Damage • Prolapsed womb • Excess Menstrual Period • Surgical Therapeutic Abortion • Medical Therapeutic Abortion • Post Gynaecology Surgery • Colposcopy • Gynaecological Cancers.
9 Understand how to manage conditions relating to gynaecology.	9.1 Explain the management of the following conditions: • Vaginal Tissue Damage • Prolapsed womb • Excess Menstrual Period • Surgical Therapeutic Abortion • Medical Therapeutic Abortion • Post Gynaecology Surgery • Colposcopy • Gynaecological Cancers.

Additional information

Malpresentations may include:
- Foot/feet first
- Buttock first
- Arm/hand first

Physiology includes, where appropriate, physiology, pathophysiology and related anatomy.

Conditions includes, where appropriate, physiology, pathophysiology and related anatomy.

Component 27: Management of Hostile and Major Incidents in the Emergency and Urgent Care Setting

Component Reference Number: L/507/4234

Level: 4
Credit: 2
GL: 12

Component Summary
This component is aimed at those who work in the emergency and urgent care setting. It provides the learner with the knowledge to understand the national and local agreed ways of working; the importance of Emergency Preparedness, Resilience and Recovery (EPRR); the command and control structure and the various ranges of major incidents and interoperability with other emergency services. It also provides further knowledge for the learner to understand the range of Chemical, Biological, Radioactive, Nuclear and Explosive (CBRNE) threats and the necessary personal protective equipment requirements when attending major, hostile, EPRR and CBRNE incidences.

Assessment Guidance
This component be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. An example of occupational competence can be any emergency preparedness role within the emergency and urgent care setting where understanding and managing major, hostile, EPRR and CBRNE incidences is an integral part of that role.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand legislative and frameworks for Emergency Preparedness, Resilience and Recovery (EPRR).	1.1 Describe the legislative frameworks n for EPRR at: • Local level • Regional level • National level.
	1.2 Describe the following EPRR Models: • The Dynamic Decision Making Cycle • The Joint Decision Model • Dynamic Operational Risk Assessment.
2 Understand the importance of communication in EPRR.	2.1 Identify the barriers to EPRR communication.
	2.2 Describe the mechanisms to manage EPRR communication effectively.

	2.3 Explain EPRR communication in line with agreed ways of working.
3 Understand the command and control at an incident.	3.1 Describe the structures in place at an incident at: • Local level • Regional level • National level.
	3.2 Explain the command and control mechanisms in an incident • Strategic Commander • Tactical Commander • Operational Commander • Team Leader • Section Leader.
	3.3 Describe the role and responsibilities in command and control of the: • Strategic Commander • Tactical Commander • Operational Commander • Team Leader • Section Leader.
	3.4 Describe own role and responsibilities in command and control.
4 Understand the range of major incidents and interoperability with the other emergency services.	4.1 Define the following: • Major Incident • Hostile Incident • Interoperability.
	4.2 Describe major incidents by: • Classification • Presentation • Scale.
	4.3 Describe the different on scene command roles of the Ambulance Service response to a major incident.
	4.4 Explain the requirements of: • Incident briefing • Handover • Incident Debriefing.
5 Understand the range of Chemical, Biological, Radioactive, Nuclear and Explosive (CBRNE) threats.	5.1 Describe types of CBRNE threats by: • Characteristics • Casualties • Decontamination.
	5.2 Outline the effects of agents on: • Skin • Eyes • Airway • Breathing • Circulation • Disability • **Other.**

	5.3 Describe the Operational STEP 1-2-3 plus process.
	5.4 Describe the reporting mechanisms used within own organisation.
6 Understand the Personal Protective Equipment (PPE) requirements when attending a major, hostile, EPRR and CBRNE incident.	6.1 Explain own PPE in line with agreed ways of working.
	6.2 Outline the reporting of defects in line with agreed ways of working.
7 Understand the Triage processes required when attending a major, hostile, EPRR and CBRNE incident.	7.1 Define 'Triage'.
	7.2 Describe the different categories used in Triage.
	7.3 Describe own organisations Triage Sieve and Sort in line with agreed ways of working.
	7.4 Explain use of Mass Casualty Triage Tag.

Additional information

Others may include:
- Fever
- Nausea
- Vomiting
- Diarrhoea
- GI bleeding
- Abdominal pain
- Incontinence

Component 28: Managing Hazardous Materials in the Emergency and Urgent Care Setting

Component Reference Number: R/507/4235

Level: 3
Credit: 1
GL: 4

Component Summary

This component is aimed at those who work in the emergency and urgent care settings. It provides the learner with the knowledge to understand the agreed ways of working relating to hazardous materials; how risk assessments contribute to safe use of hazardous materials; the effects of hazardous materials in the workplace. It further providers the learner with the knowledge to understand the use of an incapacitant spray and the precautions required.

Assessment Guidance

This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. An example of occupational competence can be any emergency preparedness role within the emergency and urgent care setting where understanding and managing hazardous materials in the emergency and urgent care setting is an integral part of that role.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the legislation relating to hazardous materials in the workplace.	1.1 Explain own and organisational responsibilities when dealing with hazardous materials at work.
	1.2 Analyse the consequences for non-compliance when dealing with hazardous substances at work.
	1.3 Outline own organisational communication strategy on the use of hazardous materials.
	1.4 Outline aims of for the Control of Major Accident Hazard Regulations.
2 Understand how risk assessments contribute to the safe use of hazardous materials in the workplace.	2.1 Define the following: • Hazard • Risk.
	2.2 Outline the control measures required for materials hazardous to health for: • Safe use • Handling • Transporting • Storing • Disposal.

	2.3 Describe the types of information available in the safe identification of hazardous substances.
	2.4 Outline the procedure for dealing with an incident involving hazardous materials in line with agreed ways of working.
	2.5 Identify health and safety issues arising from: • Exposure to hazardous materials • Release of hazardous materials.
	2.6 Evaluate the impact of risk assessments in the reduction of accidents and ill health at work.
	2.7 Outline the process of dynamic risk assessment in line with agreed ways of working.
	2.8 Describe the 'Chemsafe' procedure and when it is used.
	2.9 Describe safe working practices with: • Fire and Rescue Service • Police • Hazardous Area Response Team (HART) • Special Operations Response Team (SORT) • Other agencies.
	2.10 Define 'Chemsafe'.
	2.11 Describe the 'Chemsafe' procedure in line with agreed ways of working.
3 Understand the effects of hazardous materials to health.	3.1 Describe entry routes into the body.
	3.2 Describe the forms and effects of hazardous materials to health.
	3.3 Outline own actions when dealing with hazardous materials.
4 Understand the use of an incapacitant spray and the precautions required.	4.1 Describe times when an **incapacitant spray**: • May be used • By whom.
	4.2 Explain the precautions required when an incapacitant spray is used.
	4.3 Describe the effects of an incapacitant spray in a confined space.
	4.4 Describe the signs and symptoms of an incapacitant spray exposure.
	4.5 Explain the treatment used when exposed to an incapacitant spray.

incapacitant spray: may include CS Gas, PAVA or whichever incapacitant spray is used by the local operating police authority(ies) within your NHS Trust area.

Component 29: Extrication and Light Rescue in the Emergency and Urgent Care Setting

Level: 4
Credit: 3
GL: 12

Component Summary
This component is aimed at those who work in the emergency and urgent care setting. It provides the learner with the knowledge to understand the agreed ways of working and factors that influence extrication and light rescue. It also provides the learner with the necessary skills to use extrication and light rescue equipment in the emergency and urgent care setting.

Assessment Guidance
This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. Assessment of performance (e.g. those beginning with 'Be able to' or 'demonstrate') must be made by an occupationally competent assessor. Expert witnesses can be used for direct observation where they have occupational competence for the specialist areas or the observations is of a particular sensitive nature. An example of occupational competence can be any clinical role within the emergency and urgent care setting where understanding and managing the extrication and light rescue of individuals is an integral part of that role.

Simulation is permitted in this component for LOs 3 and 4. However, it should not be the only form of evidence presented.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand current guidelines for extrication and light rescue.	1.1 Explain consensus statements.
2 Understand factors that influence extrication.	2.1 Describe the factors that would impact on extrication.
	2.2 Describe the resources required for extrication.
	2.3 Describe the time constraints/considerations of extrication.
	2.4 Describe safe working practices with: • Fire and Rescue Services • Police • Medical Emergency Response Incident Team (MERIT) • Hazardous Area Response Teams (HART) • Special Operations Response Teams (SORT) • Others

	• Dynamic risk assessment.
3 Be able to use extrication equipment.	3.1 Use equipment to extricate a time-critical patient.
	3.2 Use equipment to extricate a non-time critical patient.
	3.3 Work in partnership when using extrication techniques.
4 Be able to remove a crash helmet safely.	4.1 Describe the circumstances when a crash helmet should be removed.
	4.2 Explain the importance of maintaining manual in line stabilisation (MILS).
	4.3 Use manual in-line stabilisation techniques.
	4.4 Explain the potential risks in removing a crash helmet.
	4.5 Safely remove a crash helmet.

Component 30: Support Individuals with Mental Health in the Emergency and Urgent Care Setting

Level: 4
Credit: 4
GL: 12

Component Summary

This component is aimed at those who work in the emergency and urgent care and/or the wider health and social care setting. It provides the learner with the knowledge to understand the national and local agreed ways of working; the process for assessment and admission; common mental health problems, suicide and self-harm situations in the emergency and urgent care setting. It also provides the learner further knowledge to understand the models of emotion and mental health first aid techniques. It further provides skills so the learner can support individuals with mental health in the emergency and urgent care setting.

Assessment Guidance

This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. Assessment of performance (e.g. those beginning with 'Be able to' or 'demonstrate') must be made by an occupationally competent assessor. Expert witnesses can be used for direct observation where they have occupational competence for the specialist areas or the observations is of a particular sensitive nature. An example of occupational competence can be any clinical or health and social role within the emergency and urgent care or health and social care setting where understanding supporting individuals with mental health is an integral part of that role.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand current legislation, codes of practice and agreed ways of working in Mental Health in the emergency & urgent care setting	1.1 Describe the mental health legislation sections relevant to the emergency and urgent care setting.
	1.2 Outline the mental health Codes of Practice.
	1.3 Outline the implications of mental health legislation and Codes of Practice to the emergency and urgent care setting.
	1.4 Define the following terms: • Mental health • Mental disorder.
	1.5 Outline how a person is detained under mental health legislation.
	1.6 Explain own role and responsibilities within mental health legislation.
	1.7 Explain roles and responsibilities of **others** involved within mental health legislation.
	1.8 Summarise the following: • Community Treatment Orders

	• Recalls
	• Place of Safety.
	1.9 Explain the mental health continuum.
2 Understand process for assessment and admission in mental health in the emergency and urgent care setting	2.1 Analyse similarities and differences between assessment of a physically ill and mentally ill individual.
	2.2 Summarise the process of assessment in mental health.
	2.3 Summarise the admission criteria in mental health.
	2.4 Explain the differences between: • Neurosis • Psychosis • Acute Behavioural Emergencies.
3 Understand mental health problems in the emergency and urgent care setting	3.1 Explain common mental health problems.
	3.2 Explain Acute behavioural changes.
	3.3 Describe reasons for self-harming behaviour.
	3.4 Describe potential risk factors of mental health problems.
	3.5 Describe potential warning signs for a range of mental health problems.
4 Understand suicide and suicide risk assessment in the emergency and urgent care setting	4.1 Explain key factors that affect the likelihood of suicide.
	4.2 Describe common suicide warning signs.
	4.3 Explain suicide risk assessment tools.
	4.4 Explain the importance of accurate suicide risk assessment.
	4.5 Explain the importance of showing empathy when discussing suicidal intentions with an individual.
5 Understand self-harm in the emergency and urgent care setting	5.1 Define 'Self-harm'.
	5.2 Describe self-harm methods commonly used.
	5.3 Describe context in which self-harm takes place.
	5.4 Evaluate the difference between self-harm and suicide.
	5.5 Explain the importance of safety awareness in cases of self-harm, involving: • Weapons • Hidden dangers • Hazards.
	5.6 Describe referral pathways available for those who self-harm in line with agreed ways of working.
6 Understand the Autonomic (Physical), Behavioural (Action) & Cognitive (Thoughts) (ABC) model of emotion in mental health	6.1 Explain the ABC model of emotion.
	6.2 Outline relevance of the ABC model of Emotion to emergency and urgent care.

	6.3 Evaluate the relationship of the component parts of ABC model of emotion.
	6.4 Describe the links between: • Thoughts • Feelings • Behaviours.
	6.5 Outline body reactions to emotions.
7 Understand mental health first aid in the emergency and urgent care setting	7.1 Explain the meaning of **Mental Health First Aid** (MHFA).
	7.2 Explain the basic steps of MHFA.
	7.3 Explain the application of MHFA in the emergency and urgent care setting.
8 Understand communication considerations when supporting those with mental health in the emergency and urgent care setting	8.1 Explain additional communication considerations when supporting individuals with mental health.
	8.2 Explain the differences between Empathy and Sympathy.
	8.3 Explain the importance of empathic communication skills when dealing with mental health.
9 Understand needs of young people with mental health problems	9.1 Explain special considerations when supporting young people with mental health problems.
	9.2 Outline agreed ways of working when supporting young people with mental health.
10 Be able to support individuals with mental health problems using person centred approaches.	10.1 Compare a person centred and non-person centred approach to mental health.
	10.2 Use different techniques to meet the needs of individuals with mental health problems.
	10.3 Describe how myths and stereotypes may affect individuals with mental health problems.
	10.4 Adapt own actions and approaches to meet the needs of individuals with mental health problems.
	10.5 Ensure own beliefs do not affect judgements of individuals with mental health problems.
11 Understand mental health healthcare records in line with agreed ways of working.	11.1 Explain healthcare record requirements when supporting an individual with mental health.
	11.2 Explain healthcare record requirements when transporting a 'detained individual'.

Additional information

Others may include:
- AHP

- Nurses
- Crisis team
- Mental health advocates.

Mental Health First Aid must include one of the following nations applicable to the learner at the time of study:

(England):- https://mhfaengland.org/

(Wales):- https://www.traininginmind.co.uk/

(Northern Ireland):- https://www.aware-ni.org/wellbeing-programmes/mental-health-first-aid

Component 31: Support Individuals with Dementia in the Emergency and Urgent Care Setting

Level: 4
Credit: 1
GL: 6

Component Summary

This component component is aimed at those who work in the emergency and urgent care and/or the wider health and social care setting. It provides the learner with the knowledge to understand national and local agreed ways of working; the pathophysiology and neurology of dementia; the theoretical models of dementia; the risk, impact and diagnosis of dementia in the emergency and urgent care setting. It further supports the learner to understand how dementia care must be underpinned and the needs of a person with dementia in a range of situations.

Assessment Guidance

This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. An example of occupational competence can be any clinical role within the emergency and urgent care setting or health and social care setting where supporting individuals with dementia is an integral part of that role.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand legislation, guidelines and agreed ways of working in the emergency and urgent care setting	1.1 Outline current legislation that governs dementia.
	1.2 Outline local and national context of dementia.
	1.3 Explain own role and responsibilities in supporting individuals with dementia.
	1.4 Explain roles and responsibilities of others in supporting individuals with dementia.
2 Understand pathophysiology and neurology of dementia	2.1 Explain what is meant by the term 'dementia'.
	2.2 Describe the key functions of the brain that are affected by dementia.
	2.3 Describe a range of causes of dementia.
	2.4 Describe the following features of dementia: • Cognitive • Behavioural • Neurological.
	2.5 Differentiate between the pathophysiology of the four types of dementia.

	2.6 Describe the types of memory impairment commonly experienced by individuals with dementia.
	2.7 Outline the way that individuals process information with reference to the abilities and limitations with dementia.
	2.8 Explain how other factors can cause changes in an individual's condition that may not be attributable to dementia.
	2.9 Explain why the abilities and needs of an individual with dementia may fluctuate.
	2.10 Describe the progressive nature of dementia.
3 Understand key features of the theoretical models of dementia	3.1 Describe the medical model of dementia.
	3.2 Describe the social model of dementia.
	3.3 Explain why dementia should be viewed as a disability.
4 Understand risk, impact of recognition and diagnosis of dementia in the emergency and urgent care setting	4.1 Outline prevalence rates for different types of dementia.
	4.2 Explain the importance of early diagnosis of dementia.
	4.3 Describe the impact of early diagnosis and follow up to diagnosis.
	4.4 Describe how dementia can impact on daily activities.
	4.5 Explain risk factors for the most common causes of dementia.
	4.6 Explain the importance of recording possible signs or symptoms of dementia in line with agreed ways of working.
	4.7 Explain the process of reporting possible signs of dementia in line with agreed ways of working.
	4.8 Describe the possible impact of receiving a diagnosis of dementia on the: • Individual • Family • Carer • Others.
	4.9 Explain how existing long term conditions could be impacted with a diagnosis of dementia.
	4.10 Explain how the following may impact on pain assessment: • Cognitive Impairment • Aphasia

	• Agnosia.
	4.11 Describe the impact of memory and language difficulties on communication.
	4.12 Outline the impact of: • Younger onset dementia • Dementia with learning disabilities.
5 Understand how dementia care must be underpinned by a person centred approaches	5.1 Compare a person centred and non-person centred approach to dementia care.
	5.2 Describe a range of different techniques that can be used to meet the fluctuating abilities and needs of individuals with dementia.
	5.3 Describe how myths and stereotypes related to dementia may affect individuals with dementia.
	5.4 Describe ways in which individuals and carers can be supported to overcome their fears.
	5.5 Explain the importance of carers, relatives and 'dementia friends' to those suffering from dementia.
	5.6 Explain how compassion in practice can help healthcare professionals care for an individual living with dementia.
	5.7 Explain the importance of recognising individuals with dementia as unique individuals.
6 Understand the needs of a person with dementia who is distressed	6.1 Identify the common types, causes and triggers for distressed behaviour.
	6.2 Describe how to respond when a person with dementia is expressing stress and distress.
	6.3 Explain how your practice may need to be adapted for patients showing stress or distress with dementia.
	6.4 Recognise the importance of gaining access to support and interventions to alleviate stress and distress.
7 Understand the needs of those with dementia experiencing pain	7.1 Describe how to recognise pain in those suffering from dementia.
	7.2 Explain how treatment of pain in those with dementia differs from others.
	7.3 Outline non-pharmacological methods of controlling pain in those with dementia in line with agreed ways of working.

	7.4 Outline pharmacological methods of controlling pain in line with agreed ways of working.
8 Understand effective communication to individuals with dementia in the emergency and urgent care setting	8.1 Explain the importance of communicating with compassion to individuals with dementia.
	8.2 Explain the importance of active listening when supporting individuals with dementia.
	8.3 Explain additional communication considerations when supporting individuals with dementia.
9 Understand how to signpost individuals and carers to appropriate support.	9.1 Outline ways of signposting individuals, families and carers to: • Dementia advice • Dementia support • Dementia information • Specialist services • Health promotion information.
	9.2 Outline systems available in own organisation to signpost individuals to appropriate support.
10 Understand pharmacological interventions of individual with dementia in the emergency and urgent care setting.	10.1 Outline common medications used to treat the symptoms of dementia.
	10.2 Outline the issues around polypharmacy for individuals with dementia.

Component 32: Support Individuals who are Bereaved in the Emergency and Urgent Care Setting

Component Reference Number: J/507/6421

Level: 4
Credit: 2
GL: 6

Component Summary

This component is aimed at those who work in the emergency and urgent care and/or wider health and social care setting. It provides the learner with the knowledge to understand the effects of bereavement on individuals and the agencies involved in supporting individuals who are bereaved. It also provides the learner with the necessary skills to support individuals who are involved in the bereavement journey and manage their own feelings when providing support for individuals who are bereaved.

Assessment Guidance

This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. Assessment of performance (e.g. those beginning with 'Be able to' or 'demonstrate') must be made by an occupationally competent assessor. Expert witnesses can be used for direct observation where they have occupational competence for the specialist areas or the observations is of a particular sensitive nature. An example of occupational competence can be any role within the emergency and urgent care or health and social care setting where supporting individuals who are bereaved is an integral part of that role.

Simulation is permitted in this component for LOs 2, 3, 4 and 6. However, it should not be the only form of evidence presented.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the effects of bereavement on individuals.	1.1 Define the following: • Bereavement • Bereaved • Grief.
	1.2 Describe how an individual may feel immediately following the death of a loved one.
	1.3 Explain the grieving process.
	1.4 Analyse how the bereavement journey may be different for different individuals.
	1.5 Analyse how the behaviour of bereaved parents may be affected by grief.
2 Be able to support individuals who are involved in bereavement.	2.1 Compare the key points of bereavement theories that assist in supporting individuals.

	2.2 Explain the importance of working at the individual's pace during the bereavement journey.
	2.3 Explain the importance of acting in accordance with an individual's culture and beliefs when providing support for bereavement.
	2.4 Assess the individual's level of distress and their capacity for resilience.
	2.5 Implement a programme of support with the individual and others.
	2.6 Communicate 'bad news' in a variety of different settings, being able to adapt their approach as appropriate.
	2.7 Allow individuals private time to adjust to the bereavement.
	2.8 Carry out own role within the programme of support.
	2.9 Use empathy when supporting a bereaved individual.
	2.10 Support the individual to manage conflicting emotions, indecision or fear of the future.
3 Be able to support individuals to express their loss.	3.1 Create an environment where the individual has privacy to express their emotions.
	3.2 Support the individual through active listening to express their loss.
4 Be able to support individuals to deal with procedures following a bereavement.	4.1 Prepare individuals to deal with procedures that will follow the bereavement.
	4.2 Check individuals have understood information about the bereavement and any procedures to follow.
	4.3 Support individuals to identify any changes they may need to make as a result of their loss.
	4.4 Support staff and colleagues.
5 Understand the role of specialist agencies in supporting individuals who are bereaved.	5.1 Outline the roles of specialist agencies in supporting individuals who are bereaved.
	5.2 Describe how to assess whether a bereaved individual requires specialist support.
	5.3 Explain the importance of establishing agreement with the individual about making a referral to a specialist agency.

	5.4 Outline where to access information and support that can inform own practice about supporting individuals through bereavement.
6 Be able to manage own feelings when providing support for individuals who are bereaved.	6.1 Identify ways to manage own feelings while providing support for an individual who is bereaved.
	6.2 Use support systems available to help manage own feelings.

Component 33: Support Individuals at the End of Life in the Emergency and Urgent Care Setting

Level: 4
Credit: 2
GL: 6

Component Summary

This component is aimed at those who work in the emergency and urgent care setting and/or wider health and social care setting. It provides the learner with the knowledge to understand agreed ways of working; factors affecting end of life care; advance care planning; sensitive issues in end of life and the role of support services available to individuals and key people in relation to end-of-life care. It also provides the learner with the necessary skills to support individuals at the end of life in the emergency and urgent care setting.

Assessment Guidance

This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. Assessment of performance (e.g. those beginning with 'Be able to' or 'demonstrate') must be made by an occupationally competent assessor. Expert witnesses can be used for direct observation where they have occupational competence for the specialist areas or the observations is of a particular sensitive nature. An example of occupational competence can be any clinical role within the emergency and urgent care or health and social care setting where supporting an individual at the end of life is an integral part of that role.

Simulation is permitted in this component for LOs 4, 7 and 8. However, it should not be the only form of evidence presented.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand legislation and agreed ways of working to protect the rights of individuals at the end of life.	1.1 Outline legislation and agreed ways of working to protect the rights of individuals in end of life care.
	1.2 Explain how legislation designed to protect the rights of individuals in end of life care applies to own role.
	1.3 Outline the six steps 'end of life' pathway.
	1.4 Outline local and national context of 'end of life'.
	1.5 Define 'Palliative care'.
2 Understand factors affecting end of life care.	2.1 Describe the emotional and psychological processes that individuals and key people may experience with the approach of death.
	2.2 Explain how the beliefs, religion and culture of individuals and key peoples influence end of life care.

	2.3 Explain why key people may have a distinctive role in an individual's end of life care.
	2.4 Explain why support for an individual's health and well-being may not always relate to their terminal condition.
3 Understand advance care planning in relation to end of life care.	3.1 Explain the purpose of advance care planning in relation to end of life care.
	3.2 Describe own role in supporting and recording decisions about advance care planning.
	3.3 Explain the benefits of an individual in having control over their end of life care plan.
	3.4 Explain ethical and legal issues that may arise in relation to advance care planning.
	3.5 Describe the following in relation to hospice units: - Their Role - Care services offered - When care services are typically offered - Benefits - Misconceptions.
4 Be able to provide support to individuals and key people during end of life care.	4.1 Support the individual and key people to explore their thoughts, feelings and emotions about death and dying.
	4.2 Provide support for the individual and key people that respects their beliefs, religion and culture.
	4.3 Support individuals to feel respected and valued throughout the end of life journey.
	4.4 Provide information about support available to individuals and key people.
	4.5 Explain how an individual's well-being can be enhanced by: - Environmental factors - Non-medical interventions - Use of equipment and aids - Alternative therapies.
	4.6 Contribute to partnership working to support the individual's well-being.
5 Understand sensitive issues in end of life care in the emergency and urgent care setting.	5.1 Explain the importance of recording significant conversations during end of life care and how this should be done.
	5.2 Explain the factors that influence who should give significant news to an individual or key people and what this should include.
	5.3 Explain what ethical or legal issues may arise in relation to death, dying or end of life care including conflicting issues.

	5.4 Analyse ways to address ethical or legal conflicts in relation to death, dying or end of life care including conflicting issues.
	5.5 Explain sensitive issues in end of life care in relation to paediatrics.
6 Understand the role of support services available to individuals and key people in relation to end of life care.	6.1 Describe how support services have a role in end of life care.
	6.2 Outline the role of an advocate in relation to end of life care.
	6.3 Outline when an advocate may be beneficial.
	6.4 Explain why spiritual support may be important at the end of life.
	6.5 Describe a range of sources of support to address spiritual needs.
7 Be able to support the individual through the process of dying.	7.1 Carry out own role in supporting an individual through the process of dying.
	7.2 Address any distress experienced by the individual promptly and in agreed ways of working.
	7.3 Implement support to reflect the individual's changing needs or responses.
	7.4 Explain when an individual and key people need to be alone.
8 Be able to take action following the death of individuals.	8.1 Explain why it is important to know about an individual's wishes for their after-death care.
	8.2 Implement actions required immediately following a death that respect the individual's wishes and follows agreed ways of working.
	8.3 Support key people immediately following an individual's death.
9 Understand how to manage own feelings in relation to the dying or death of individuals.	9.1 Identify ways to manage own feelings in relation to an individual's dying or death.
	9.2 Describe support systems available to deal with own feelings in relation to an individual's dying or death.

Component 34: Care for Older People in the Emergency and Urgent Care Setting

Component Reference Number: M/507/6431

Level: 3
Credit: 1
GL: 6

Component Summary

This component is aimed at those who work in the emergency and urgent care and/or the wider health and social care setting. It provides the learner with the knowledge to understand the agreed ways of working; the physiology of conditions that affect older people and the importance of using person centred approaches with older people. It also provides the learner with the necessary skills to care of older people in the emergency and urgent care setting.

Assessment Guidance

This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. Assessment of performance (e.g. those beginning with 'Be able to' or 'demonstrate') must be made by an occupationally competent assessor. Expert witnesses can be used for direct observation where they have occupational competence for the specialist areas or the observations is of a particular sensitive nature. An example of occupational competence can be any clinical or social role within the emergency and urgent care or health and social care setting where caring for older people is an integral part of that role.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand agreed ways of working for the care of older people in the emergency and urgent care setting.	1.1 Outline local and national context of care for older people.
	1.2 Define 'older people'.
2 Understand the impact of the **ageing process** on older people.	2.1 Describe changes that may come with ageing.
	2.2 Explain how the experience of the ageing process is unique to each individual.
	2.3 Explain other factors associated with ageing on older people: • Emotional • Social • Environment • Financial/Economic.
	2.4 Describe how a positive approach to ageing can contribute to the health and well-being of an individual.
	2.5 Outline attitudes of society to older people in relation to: • Contribution they make • Age discrimination.

	2.6 Discuss strategies that can be used to challenge stereotypes and discriminatory attitudes to older people.
3 Be able to adapt communication techniques when caring for older people in the emergency and urgent care setting.	3.1 Use a range of communication methods and styles to meet individual needs.
	3.2 Identify barriers to effective communication.
	3.3 Minimise barriers to communication.
	3.4 Adapt communication techniques for older people.
	3.5 Outline ways additional support can be accessed to enable effective communication.
	3.6 Support older people to communicate their wishes, opinions or requests.
4 Understand the physiology of conditions that affect older people	4.1 Describe the following **conditions** and how they may affect older people: • Parkinson's disease • Stroke/Transient Ischemic Attack (TIA) • Osteoarthritis • Osteoporosis.
	4.2 Outline changes to treatment/care plan when dealing with older people who have complex medical conditions.
5 Understand the importance of using person centred approaches with older people in the emergency and urgent care setting	5.1 Describe ways of using person centred approaches to support older people to maintain health and well-being in day to day life.
	5.2 Describe how using person centred approaches can contribute to improved care.
	5.3 Compare a person centred and non-person centred approaches to care for older people.
	5.4 Outline the features of good practice in caring for older people.
	5.5 Outline specific techniques or adaptions in approaches to care for older people.

Additional information

Ageing process may include Communication, Cognition, Psychosocial resilience, Physical, Injury/illness recovery and Mobility.

Conditions:
The following conditions are previously covered (Dementia Component 31), (Mental Health Component 30) and (Learning Disability Component 41).

Component 35: Communicate Effectively Using Electronic Communication Systems and Devices in the Emergency and Urgent Care Setting

Component Reference Number: J/507/4247

Level: 3
Credit: 1
GL: 6

Component Summary
This component is aimed at those who work in the emergency and urgent care setting. It provides the learner with the knowledge and skills to understand and use electronic communication devices.

Assessment Guidance
This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. Assessment of performance (e.g. those beginning with 'Be able to' or 'demonstrate') must be made by an occupationally competent assessor. Expert witnesses can be used for direct observation where they have occupational competence for the specialist areas or the observations is of a particular sensitive nature. An example of occupational competence can be any role within the emergency and urgent care setting where understanding and using electronic communication devices is an integral part of that role.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the use of electronic communication systems and devices.	1.1 Describe the different types of communication systems and devices.
	1.2 Outline key benefits of electronic communication systems and devices.
	1.3 Explain the capacity issues linked with network use.
	1.4 Explain agreed ways of working on electronic device security.
	1.5 Ensure that any communication devices/technology are: • Clean • Working Properly • In good repair • Secured safely.
	1.6 Report any concerns, defects or losses to the appropriate person.
2 Be able to operate electronic communication systems and devices.	2.1 Remove and fit radio batteries in accordance with agreed ways of working.
	2.2 Power up and power down electronic communication systems and devices.
	2.3 Login in accordance with agreed ways of working.

	2.4 Use device functionality in accordance with agreed ways of working.
	2.5 Use phonetic alphabet.

Component 36: Promote Mental Capacity in the Emergency and Urgent Care Setting

Level: 4
Credit: 3
GL: 6

Component Summary

This component is aimed at those who work in the emergency and urgent care and/or the wider health and social care setting. It provides the learner with the knowledge to understand the agreed ways of working and the principles of mental capacity. It also provides the learner with the necessary skills to promote mental capacity in the emergency and urgent care setting.

Assessment Guidance

This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. Assessment of performance (e.g. those beginning with 'Be able to' or 'demonstrate') must be made by an occupationally competent assessor. Expert witnesses can be used for direct observation where they have occupational competence for the specialist areas or the observations is of a particular sensitive nature.

Relationship to Occupational Standards

N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the **mental capacity legislation** and Codes of Practice in the emergency and urgent care setting.	1.1 Outline the current legislation in line with agreed ways of working.
	1.2 Explain 'capacity' as defined in the legislation.
	1.3 Explain 'consent' as defined in the legislation.
	1.4 Explain 'best interest' as defined in the legislation.
	1.5 Explain why legislation is necessary to protect the rights of individuals.
	1.6 Describe factors that may lead to an individual lacking capacity.
	1.7 Explain how the legislation: • Empowers people to make decisions for themselves • Protects people who lack capacity by using person-centred approaches.
	1.8 Define the following terms: • Lasting Power of Attorney (LPA) • Advance Decision to refuse treatment (ADRT) • Independent Mental Capacity Advocate (IMCA)

	• Deprivation of Liberty Safeguards (DOLS).
2 Understand the principles of mental capacity in the emergency and urgent care setting.	2.1 Describe the statutory principles of mental capacity.
	2.2 Explain why a healthcare professional must comply with statutory principles.
	2.3 Explain how the Mental Capacity principles gives legal protection to healthcare professionals when: • Undertaking restraint • Acting in the patients best interest.
	2.4 Explain what actions needs to be taken to ensure in an individual's 'best interest' is carried out.
	2.5 Identify the type of day to day decisions that need to be made on behalf of a person who may lack capacity to make decisions for themselves.
3 Be able to assess an individual's mental capacity.	3.1 Identify whose responsibility it is to assess capacity.
	3.2 Use functional testing to assess capacity.
	3.3 Use diagnostic testing to assess capacity.
4 Understand 'restraint' in line with agreed ways of working.	4.1 Define the term 'Restraint'.
	4.2 Explain what makes restraint lawful under the mental capacity principles.
	4.3 Explain how to restrain someone lawfully.
	4.4 Identify the range of actions that amount to restraint.
	4.5 Identify a range of actions that may amount to unlawful restraint.
	4.6 Describe actions that may be necessary to care for a restrained patient.
	4.7 Explain how a healthcare professional can raise concerns when they think a person's freedom is being unnecessary limited.
5 Be able to adapt communication techniques when caring for individuals who lack capacity.	5.1 Explain why effective communication is important when working with individuals who may lack capacity to make a decision for themselves.
	5.2 Use a range of communication methods and styles to meet individual needs.
	5.3 Identify barriers to effective communication.
	5.4 Minimise barriers to communication.
	5.5 Adapt communication techniques for individuals who lack capacity.
	5.6 Outline ways additional support can be accessed to enable effective communication.
6 Understand the importance of using person centred approaches with individuals who lack	6.1 Describe ways of using person centred approaches to support individuals who lack

capacity in the emergency and urgent care setting.	capacity to maintain health and well-being in day to day life.
	6.2 Describe how using person centred approaches can contribute to improved care.
	6.3 Compare a person-centred and non-person centred approaches to care for individuals who lack capacity.
	6.4 Outline the features of good practice in caring for individuals who lack capacity.
	6.5 Outline specific techniques or adaptions in approaches to care for individuals who lack capacity.
7 Understand how to signpost individuals and carers to appropriate support.	7.1 Outline ways of signposting individuals, families and carers to access: • Advice • Support • Information • Specialist services.

Additional information

Mental capacity legislation:
England: Mental Capacity Act 2005
Wales: Mental Capacity Act 2005
Scotland: Adults with Incapacity (Scotland) Act 2000
Northern Ireland: Mental Health Order 1986

Component 37: Administration of Medication in the Emergency and Urgent Care Setting

Level: 4
Credit: 6
GL: 12

Component Summary
This component is aimed at those who work in the emergency and urgent care and/or the wider health and social care setting. It provides the learner with the knowledge to understand national and local agreed ways of working; their own role in the administration of medications; the requirements and procedures for the administration of medication; requirements for patient safety and the basic principles of pharmacology. It also provides the learner with the necessary skills to administrate medications in the emergency and urgent care setting.

Assessment Guidance
This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. Assessment of performance (e.g. those beginning with 'Be able to' or 'demonstrate') must be made by an occupationally competent assessor. Expert witnesses can be used for direct observation where they have occupational competence for the specialist areas or the observations is of a particular sensitive nature. An example of occupational competence can be any clinical role within the emergency and urgent care or health and social care setting where administration of medication is an integral part of that role.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the current legislation and agreed ways of working for the administration of medicines	1.1 Identify the current legislation and agreed ways of working for the administration of medicines.
	1.2 Explain agreed ways of working for: • Storage of **medication** • Stocking of medication • Restocking of medication • Disposal of medication.
	1.3 Explain the different classes of medications prescribed/administrated.
	1.4 Explain the routes of administration.
2 Understand own role in the administration of medication	2.1 Describe own responsibilities and accountabilities in relation to the administration of medication in line with agreed ways of working.
	2.2 Explain the importance of working under agreed ways of working when administrating medication.
	2.3 Explain how to seek advice when faced with situations outside agreed ways of working.

3 Understand the requirements and procedures for the administration of medication	3.1 Explain information provided on the label of a medication by its: • Purpose • Significance • Value.
	3.2 Explain the types of equipment needed for the administration of medication within agreed ways of working.
	3.3 Describe aids to assist individuals take their medication.
	3.4 Explain the importance of applying standard precautions for infection prevention & control (IP&C).
	3.5 Explain the consequences of poor IP&C: • Patient • Healthcare Provider • Friends/family • Organisation • Economy.
4 Understand the requirements and safety procedures for ensuring patient safety	4.1 Explain the importance of identifying the individual for whom the medications are prescribed.
	4.2 Explain the **safety procedures** before the administration of medications.
	4.3 Explain the importance of confirming the medication against agreed ways of working before administering it.
5 Be able to administer medication	5.1 Obtain or confirm valid consent or implied consent for the administration of medication.
	5.2 Apply standard precautions for IP&C.
	5.3 Select, check and prepare the medication in line with agreed ways of working.
	5.4 Administer a range of medications to the individual.
	5.5 Assist the individual to be as self-managing as possible.
	5.6 Seek help and advice in line with agreed ways of working.
	5.7 Monitor the individual's condition throughout the administration of a medication.
	5.8 Monitor for adverse effects that may occur and take action.
	5.9 Dispose of left over medications in line with agreed ways of working.
6 Be able to produce healthcare records	6.1 Explain the importance of keeping up to date and accurate records relevant to administration of medications.
	6.2 Complete records in line with agreed ways of working.

	6.3 Maintain confidentiality of healthcare records.
	6.4 Stock take and restock medications in line with agreed ways of working.
7 Understand the basic principles of Pharmacology	7.1 Define the following terms: • Pharmacology • Pharmacodynamics • Pharmacokinetics.
	7.2 Describe differences between Pharmacology, toxicology and pharmaceutical chemistry.
	7.3 Describe the therapeutic benefits of medication in line with agreed ways of working.

Additional information

Medication may include:
- Identify patient
- Identify medication
- Integrity of pack
- Integrity of content
- In date
- Correct volume
- Correct dosage
- Correct route of administration.

Safety procedures must include:
Identify patient, identify medication, Integrity of pack, Integrity of content, In-date medication, correct volume, correct dose, correct route of medication.

Component 38: Promote Environmental Safety in the Emergency & Urgent Care Setting

Level: 3
Credit: 2
GL: 6

Component Summary

This component is aimed at those who work in the emergency and urgent care setting. It provides the learner with the knowledge to understand national and local agreed ways of working; the risk assessment procedures, Personal Protective Equipment (PPE) and procedures for promoting Roads, Air, Rail and Water safety in the emergency and urgent care setting.

Assessment Guidance

This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. An example of occupational competence can be any clinical or emergency preparedness role within the emergency and urgent care setting where promoting Roads, Air, Rail and Water environmental safety is an integral part of that role.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the legislation, national policies and agreed ways of working for environmental safety in the emergency and urgent care setting	1.1 Outline legislation, national policies and agreed ways of working for: • PPE • Road Safety • Air Safety • Rail Safety • Water Safety.
2 Understand risk assessment procedures for environmental safety in the emergency and urgent care setting	2.1 Outline the process of dynamic risk assessment in line with agreed ways of working when dealing with incidences on : • Roads • Air • Rail • Water.
	2.2 Describe the importance accessing information when dealing with incidences on: • Roads • Air • Rail • Water.
	2.3 Describe Incident reporting procedures in own organisation.
3 Understand the requirements of Personal Protective Equipment (PPE) in the emergency and urgent care setting	3.1 Outline PPE items used within own organisation for incidences in the following settings: • Road

	• Air • Rail • Water.
	3.2 Explain safety classification requirements of PPE in own organisation.
	3.3 Describe the purpose of PPE items used within own organisation.
	3.4 Explain employee's responsibilities regarding the use of PPE.
	3.5 Explain employers' responsibilities regarding the use of PPE.
4 Understand Road Safety in the emergency and urgent care setting	4.1 Outline types of road in own demographic area.
	4.2 Outline hazards that may be present when dealing with road incidences.
	4.3 Outline safety procedures to be adopted before leaving own vehicle.
	4.4 Explain vehicle positions that can be adopted in order to provide safety at scene.
5 Understand Air Safety in the emergency and urgent care setting	5.1 Outline types of airside in own demographic area.
	5.2 Describe airside safety signs commonly used.
	5.3 Outline hazards that may be present when dealing with an air incidence.
	5.4 Outline ways to identify an incident location on airside or air incidences.
	5.5 Describe the importance of a safety briefing prior to dealing with air incidences.
	5.6 Explain actions to take in the event of a fire or smoke when dealing with air incidences.
6 Understand Rail Safety in the emergency and urgent care setting	6.1 Define the following rail terminology: • On the line • Near the line • Gantries • Lineside • Cess.
	6.2 Describe railway safety signs commonly used on railways.
	6.3 Outline hazards that may be present when dealing with railway incidences.
	6.4 Outline ways to identify an incident location on railways.
	6.5 Outline safety procedure to be adopted before entering the railway.
	6.6 Outline speed versus train stopping distances.
	6.7 Describe places of safety to access and egress railway incidences.

7 Understand Water Safety in the emergency and urgent care setting	7.1 Outline types of waterways in own demographic area.
	7.2 Describe waterways safety signs commonly used.
	7.3 Outline hazards that may be present when dealing with waterways incidences.
	7.4 Outline ways to identify an incident location on waterways.
	7.5 Explain safety procedures to be adopted before entering waterways.
	7.6 Describe places of safety to access and egress waterways incidences.

Component 39: Conflict Resolution Training

Component Reference Number: K/507/6430

Level: 3
Credit: 2
GL: 8

Component Summary

This component is aimed at those who work in the emergency and urgent care setting and/or the wider health and social care setting. It provides the learner with the knowledge to understand the roles of all those involved in security management within the NHS; what constitutes conflict; the role of communication and the procedural, environmental and legal context of violence; organisations and own requirements following conflict in the workplace.

Assessment Guidance

This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. An example of occupational competence can be any security management or clinical role within the emergency and urgent care or health and social care setting where understanding and managing conflict resolution is an integral part of that role.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the role of NHS Counter Fraud Authority, local anti-crime roles and security management work in the NHS	1.1 Identify the main areas of work and the objectives of: • NHS Counter Fraud Authority • Local anti-crime • Security Management.
	1.2 Outline the roles associated with the NHS Counter Fraud Authority.
2 Understand what constitutes conflict	2.1 Describe the common causes of conflict.
	2.2 Identify the different stages of conflict.
	2.3 Reflect on experience of conflict situations.
	3.1 Explain how to develop strategies to reduce the opportunity for conflict to occur.
3 Understand strategies to manage and reduce conflict	3.2 Explain how to manage conflict situations to agreed ways of working.
	3.3 Outline the methods and action appropriate for conflict situations.
	4.1 Describe different forms of communication.
4 Understand the role of communication in conflict situations	4.2 Explain verbal and non-verbal communication in conflict situations.

	4.3 Analyse the impact that cultural differences may have in relation to communication.
	4.4 Identify the cause of communication breakdown.
	4.5 Identify the right conditions for communications.
	4.6 Explain the importance of creating the right conditions for communication to succeed.
	4.7 Explain the behavioural patterns of individuals during conflict.
	4.8 Explain different communication models in relation to conflict.
	4.9 Explain the warning and danger signals displayed by individuals during conflict situations.
	4.10 Explain the signs that may indicate the possibility of a physical attack.
5 Understand the procedural, environmental and legal context of violence in the workplace	5.1 Explain procedural and environmental factors in decision-making.
	5.2 Explain the importance of keeping a safe distance in conflict situations.
	5.3 Explain the use of 'reasonable force' as describe in law and its limitations.
6 Understand own responsibilities following a conflict situation	6.1 Outline the range of support, both short and long-term, available to those affected by a conflict situation.
	6.2 Explain incident reporting using agreed ways of working.
7 Understand the support available following a conflict situation	7.1 Explain the need to provide support to those directly affected.
	7.2 Explain the wider organisational benefits of providing support to those affected by conflict.
8 Understand the requirements of organisations following conflict	8.1 Explain the process to follow after a conflict situation.

Component 40: Conflict Resolution Training for Ambulance Services

Component Reference Number: T/507/6432

Level: 3
Credit: 1
GL: 6

Component Summary
This component is aimed at those who work in the emergency and urgent care setting. It provides the learner with the knowledge to understand the how to assess and reduce the risk of conflict in the work environment. It also further provides the learner to understand behaviours indicating an escalation towards conflict.

Assessment Guidance
This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. An example of occupational competence can be any security management or clinical role within the emergency and urgent care setting where understanding and managing conflict resolution is an integral part of that role.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand how to assess and reduce the risk of violence in the work environment	1.1 Outline current regulations and legislation linked to risk assessment.
	1.2 Explain the responsibilities of employers and employees in current regulation and legislation associated with risk assessment.
	1.3 Outline the hazards and risks that exist in the working environment.
	1.4 Explain how hazards and risks can be reduced in the working environment.
	1.5 Explain organisational policies and procedures relating to work related violence.
	1.6 Explain ways of reducing or eliminating risk.
	1.7 Identify the key risks of violence faced by ambulance personnel.
	1.8 Explain precautions to be taken when lone working.
	1.9 Explain how ambulance personnel can assess threat levels.
	1.10 Explain the importance of providing proactive services.
	1.11 Explain agreed ways of working when dealing with complaints.
2 Understand behaviour indicating an escalation towards violence	2.1 Explain the common triggers and situations where there is a risk of escalating

	into violence in the emergency and urgent care setting.
	2.2 Outline communication considerations relating to acutely unwell individuals in terms of: • Mental health • Individuals with learning difficulties.
	2.3 Identify appropriate assertive actions for confronting obstructive and unacceptable behaviour.

Component 41: Supporting Individuals with Learning Disabilities in the Emergency and Urgent Care Setting

Level: 3
Credit: 2
GL: 6

Component Summary

This component is aimed at those who work in the emergency and urgent care and/or the wider health and social care setting. It provides the learner with the knowledge to understand the agreed ways of working; what is meant by learning disability; the needs of a person with a learning disability and how to identify when an individual with learning disability may be at risk from harm. It also provides the learner with the necessary skills to adapt their communication techniques and support people with learning disabilities using person centred approaches.

Assessment Guidance

This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. Assessment of performance (e.g. those beginning with 'Be able to' or 'demonstrate') must be made by an occupationally competent assessor. Expert witnesses can be used for direct observation where they have occupational competence for the specialist areas or the observations is of a particular sensitive nature. An example of occupational competence can be any clinical or social role within the emergency and urgent care or health and social care setting where understanding and supporting individuals with a learning disability is an integral part of that role.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand legislation and agreed ways of working in relation to individuals accessing healthcare services with learning disabilities.	1.1 Outline legislation and agreed ways of working in relation to individuals with learning disabilities accessing healthcare services.
	1.2 Explain the rights based approach to accessing healthcare services.
	1.3 Explain how recent inquires and investigation reports have demonstrated the need for improved access and services for individuals with learning disabilities.
	1.4 Explain how legislation and agreed ways of working on capacity and consent should be used with regards to individuals with learning disabilities.
2 Understand what learning disability is.	2.1 Define the term 'learning disability'.
	2.2 Explain different types of learning disabilities.
	2.3 Identify potential problems with the general well-being of a person with a learning disability.

3 Understand the needs of a person with a learning disability in the emergency and urgent care setting.	3.1 Explain how having learning disability may influence patient's needs.
	3.2 Explain how the support needs are different for people with learning disabilities.
	3.3 Explain the difficulties in diagnosing some health conditions in individuals with learning disabilities.
	3.4 Explain how to adapt your care when treating a patient with learning disabilities.
4 Be able to adapt communication for people with learning disabilities in emergency and urgent care setting.	4.1 Explain the different types of communication methods and communication aids.
	4.2 Explain why communication can be difficult for people with learning disabilities.
	4.3 Communicate using adapted techniques.
	4.4 Use body language and facial gestures to support communication.
5 Understand how to identify when an individual with learning disabilities may be at risk of harm.	5.1 Define the term 'harm'.
	5.2 Explain why a person with learning disabilities is at higher risk of harm.
	5.3 Explain how to report concerns of harm in line with agreed ways of working.
6 Understand resources available to support the well-being of people with learning disabilities.	6.1 Outline resources to support the well-being of people with learning disabilities.
	6.2 Outline advice and guidance available to support the well-being of people with learning disabilities.
7 Understand the importance of using person centred approaches when supporting individuals with learning disabilities in the emergency and urgent care setting.	7.1 Describe ways of using person centred approaches to support individuals with learning disabilities to maintain health and well-being in day-to-day life.
	7.2 Describe how using person centred approaches can contribute to improved care for individuals with learning disabilities.
	7.3 Compare a person centred and non-person centred approaches to care for individuals with learning disabilities.
	7.4 Outline the features of good practice in caring for individuals with learning disabilities.
	7.5 Outline specific techniques or adaptions in approaches to care for individuals with learning disabilities.

Component 42: Vehicle Familiarisation

Component Reference Number: L/507/6436

Level: 3
Credit: 2
GL: 6

Component Summary

This component is aimed at those who work in the emergency and urgent care setting. It provides the learner with the knowledge to understand the range of vehicles operated within the fleet; how to decontaminate and clean a vehicle; the safe use of access and egress equipment on the vehicle; the safe use of stretchers, chairs and associated equipment. It also provides the learner with the necessary skills to safely secure stretchers, chairs and associated equipment.

Assessment Guidance

This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. Assessment of performance (e.g. those beginning with 'Be able to' or 'demonstrate') must be made by an occupationally competent assessor. Expert witnesses can be used for direct observation where they have occupational competence for the specialist areas or the observations is of a particular sensitive nature. An example of occupational competence can be any role within the emergency and urgent care setting where understanding and using vehicles and their associated equipment safely.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the range of vehicles within the fleet.	1.1 Identify the range of vehicles.
	1.2 Identify the vehicles: • Internal controls • External controls.
	1.3 Identify vehicle safety features.
	1.4 Identify vehicle fuel type.
	1.5 Describe documentation • Fuel card • Defect book • Accident reporting.
2 Understand how to decontaminate and clean a vehicle.	2.1 Describe how to decontaminate a vehicle following body fluid spillage.
	2.2 Describe how to decontaminate a vehicle following transportation of individuals with infectious diseases.
	2.3 Identify appropriate devices and cleaning fluids when cleaning a vehicle.
3 Understand the safe use of access and egress equipment on the vehicle.	3.1 Identify how to safely operate a vehicle's: • Tail lift • Side step • Ramp • Winch.

4 Understand the safe use of stretchers.	4.1 Identify stretchers used in own organisation.
	4.2 Describe different stretcher positions.
	4.3 Describe the different safety features on each stretcher type.
	4.4 Describe how to safely operate each stretcher type.
5 Understand the safe use of chairs.	5.1 Identify types of chairs used in own organisation.
	5.2 Describe the different safety features on each chair type.
	5.3 Describe how to safely operate each chair type.
6 Be able to safely secure stretchers, chairs and other equipment.	6.1 Identify restraining points.
	6.2 Safely secure: • Chairs • Stretchers • **Other equipment.**

Additional information

Other equipment may include:
- Medical equipment
- Critical Care equipment
- Other equipment associated with the needs and/or treatment plan of the patient.

Component 43: Supernumerary Practice in the Emergency and Urgent Care Setting (Optional Component)*

Level: 4
Credit: 4
GL: 2

Component Summary
This component considers current framework requirements for supernumerary practice, how this applies to patient safety and own role and responsibilities. It also considers the importance of reflective practice and the application of reflective practice in own role.

Assessment Guidance
This component must be assessed in line with the FutureQuals Assessment Principles. Assessment of knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor. Assessment of performance (e.g. those beginning with 'Be able to' or 'demonstrate') must be made by an occupationally competent assessor. Expert witnesses can be used for direct observation where they have occupational competence for the specialist areas or the observations is of a particular sensitive nature.

Relationship to Occupational Standards
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Understand current frameworks for supernumerary practice in own role.	1.1 Explain current frameworks relevant to supernumerary practice in own role.
	1.2 Explain supernumerary practice requirements in own role.
	1.3 Define 'supernumerary practice'.
	1.4 Evaluate how supernumerary practice applies to patient safety.
2. Understand what is required for competence in own role.	2.1 Describe the duties and responsibilities of own work role.
	2.2 Explain expectations about own work role as expressed in relevant standards.
3. Be able to reflect on own practice.	3.1 Explain the importance of reflective practice in continuously improving the quality of service provided.
	3.2 Describe how own values, belief systems and experiences may affect working practice.
	3.3 Analyse the application of reflective practice in own role.
	3.4 Reflect on own practice.

*There are no additional hours for this component as they are already counted in the 750 hrs practice placement.

Additional information

Frameworks must include:
- Current College of Paramedics Curriculum Guidance
- Associate Ambulance Practitioner Scope of Practice.

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 assessors decision (including the signature and date to evidence completion assessment) and the learners declaration of authenticity.

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

Statement of confirmation of authenticity

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

The learner must sign and date the declaration.

4.4 Legal Considerations

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

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

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

FAQ LEVEL 4 DIPLOMA FOR

ASSOCIATE AMBULANCE
PRACTITIONERS