



**FAQ LEVEL 3 AWARD IN**

# **AMBULANCE PATIENT CARE: NON-URGENT CARE SERVICES**

Qualification Recognition Number: **603/1299/3**

Qualification Reference: **L3AAPCNUCS**

**FAQ LEVEL 3 CERTIFICATE IN**

# **AMBULANCE PATIENT CARE: NON-URGENT CARE SERVICES**

Qualification Recognition Number: **603/1300/6**

Qualification Reference: **L3CAPCNUCS**

**FULL SPECIFICATION**



**FutureQuals**<sup>®</sup>



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## Version Control Information

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Purpose of document	Qualification specification, component contents, assessment guidelines and information for centres.
Change applied to existing version	L3CAPCNUCS_L3AAPCNUCS_V4_16/07/2020
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L3CAPCNUCS_L3AAPCNUCS_V2_03/10/2018	October 2018	3.1; Component 12, LO2.	Removal of generic Assessment Principles, inclusion of weblink to latest version of Assessment Principles and update to Appendix D.  Clarification in the Assessment Criterion (2.1–2.4) for BSL to include CPR for both adults and paediatrics.
L3CAPCNUCS_L3AAPCNUCS_V3_01/02/2019	February 2019	3.1	Minor amendment to Assessment Principles introduction and Appendix title
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# Centre Requirements

## 1.1 Introduction

### Introduction to FutureQuals

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

#### **Our Values**

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

#### **Our Vision**

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

#### **Our Mission**

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

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

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

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

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

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

## Introduction to Qualification Specification

Welcome to the FutureQuals specification for the **FAQ Level 3 Award in Ambulance Patient Care: Non-Urgent Care Services** and the **FAQ Level 3 Certificate in Ambulance Patient Care: Non-Urgent Care**. 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](mailto:qualifications@futurequals.com)

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

# Qualification Information

## 2.1 Qualification Outline

### Purpose and Aims

#### **FAQ Level 3 Award and Certificate in Ambulance Patient Care: Non-Urgent Care Services**

The FAQ Level 3 Award and Certificate in Ambulance Patient Care: Non-Urgent Care Services covers the national patient care support services scope of practice that is required in the role of ambulance patient care support attendants or assistants. Learners will be responsible for the transportation and care of patients with varying needs including looking after the disabled, elderly, sick and vulnerable people to and from outpatient clinics, day care centres and routine hospital admissions and discharges. Learners will be responsible for the care of patients on the journey and while they are transferred to and from the vehicle.

Both qualifications will be a combination of full-time education with formative and summative assessment and consolidation in the real work environment. The differences between the Award and the Certificate is the requirement for further mandatory components which uplift this qualification to a Certificate.

#### **FAQ Level 3 Award in Ambulance Patient Care: Non-Urgent Care Services**

The Total Qualification Time (TQT) for this qualification is: 100 hours

Guided Learning (GL) for this qualification is: 70 hours

Minimum credits required to achieve the qualification: 10

#### **FAQ Level 3 Certificate in Ambulance Patient Care: Non-Urgent Care Services**

The Total Qualification Time (TQT) for this qualification is: 150 hours

Guided Learning (GL) for this qualification is: 103 hours

Minimum credits required to achieve the qualification: 15

**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 and no requirement for learners to have prior skills, knowledge or understanding.

## 2.2 Additional Information

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

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

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

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

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

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

Alternatively, contact your local funding office.

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

## 2.3 Progression

Progression to higher level ambulance service qualifications such as urgent and emergency care and the associate ambulance practitioner role is supported. The full use of RPL is encouraged using skills, knowledge and subsequent experience of the role mapped directly to scope of practice.

## 2.4 Assessment Principles

The **FAQ Level 3 Award and Certificate in Ambulance Patient Care: Non-Urgent Care Services** must be assessed according to the FutureQuals Assessment Principles as per section 3.1

## 2.5 Qualification Structure

### **Level 3 Award in Ambulance Patient Care: Non-Urgent Care Services**

To achieve the FAQ Level 3 Award in Ambulance Patient Care: Non-Urgent Care Services, learners must complete a minimum of 7 mandatory components. Learners *may* choose further components from the additional components group, but these are not required to complete the qualification.

**Note:** *If your learner decides to do more than the 7 mandatory components and gains a structure that is the equivalent or above to the Level 3 Certificate in Ambulance Patient Care: Non-Urgent Care Services in terms of credit value, they will only receive certification for the Level 3 Award in Ambulance Patient Care: Non-Urgent Care Services. Please be vigilant that you register learners to the correct qualification.*

Group M – Mandatory				
Component Number	URN	Component Name	Credit Value	Level
1	Y/615/5733	Principles of ambulance patient care	2	3
2	R/615/5732	Management of medical conditions during ambulance patient care	1	3
3	L/507/6436	Vehicle familiarisation	2	3
4	K/615/5736	Safe moving and handling during ambulance patient care	2	2
5	M/615/5737	Ambulance aid essentials for patient care	1	3
6	T/615/5738	Conveyance of patients with own medication and medical devices	1	3
7	H/615/5749	Using communication and information systems in ambulance patient care	1	2

Group O1 – Optional Components				
Component Number	URN	Component Name	Credit Value	Level
8	K/507/6430	Conflict Resolution Training	2	3
9	T/507/6432	Conflict Resolution Training for Ambulance Services	1	3
10	L/615/5745	Administration of oxygen therapy in ambulance patient care	1	3
11	Y/615/5747	Major incident preparedness for patient care service attendants	1	3
12	K/505/9739	Basic life support and external defibrillation	1	3
13	D/505/9740	Basic airway management in emergency care	1	3

### Level 3 Certificate in Ambulance Patient Care: Non-Urgent Care Services

To achieve the Level 3 Certificate in Ambulance Patient Care: Urgent Care Services, learners must complete 9 mandatory components and select a minimum of two components from the optional group.

Group M - Mandatory				
Component Number	URN	Component Name	Credit Value	Level
1	Y/615/5733	Principles of ambulance patient care	2	3
2	R/615/5732	Management of medical conditions during ambulance patient care	1	3
3	L/507/6436	Vehicle Familiarisation	2	3
4	K/615/5736	Safe moving and handling during ambulance patient care	2	2
5	M/615/5737	Ambulance aid essentials for patient care	1	3
6	T/615/5738	Conveyance of patients with own medication and medical devices	1	3
7	H/615/5749	Using communication and information systems in ambulance patient care	1	2
8	K/507/6430	Conflict resolution training	2	3
9	T/507/6432	Conflict resolution training for ambulance services	1	3

Optional Components				
Component Number	URN	Component Name	Credit Value	Level
8	L/615/5745	Administration of oxygen therapy in ambulance patient care	1	3
11	Y/615/5747	Major incident preparedness for patient care service attendants	1	3
12	K/505/9739	Basic life support and external defibrillation	1	3
13	D/505/9740	Basic airway management in emergency care	1	3

### 2.6 Barred Components and Exemptions

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

## 2.7 Care Certificate (England)

Component 1: Principles of ambulance patient care provides the learner with the majority of knowledge and understanding to achieve the care certificate along with other various criteria in the remaining components.

The Care Certificate links to National Occupational Standards and the components in this qualification and covers what is needed to be caring - giving attendants a good basis to develop the required knowledge and skills.

For CQC regulated providers in England, such as the Ambulance Service, the Care Certificate is expected of care workers.

This qualification provides the learner with knowledge and skills that contribute to the Care Certificate. It remains the responsibility of the employer to ensure all relevant elements of the Care Certificate are completed in line with the recommendations and guidance supplied.

The following standards apply to the Care Certificate:

- Understand your role
- Your personal development
- Duty of care
- Equality and diversity
- Work in a person-centred way
- Communication
- Privacy and dignity
- Fluids and nutrition
- Awareness of mental health, dementia and learning disabilities
- Safeguarding adults
- Safeguarding children
- Basic life support
- Health and safety
- Handling information
- Infection prevention and control

Whilst the Care Certificate is only applicable to England, its content is still relevant and important to the devolved nations in the role of Ambulance Patient Care.

Achievement of the qualification requires that the relevant components of the Care Certificate have been achieved in line with guidance provided.

<http://www.skillsforhealth.org.uk/standards/item/216-the-care-certificate>

The Care Certificate was developed, as part of the Cavendish Review work, jointly by Skills for Health, [Health Education England](#) and [Skills for Care](#) It:

- applies across health and social care in England
- good practice for devolved nations
- links to National Occupational Standards and components in qualifications
- covers what is required to be caring, giving workers a good basis from which they can further develop their knowledge and skills.

# 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.

### **Level 3 Certificate in Ambulance Patient Care: Non-Urgent Care Services and Level 3 Award in Ambulance Patient Care: Non-Urgent Care Services Assessment Principles Appendix**

#### **Assessment Strategy**

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

1. Where the assessment of knowledge is specified, tasks, short answer questions and reflective commentaries/statements may be utilised. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment.
2. Assessment decisions for competence components must be made by an occupationally competent assessor, as defined in this assessment strategy, primarily using evidence generated in the workplace during the learner's normal work activity or within an approved Realistic Working Environment (RWE).
3. Expert witnesses are 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 the Level 3 Award in Education and Training or equivalent or above as detailed in the Qualification Specification and be currently occupationally competent. Tutors not currently qualified must be registered and actively working towards a teaching qualification or acceptable equivalent as listed in the assessment principles and be mentored by a suitably qualified tutor. Tutors working towards their teaching qualification must achieve this within two years.

## **Assessors**

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

## **Internal Quality Assurance**

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

## ACCEPTABLE TEACHING/TRAINING QUALIFICATIONS

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

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



### 3.2 Component Specifications

## Component 1: Principles of Ambulance Patient Care

Component Reference Number: Y/615/5733

Level: 3  
Credit: 2  
GL: 15

### Component Summary

This component is aimed at those who provide ambulance patient care and covers a number of the identified set of standards that healthcare providers adhere to in their daily working life.

This gives all stakeholders the confidence that the out of hospital healthcare provider has the same introductory skills, knowledge and behaviours to provide compassionate, safe and high-quality care and support.

### Assessment Guidance

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

Learning outcomes - The learner will	Assessment criteria- The learner can:
1 Understand the structure of own organisation	1.1 Outline organisational structures within own organisation
	Outline the duties and responsibilities of own role in line with organisation's: <ul style="list-style-type: none"> <li>• Vision statement</li> <li>• Values</li> <li>• Behaviours</li> <li>• <b>Personal development procedures</b></li> <li>• Scope of practice</li> <li>• <b>Codes of conduct or Standards</b></li> </ul>
	1.3 Describe the roles and responsibilities of stakeholders and agencies who advise and influence own organisation
2 Understand the implications of legislative frameworks in own organisation	2.1 Describe rights and responsibilities relevant to ambulance patient care
	2.2 Explain how to access the up to date details regarding the scope of practice relevant to own role
	2.3 Explain the procedure for: <ul style="list-style-type: none"> <li>• Raising issues or concerns</li> <li>• Dealing with complaints</li> </ul>
	2.4 Explain the importance of <b>being open</b> and honest when identifying where errors may have occurred
3 Understand working relationships in the ambulance patient care setting	3.1 Explain the difference between a working and a personal relationship
	3.2 Describe how and when to access support and advice as regards partnership working and the resolution of conflict in the working environment

4 Understand the individual rights underpinning delivery of ambulance patient care	4.1 Outline the individual rights that underpin best practice
	4.2 Explain the importance of an individual's rights in the ambulance patient care setting
5 Understand requirements for information governance in ambulance patient care settings	5.1 Outline legislation and codes of practice that relate to information governance
	5.2 Outline the meaning of the term: <ul style="list-style-type: none"> <li>• Data protection</li> <li>• Confidentiality</li> </ul>
	5.3 Explain the importance of information governance
6 Understand how to address a range of communication requirements in own role	6.1 Identify service user types whose communication needs must be addressed in own job role
	6.2 Explain different means of communication to meet the different needs of individuals
7. Understand how to provide compassionate, safe and high-quality care and support in own role according to agreed ways of working	5.3 Explain own role in relation to: <ul style="list-style-type: none"> <li>• Duty of care</li> <li>• Equality, diversity and inclusion</li> <li>• Privacy and dignity</li> <li>• Health, safety and well-being</li> </ul>
	7.2 Explain how to work in a person centred way
	7.3 Explain how the following conditions may influence <ul style="list-style-type: none"> <li>• a patient's care needs:</li> <li>• Mental health</li> <li>• Dementia</li> <li>• Learning disability</li> </ul>
	7.4 Explain the <b>procedures</b> for safeguarding against harm and abuse of: <ul style="list-style-type: none"> <li>• Adults</li> <li>• Children</li> </ul>
	7.5 Explain the actions to take in own organisation if there are suspicions of <b>Prevent</b> concerns
	7.6 Define the following: <ul style="list-style-type: none"> <li>• Radicalisation</li> <li>• Trafficking</li> <li>• Sexual Exploitation</li> <li>• Social Networking</li> </ul>
	7.7 Explain Health and Safety in relation to: <ul style="list-style-type: none"> <li>• Legislation</li> <li>• Responsibilities</li> <li>• Risk Assessment</li> </ul>
	7.8 Explain the principles of infection prevention and control in relation to: <ul style="list-style-type: none"> <li>• Causes and spread of infection</li> <li>• Cleaning, decontamination and waste</li> </ul>

	management <ul style="list-style-type: none"> <li>• Good personal hygiene</li> <li>• PPE (personal protective equipment)</li> </ul>
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**Additional information**

**Personal Development Procedures** must include reflective practice, Continual Professional & Personal Development.

**Procedures** must include own role and responsibilities.

**Being open** must include organisations procedure for Duty of Candour.

**Prevent** is a national strategy to counter-terrorism.

**Codes of conduct –**

England <http://www.skillsforhealth.org.uk/standards/item/217-code-of-conduct>

Wales <http://www.wales.nhs.uk/nhswalescodeofconductandcodeofpractice>

Scotland <http://www.healthworkerstandards.scot.nhs.uk/>

## Component 2: Management of medical conditions during ambulance patient care

Component Reference Number: R/615/5732

Level: 3

Credit: 1

GL: 8

### Component Summary

This component provides learners the knowledge, skills and experience of transporting patients with a variety of medical conditions.

### Assessment Guidance

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

Learning Outcomes - The learner will:	Assessment Criteria - The learner can:
1. Understand how to provide patient centric care	1.1 Explain the importance of patient assessment
	1.2 Explain the importance of timely treatment
	1.3 Explain the importance of the patient experience
2. Be able to manage the transportation of a patient with a Neurological Condition	2.1 Describe Neurological Conditions: <ul style="list-style-type: none"> <li>• <b>Dementia</b></li> <li>• Alzheimer's Disease</li> <li>• Parkinson's Disease</li> <li>• Multiple Sclerosis (MS)</li> <li>• Epilepsy</li> <li>• Ataxia</li> <li>• Other relevant neurological conditions in accordance with scope of practice</li> </ul>
	2.2 Describe the common problems associated with managing a patient with a neurological condition
	2.3 Manage the issues relating to <b>communication</b> when dealing with a patient with a Neurological condition
	2.4 Apply the correct procedures to transport Neurological patients
3. Be able to manage the transportation of patients with a Cerebrovascular (CVA) accident	3.1 Describe: <ul style="list-style-type: none"> <li>• Ischaemic Stroke</li> <li>• Haemorrhagic Stroke</li> <li>• Transient ischaemic attack (TIA)</li> </ul>
	3.2 Describe the common problems associated with managing patients with CVA symptoms
	3.3 Manage the issues relating to communication and how these can be overcome whilst managing a patient with CVA symptoms

	3.4 Describe some of the common problems associated with managing a patient with CVA symptoms
	3.5 Apply the procedures to transport CVA patients safely
4. Be able to manage transportation of Oncology patients	4.1 Describe: <ul style="list-style-type: none"> <li>• Chemotherapy</li> <li>• Radiotherapy</li> </ul>
	4.2 Describe the common problems associated with managing a patient undertaking chemotherapy or radiotherapy
	4.3 Describe common side effects of: <ul style="list-style-type: none"> <li>• Chemotherapy</li> <li>• Radiotherapy</li> </ul>
	4.4 Apply the procedures to transport: <ul style="list-style-type: none"> <li>• Chemotherapy patients</li> <li>• Radiotherapy patients</li> </ul>
5. Be able to manage transportation of younger patients	5.1 Define younger patient
	5.2 Outline the anatomical differences of an adult and child
	5.3 Explain the importance of timely recognition, patient assessment and treatment of a sick child
	5.4 Apply the procedures to transport young patients according to agreed ways of working
6. Be able to manage transportation of end of life care patients	6.1 Explain own role and responsibilities in relation to agreed ways of working regarding DNACPR (Do Not Attempt Cardiopulmonary Resuscitation)
	6.2 Apply the correct procedures to transport end of life care patients
	6.3 Describe the emotional impact on staff and families wellbeing
	6.4 Outline end of life care planning
	6.5 Outline support available to staff
7. Be able to manage transportation of patients with mental health	7.1 Describe the following: <ul style="list-style-type: none"> <li>• Anxiety &amp; panic disorders</li> <li>• Self harm</li> <li>• Bipolar disorder</li> <li>• Depression</li> <li>• Eating disorders</li> <li>• Schizophrenia</li> <li>• Substance abuse and addiction</li> </ul>
	7.2 Manage issues relating to communication when dealing with a patient with <b>mental health</b> illness
	7.3 Apply the correct procedures to transport mental health illness patients safely
	8.1 Describe physical disability

8. Be able to manage transportation of patients with physical disabilities and respiratory disorders	8.2 Apply the correct procedures to transport patients with <b>physical disabilities</b>
	8.3 Apply the correct procedures to transport patients with <b>respiratory disorders</b>
9. Be able to manage transportation of patients with urological disorders	9.1 Describe the common <b>urological disorders</b>
	9.2 Apply the correct procedures to transport patients with urological disorders
10. Be able to manage the transportation of elderly patients	10.1 Define older patient
	10.2 Describe changes with age: <ul style="list-style-type: none"> <li>• physical</li> <li>• psychological</li> <li>• emotional</li> <li>• social</li> </ul>
	10.3 Outline the needs of the elderly in relation to the ageing process
	10.4 Apply the procedures to transport elderly patients according to agreed ways of working

#### Additional information

**Mental health** in accordance with Tier 1 2 3 and 4 of the Mental Health Act.

**Dementia and communication** - Dementia: supporting people with dementia and their carer's in health and social care - Clinical guideline [CG42], must also:

**Urological patients** – Must include dialysis patients.

**Physical disabilities** – Must include amputees.

**Respiratory disorders** – Chronic Obstructive Pulmonary Disease (Asthma, Emphysema, Bronchitis).

### Component 3: 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.

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: <ul style="list-style-type: none"> <li>• Internal controls</li> <li>• External controls</li> </ul>
	1.3 Identify vehicle safety features
	1.4 Identify vehicle fuel type
	1.5 Describe documentation <ul style="list-style-type: none"> <li>• Fuel card</li> <li>• Defect book</li> <li>• Accident reporting</li> </ul>
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.	2.4 Identify how to safely operate a vehicle's: <ul style="list-style-type: none"> <li>• Tail lift</li> <li>• Side step</li> <li>• Ramp</li> <li>• Winch</li> </ul>
4 Understand the safe use of stretchers	4.1 Identify stretchers used in <b>own organisation</b>
	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 associated equipment	6.1 Identify restraining points
	6.2 Safely secure: <ul style="list-style-type: none"> <li>• Chairs</li> <li>• Stretchers</li> <li>• Associated equipment</li> </ul>

**Additional information**

**Own organisation** – Locality.

## Component 4: Safe moving and handling during ambulance patient care

Component Reference Number: K/615/5736

Level: 2

Credit: 2

GL: 15

### Component Summary

This component is aimed at those working in a wide range of settings.

It provides the learner with the knowledge and skills required to move and position patients as part of their plan of care according to their specific needs.

### Assessment Guidance

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

### Relationship to Occupational Standards

CHS6

Learning Outcomes - The learner will:	Assessment Criteria - The learner can:
1. Understand legislation and agreed ways of working when moving and positioning patients	1.1 Describe how legislation and agreed ways of working affect working practices related to moving and positioning patients
	1.2 Describe what health and safety factors need to be taken into account when moving and positioning patients and any equipment used to do this
2. Understand anatomy and physiology in relation to moving and positioning patients	2.1 Describe what health and safety factors need to be taken into account when moving and positioning patients and any equipment used to do this
	2.2 Describe the impact of <b>specific conditions</b> on the correct movement and positioning of a patient
3. Be able to minimise risk before moving and positioning patients	3.1 Describe how to access up-to-date copies of risk assessment documentation
	3.2 Carry out preparatory checks using: <ul style="list-style-type: none"><li>• The patient's care needs</li><li>• The moving and handling risk assessment</li></ul>
	3.3 Identify any immediate risks to the patient
	3.4 Describe actions to take in relation to identified risks
	3.5 Explain what action should be taken if the patient requests a change to their plan of care in relation to <ul style="list-style-type: none"><li>• Health and safety</li><li>• Risk assessment</li></ul>

	3.6 Prepare the immediate environment ensuring: <ul style="list-style-type: none"> <li>• Adequate space for the move in agreement with all concerned</li> <li>• That potential hazards are removed</li> </ul>
	3.7 Apply standard precautions for infection prevention and control
4. Be able to prepare patients before moving and positioning	4.1 Demonstrate effective communication with the patient to ensure that they <ul style="list-style-type: none"> <li>• Understand the details and reasons for the action/activity being undertaken</li> <li>• Agree the level of support required</li> </ul>
	4.2 Obtain valid consent for the planned activity
5. Be able to move and position a patient in accordance with agreed ways of working	5.1 Follow the care plan to ensure that the patient is positioned: <ul style="list-style-type: none"> <li>• Using the agreed technique in a way that will avoid causing undue pain or discomfort</li> <li>• Moved with dignity</li> </ul>
	5.2 Demonstrate effective communication with any others involved in the manoeuvre
	5.3 Describe the aids and equipment that may be used for moving and positioning
	5.4 Use equipment to maintain the patient in the appropriate position
	5.5 Encourage the patient's active participation in the manoeuvre
	5.6 Monitor the patient throughout the activity so that the procedure can be stopped if there is any adverse reaction
	5.7 Demonstrate how to report and record the activity noting when the next positioning manoeuvre is due
6. Know when to seek advice from and/or involve others when moving and positioning a patient	6.1 Describe when advice and/or assistance should be sought to move or handle a patient safely
	6.2 Describe what sources of information are available about moving and positioning patients
	6.3 Explain procedures for moving a bariatric patient in line with agreed ways of working
	6.4 Assess tissue viability in relation to prevention of damage during moving procedure
7. Be able to secure a wheel chair and stretcher to the vehicle in accordance with agreed ways of working	7.1 Inspect mobility aids and equipment after use
	7.2 Secure a wheel chair to the vehicle

	7.3 Secure a stretcher trolley to the vehicle
	7.4 Clean and prepare equipment
	7.5 Record the activity, noting: <ul style="list-style-type: none"> <li>• Equipment used</li> <li>• Technique used</li> </ul>

**Additional information**

**Specific conditions** – bariatric patient, tissue viability, osteoporosis, MRSA, amputees.

## Component 5: Ambulance aid essentials for patient care

Component Reference Number: M/615/5737

Level: 3

Credit: 1

GL: 6

### Component Summary

This component is for learners who work in an ambulance care setting to be able to manage basic life support and deal with injuries and accidents in line with their work settings.

### Assessment Guidance

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

<b>Learning Outcomes - The learner will:</b>	<b>Assessment Criteria - The learner can:</b>
1. Understand roles and responsibilities for providing ambulance aid in accordance with agreed ways of working	1.1 Explain <b>roles and responsibilities</b> of providing ambulance aid
	1.2 Outline how to minimise the risk of infection of self and others
	1.3 Explain the importance of establishing consent when providing aid
	1.4 List the first aid equipment that should be available
2. Be able to assess a patient in accordance with agreed ways of working	2.1 Conduct a scene survey
	2.2 Conduct a primary survey
	2.3 Give examples when to escalate the requirement to access further clinical intervention
3. Be able to manage an unresponsive patient who is breathing normally in accordance with agreed ways of working	3.1 Assess a patient's level of responsiveness
	3.2 Open a patient's airway and check breathing
	3.3 Identify when to place an unresponsive patient into the recovery position
	3.4 Place an unresponsive patient into the recovery position
	3.5 Manage a casualty who is in seizure
4. Be able to manage an unresponsive patient who is not breathing normally in accordance with agreed ways of working	4.1 Identify when to administer Cardio Pulmonary Resuscitation (CPR)
	4.2 Administer <b>CPR</b> using a manikin
	4.3 Identify the accepted modifications to Cardio Pulmonary Resuscitation for children
	4.4 Explain procedure for recognition of life extinct
	4.5 Explain procedure for Do Not Attempt CPR (DNACPR) orders
5. Understand how to administer aid to a patient who is suffering from an acute medical condition in accordance with agreed ways of working	5.1 Describe how to recognise: <ul style="list-style-type: none"> <li>• Stroke</li> <li>• Diabetic emergency</li> <li>• <b>Respiratory distress</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Allergic reaction</li> <li>• Anaphylaxis</li> <li>• Myocardial Infarction (MI)</li> </ul>
	<p>5.2 Explain how to administer first aid for a patient suffering from a:</p> <ul style="list-style-type: none"> <li>• Stroke</li> <li>• Diabetic emergency</li> <li>• <b>Respiratory distress</b></li> <li>• Allergic reaction</li> <li>• Anaphylaxis</li> <li>• Myocardial Infarction (MI)</li> </ul>
6. Be able to provide first aid to a patient with Catastrophic Haemorrhage	<p>6.1 Recognise a patient suffering from Catastrophic Haemorrhage</p> <p>6.2 Administer first aid to a patient suffering from Catastrophic Haemorrhage</p>
7. Be able to provide first aid to a patient suffering from shock	<p>7.1 Recognise a patient who is suffering from shock:</p> <ul style="list-style-type: none"> <li>• Hypovolaemic</li> <li>• Cardiogenic</li> <li>• Neurogenic</li> </ul> <p>7.2 Administer first aid to a patient who is suffering from shock:</p> <ul style="list-style-type: none"> <li>• Hypovolaemic</li> <li>• Cardiogenic</li> <li>• Neurogenic</li> </ul>

#### Additional information

**Roles and responsibilities** – include the three P’s - Preserve Prevent and Promote (Preserve Life, Prevent the situation from worsening and Promote Recovery).

**CPR** - Must include current placement of AED pads and follow instructions.

**Respiratory distress** – asthma, emphysema, COPD.

## Component 6: Conveyance of patients with own medication and medical devices

Component Reference Number: T/615/5738

Level: 3

Credit: 1

GL: 6

### Component Summary

This component covers the knowledge, understanding and skills required for a learner who works within ambulance patient care setting to support a patient who may have medical devices and their own medication.

### Assessment Guidance

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

Learning Outcomes - The learner will:	Assessment Criteria - The learner can:
1. Understand current legislation, national guidelines, policies and procedures relating to transportation of patients own medication	1.1 Explain own role and responsibilities when transporting patient's own medication with regard to: <ul style="list-style-type: none"> <li>• Current legislation</li> <li>• National guidelines</li> <li>• Agreed ways of working</li> </ul>
	1.2 Describe the <b>importance</b> of transporting patient's own medication
	1.3 Explain the procedures used to transport a patient's own medication in accordance with agreed ways of working
2. Understand importance of following correct procedures for patients who have Intravenous (IV) access	2.1 Explain the purpose of an IV <b>access</b>
	2.2 Describe the procedure to be followed for conveyance of a patient with a IV access
	2.3 Describe the procedure to be followed in relation to the management of an IV access site if visible haemorrhage occurs at or adjacent to the access site
3. Understand how to manage the conveyance of a patient with a catheter	3.1 Explain the purpose of catheterisation
	3.2 Identify the difference between intermittent catheter and indwelling catheter
	3.3 Describe the procedures to be followed when transporting a catheterised patient
	3.4 Describe the procedure to be followed in the event of: <ul style="list-style-type: none"> <li>• Bleeding</li> <li>• Device pulled out</li> <li>• Device leaking</li> <li>• Device torn or damaged</li> <li>• Device blocked</li> </ul>
4. Understand how to manage the conveyance of a patient with a syringe driver or <b>other medical devices</b>	4.1 Explain the purpose of a syringe driver or other medical devices
	4.2 Describe common uses of a syringe driver or other medical devices

	4.3 Identify syringe driver positioning sites
	4.4 Explain the procedure to be followed when a warning alarm or error occurs within a syringe driver or other medical devices

**Additional information**

**Importance** – Medication compliance, medication review, prescription governance.

**Access** – This may include fistulas, cannulas and other IV devices.

**Other medical devices** may include external differentiators, medical tapes, cardiac monitoring device, blood pressure devices, generic monitoring devices.

## Component 7: Using communication and information systems in ambulance patient care

Component Reference Number: H/615/5749

Level: 2

Credit: 1

GL: 4

### Component Summary

The aim of this component is to provide the learner with the knowledge, skills and understanding required to efficiently use communication equipment, systems and devices in an ambulance patient care setting.

### Assessment Guidance

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

Learning Outcomes - The learner will:	Assessment Criteria - The learner can:
1. Understand the use of communication systems and devices	1.1 Describe the different types of communication systems and devices available
	1.2 Explain communication systems and devices: <ul style="list-style-type: none"> <li>• Benefits</li> <li>• Health and safety issues</li> <li>• Capacity issues linked with network use</li> </ul>
	1.3 Explain agreed ways of working on communication device security
	1.4 Explain the following: <ul style="list-style-type: none"> <li>• Power management process</li> <li>• Battery management</li> <li>• Screen layout</li> <li>• Messaging functionality</li> <li>• Warning displays</li> <li>• Routing and navigating options</li> </ul>
	1.5 Describe agreed ways of working in relating to: <ul style="list-style-type: none"> <li>• Loss or theft</li> <li>• Concerns or defects</li> </ul>
2. Be able to operate communication systems and devices	2.1 Ensure systems and devices are in safe and good working order
	2.2 Show how to navigate using screen layout, including sign in and out
	2.3 Demonstrate <b>functionality</b> of the systems and devices
	2.4 Demonstrate how to operate the system when: <ul style="list-style-type: none"> <li>• Receiving a new allocation</li> <li>• Receiving allocations when mobile</li> <li>• Receiving a revised allocation</li> </ul>

	<ul style="list-style-type: none"> <li>• Booking events</li> <li>• Running completions</li> <li>• End of day sequence</li> </ul>
	2.5 Demonstrate how to set <b>statuses</b> and understand warning messages received
	2.6 Show how to send and receive messages
	2.7 Navigate and use <b>map functions and options</b>
	2.8 Demonstrate a: <ul style="list-style-type: none"> <li>• Voice request</li> <li>• Emergency call</li> </ul>

**Additional information**

**Functionality** of the systems and devices may include power management process, screen layout, screen brightness and controls such as volume.

**Statuses** may include meal breaks, refuelling, use of exceptions and mobile to base.

**Map functions and options** may include zoom in/out, go to function, routing and navigating, tracking, visual/audible routes, auto zoom, navigation options available.

## Component 8: 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.

<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Understand the role of NHS Protect, local anti-crime roles and security management work in the NHS	1.1 Identify the main areas of work and the objectives of NHS Protect
	1.2 Explain the role of the Local Security Management Specialist (LSMS)
	1.3 Explain the role of the Security Management Director (SMD)
	1.4 Explain the role of the Senior Quality and Compliance Inspector (SQCI) and the quality Assurance programme
	1.5 Explain the role of the Area Security Management Specialist (ASMS)
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 Understand strategies to manage and reduce conflict	3.1 Explain how to develop strategies to reduce the opportunity for conflict to occur
	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 Understand the role of communication in conflict situations	4.1 Describe different forms of communication
	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 9: 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 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.

Learning Outcomes - The learner will:	Assessment Criteria - 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: <ul style="list-style-type: none"> <li>• Mental health</li> <li>• Individuals with learning difficulties</li> </ul>

	2.3 Identify appropriate assertive actions for confronting obstructive and unacceptable behaviour
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## Component 10: Administration of oxygen therapy in ambulance patient care

Component Reference Number: L/615/5745

Level: 3

Credit: 1

GL: 6

### Component Summary

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

### Assessment Guidance

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

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

## Component 11: Major incident preparedness for ambulance care services

Component Reference Number: Y/615/5747

Level: 3

Credit: 1

GL: 4

### Component Summary

The aim of this component is to enable learners to have an understanding of the key areas relevant to major incidents and the ambulance service.

### Assessment Guidance

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

Learning Outcomes - The learner will:	Assessment Criteria - The learner can:
1. Understand the nature of major incidents	1.1 Define a <b>major incident</b>
	1.2 Explain the Ambulance Service responsibilities with regard to a major incident
	1.3 State who can declare a major incident
	1.4 Describe the reporting mechanisms used in an incident: <ul style="list-style-type: none"> <li>• Major incidents declared</li> <li>• Exact location</li> <li>• Types of incident</li> <li>• Hazards present or suspected</li> <li>• Access – routes that are safe to use</li> <li>• Number, type, severity of casualties</li> <li>• Emergency services required and present</li> </ul>
2. Understand the importance of communication during a major incident	2.1 Identify barriers to communication
	2.2 Describe the mechanisms to manage communication effectively
	2.3 Explain communication in line with agreed ways of working
3. Understand the personal protective equipment (PPE) requirements when attending a major incident	3.1 Explain own PPE in line with agreed ways of working
	3.2 Outline the reporting of defects in line with agreed ways of working
4. Understand the different roles in a major incident	4.1 Explain the role of the attendant of the first crew on scene
	4.2 List the responsibilities of the driver of the first crew on scene
	4.3 List the responsibilities of subsequent ambulance crews on scene
	4.4 State the information that should be included in radio reports
	4.5 Describe the potential roles for ambulance officers on scene

	4.6 Identify risks which threaten the coherence of the response being provided to the major incident
	4.7 Propose solutions to risks which threaten the coherence of the response being provided to the major incident/situation
	4.8 State the role of the following commands: <ul style="list-style-type: none"> <li>• Operational</li> <li>• Tactical</li> <li>• Strategic</li> </ul>
5. Understand own role when deployed to a major incident	5.1 Explain own role when attending a major incident
	5.2 Describe procedures for ambulance parking
	5.3 Explain reporting procedures to ambulance command: <ul style="list-style-type: none"> <li>• Upon arrival</li> <li>• Upon departure</li> </ul>
	5.4 Describe how to contribute to the safety of self and others

**Additional information**

**Major incident** must include civil disturbance and hostile incidents.

## Component 12: Basic life support and external defibrillation

Component Reference Number: K/505/9739

Level: 3

Credit: 1

GL: 10

### Component Summary

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

### Assessment Guidance

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

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

6. Understand special circumstances related to cardiac arrest.	6.1 Explain resuscitation considerations for a patient during the stages of pregnancy
	6.2 Describe respiratory adaptations for a neck stoma patient in arrest
	6.3 Explain resuscitation considerations of a hypothermic patient
	6.4 Describe post resuscitation care of a hypothermic patient

#### Additional Information

**Cardio-pulmonary resuscitation** must include the delivery of basic life support (BLS) to adults and paediatrics, as laid down by the Resuscitation Council (UK), <https://www.resus.org.uk/>.

## Component 13: Basic airway management in emergency care

Component Reference Number: D/505/9740

Level: 3

Credit: 1

GL: 10

### Component Summary

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

### Assessment Guidance

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

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

## 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 learner's Identity:

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

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

### Learner Authenticity

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

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

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

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

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

Statement of confirmation of authenticity

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

The learner must sign and date the declaration.

#### **4.4 Legal Considerations**

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

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

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



**FAQ LEVEL 3 AWARD IN**

AMBULANCE PATIENT CARE: NON-URGENT CARE SERVICES

**FAQ LEVEL 3 CERTIFICATE IN**

AMBULANCE PATIENT CARE: NON-URGENT CARE SERVICES



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