



FAQ LEVEL 3 AWARD IN

IMMEDIATE RESPONSE EMERGENCY CARE (RQF)

OVERVIEW SPECIFICATION

Qualification Number: **610/4719/3**

Qualification Reference: **L3AIREC**

IREC[®]3



FutureQuals[®]



01530 836662



AO@futurequals.com



futurequals.com

Copyright © Future (Awards and Qualifications) Ltd 2025 All rights reserved. The content of this publication is, unless otherwise indicated, copyright of Future (Awards and Qualifications) Ltd T/A FutureQuals® and may not be reproduced, translated or distributed in any form or by any means (electronic, mechanical, photocopying, recording, or otherwise), without prior written permission from FutureQuals.

FutureQuals® and IREC® are UK registered trademarks of Future (Awards and Qualifications) Ltd T/A FutureQuals.

Table of Contents

| | |
|------------------------------------------------------------------------------------------|-----------|
| Document Details and Version History | 4 |
| Introduction | 5 |
| <i>Introduction to FutureQuals</i> | <i>5</i> |
| <i>Introduction to Qualification Specification</i> | <i>5</i> |
| <i>Publication Information</i> | <i>6</i> |
| Qualification Information | 7 |
| <i>Purpose and Aims</i> | <i>7</i> |
| <i>Qualification Size and Registration Length</i> | <i>7</i> |
| <i>Endorsements, Framework Mapping Information and Qualification Equivalencies</i> | <i>8</i> |
| <i>Qualification Fees</i> | <i>8</i> |
| <i>Funding Information</i> | <i>8</i> |
| <i>Qualification Structure - Components, Rules of Combination and Requirements</i> | <i>8</i> |
| Qualification Assessment | 10 |
| <i>Method of Assessment</i> | <i>10</i> |
| <i>Assessment Principles</i> | <i>10</i> |
| <i>Grading</i> | <i>10</i> |
| <i>Results</i> | <i>10</i> |
| Qualification Resources | 11 |
| <i>Source Reference Tools, Required Reading and Further Reading</i> | <i>11</i> |
| <i>Learning Resources, Assessments and Sample Assessments</i> | <i>11</i> |
| Learner Requirements and Information | 12 |
| <i>Entry Requirements</i> | <i>12</i> |
| <i>Reasonable Adjustments and Special Considerations</i> | <i>12</i> |
| <i>Identification Requirements</i> | <i>12</i> |
| <i>Learner Authenticity</i> | <i>12</i> |
| <i>Recognition of Prior Learning (RPL)</i> | <i>13</i> |
| <i>Requalification</i> | <i>13</i> |
| <i>Progression Opportunities</i> | <i>13</i> |
| Centre Requirements and Information | 14 |
| <i>Qualification Delivery Requirements</i> | <i>14</i> |
| <i>Workforce Requirements</i> | <i>14</i> |
| Component Specifications | 15 |
| Component 1: Principles of Pre-Hospital Care for Immediate Responders | 15 |
| Component 2: Patient Assessment | 17 |

| | |
|----------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Component 3: Immediate Response to Life-Threatening Emergencies | 18 |
| Component 4: Immediate Response to Illnesses and Medical Conditions | 19 |
| Component 5: Immediate Response to Injuries and Major Trauma | 21 |
| <i>Enquiries</i> | <i>23</i> |
| <i>Contact Us</i> | <i>23</i> |
| <i>Feedback</i> | <i>23</i> |
| <i>Appendix 1 - FutureQuals Assessment Principles for the Level 3 Award in Immediate Response Emergency Care (RQF).....</i> | <i>24</i> |

Document Details and Version History

| Document Details | |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Document Name | FAQ Level 3 Award in Immediate Response Emergency Care (RQF) Overview Qualification Specification |
| Purpose of Document | To confirm requirements and provide guidance regarding the administration, delivery and assessment of this qualification. |
| Document Version Number | v1.0 |
| Document Owner | The Development Team |
| Date Version Approved | 01.04.25 |
| Next Scheduled Review Date | 01.04.28 |

| Version History | | | |
|--------------------|--------------|-----------------------------|-------------------------|
| New Version Number | Date Amended | Section/Page Number Amended | Details of Amendment(s) |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Introduction

Introduction to FutureQuals

FutureQuals is a forward-thinking, Learner-centric and customer-focused awarding and end-point assessment organisation committed to excellence.

Our Values

Visionary | Supportive | Innovative | Professional

Our Vision

“We envisage a place in which every Learner achieves their full potential.”

Our Mission

“To provide Learners, Centres and Organisations with respected, valued, inclusive and quality-assured qualifications and assessments.”

Recognised to offer regulated qualifications in England, Wales, Northern Ireland, and accredited qualifications in Scotland, FutureQuals provide approved Centres with specialist, progressive qualifications.

FutureQuals is recognised to deliver high-quality apprenticeship end-point assessment for employers and training providers in England.

A full list of our qualifications and end-point assessments can be found on our website:

<https://www.futurequals.com>

Introduction to Qualification Specification

Welcome to the **FAQ Level 3 Award in Immediate Response Emergency Care (RQF)** Overview Qualification Specification.

The aim of this specification is to confirm requirements and provide guidance to our Centres regarding the administration, delivery and assessment of this qualification. It is recommended that you study this specification in detail, becoming fully conversant with the procedures and accompanying documents.

This specification is a live document and will, therefore, be reviewed and updated. 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 specification is in use.

Publication Information

Every effort has been made to ensure that the information contained in this document is true and correct at the time of publication. However, FutureQuals products and services are subject to continuous development and improvement. We, therefore, reserve the right to change these products and services from time to time. FutureQuals cannot accept liability for any loss or damage incurred from the use of information in this publication.

Any changes and updates will be documented in the version history of this specification.

Qualification Information

| | |
|----------------------------|--------------------------------------------------------------|
| Qualification Title | FAQ Level 3 Award in Immediate Response Emergency Care (RQF) |
| Qualification Level | 3 |
| Qualification Product Code | L3AIREC |
| Qualification Number | 610/4719/3 |
| Qualification Type | RQF |
| Regulated by | Ofqual |

Purpose and Aims

The purpose of the **FAQ Level 3 Award in Immediate Response Emergency Care (RQF)** is to provide Learners with the skills, knowledge and understanding required to provide the appropriate immediate care at events, prior to the arrival of an ambulance.

This qualification was developed in response to the findings of the Manchester bombings report, emphasising the importance of the three Ps: Preserve (life), Prevent (deterioration), and Promote (recovery).

This qualification is aimed at individuals who work or intend to work in the events and/or security industries. It meets the staffing requirements detailed in the 'Purple Guide' for Health, Safety, and Welfare at Outdoor Events, and adheres to the standards agreed by the First Aid Awarding Organisation Forum (FAAOF) and the Health and Safety Executive for first aid qualifications.

This qualification is not a licence to practice. Any interventions performed as part of your role must be in line with your own/organisational scope of practice and agreed ways of working.

This qualification forms part of the FutureQuals IREC® Suite.

Qualification Size and Registration Length

Minimum credits required to achieve this qualification: **5**

Guided Learning (GL) for this qualification: **37 hours**

Total Qualification Time for this qualification (TQT): **45 hours**

Registration Length: **10 weeks**

Endorsements, Framework Mapping Information and Qualification Equivalencies

This qualification meets the level 3 first aid qualification requirements of the Green Guide and the Purple Guide.

The **FAQ Level 3 Award in Immediate Response Emergency Care (RQF)** is recognised by the [First Aid Awarding Organisation Forum](#) (FAAOF) as an acceptable equivalent to First Aid at Work qualifications.

This qualification is Category D on the FPHC PHEM Skills Framework - Nationally certificated non-healthcare professional pre-hospital provider caring for patients as a secondary role, e.g., police officers in specialist roles, fire service IEC, equivalent UKSAR-trained personnel, or enhanced community first responder.

Qualification Fees

Please visit our website for information on registration fees and applicable assessment resit fees, or to view our *Fees and Pricing Policy*.

Funding Information

The **FAQ Level 3 Award in Immediate Response Emergency Care (RQF)** may be eligible for public funding, as determined by the Department for Education (DfE).

For information regarding potential sources of funding, please contact your local funding office.

Qualification Structure - Components, Rules of Combination and Requirements

To achieve the **FAQ Level 3 Award in Immediate Response Emergency Care (RQF)**, Learners must meet the rules of combination and follow all guidance relating to barred Components.

| Group M - Mandatory Components | | | | | |
|---------------------------------------|----------------------------|----------------------------------------------------------|---------------------|------------|------------------------|
| Component Number | Component Reference | Component Name | Credit Value | GLH | Component Level |
| 1 | L/651/5871 | Principles of Pre-Hospital Care for Immediate Responders | 1 | 8 | 3 |
| 2 | R/651/5873 | Patient Assessment | 1 | 6 | 3 |
| 3 | T/651/5874 | Immediate Response to Life-Threatening Emergencies | 1 | 7 | 3 |
| 4 | Y/651/5875 | Immediate Response to Illnesses and Medical Conditions | 1 | 8 | 3 |
| 5 | A/651/5876 | Immediate Response to Injuries and Major Trauma | 1 | 8 | 3 |

Rules of Combination - Learners must achieve all of the Components in *Group M - Mandatory Components*.

Barred Components - There are no barred Components in this qualification; all Components must be achieved.

Qualification Assessment

The purpose of assessment is to ensure that effective learning has taken place and to provide Learners with the opportunity to present evidence demonstrating how they have met the learning outcomes and assessment criteria.

Method of Assessment

The following assessment methods and materials, developed by FutureQuals, must be used for assessment of the **FAQ L3 Award in Immediate Response Emergency Care (RQF)** qualification:

- *Principles of Pre-Hospital Care for Immediate Responders MCQ Assessment (XAMS)*
- *Pre-Hospital Care Patient Assessment and Immediate Response MCQ Assessment (XAMS)*
- *FAQ Level 3 Award in Immediate Response Emergency Care (RQF) Evidence Log*
- *FAQ Level 3 Award in Immediate Response Emergency Care (RQF) Assessor Guide*

All evidence produced by the Learner must be their own.

Assessment Principles

FutureQuals will always publish assessment principles, whether they have been developed by a Sector Skills Council (SSC) or are FutureQuals' own. The latest version of the generic *FutureQuals Assessment Principles* is available on the FutureQuals website, and should be used in conjunction with any qualification-specific assessment principles.

Any assessment principles specific to a qualification will be reproduced in the specification they relate to.

The *FutureQuals Assessment Principles* can be viewed here:

<https://www.futurequals.com/assets/AssessmentPrinciples.pdf>

The *FutureQuals Assessment Principles for the Level 3 Award in Immediate Response Emergency Care (RQF)* can be found in *Appendix 1 - FutureQuals Assessment Principles for the Level 3 Award in Immediate Response Emergency Care (RQF)*.

Grading

The overall qualification is graded as a Pass or Fail.

Any assessment-specific grading threshold will be outlined in the relevant assessment guidance.

Resits

Full details regarding resit attempts can be found in the full qualification specification.

Qualification Resources

Source Reference Tools, Required Reading and Further Reading

In support of delivering the **FAQ Level 3 Award in Immediate Response Emergency Care (RQF)**, FutureQuals recognises the use of the current edition of the following publication as a source reference tool:

- *First Responder Care Essentials (2nd ed.)*. by Richard Pilbery and Kris Lethbridge - endorsed by the Association of Ambulance Chief Executives - published by Class Professional Publishing

The assessment criteria, additional guidance, and assessment tools for this qualification have been developed with reference to the concepts and practices detailed within this publication. Therefore, it is recommended that Centres and Learners make use of this publication to prepare for assessment and to further develop knowledge and skills.

Learning Resources, Assessments and Sample Assessments

In support of delivering this qualification, FutureQuals has created the following resources and sample assessments:

- *FAQ Level 3 Award in Immediate Response Emergency Care (RQF) Full Qualification Specification (including the FutureQuals Assessment Principles for the Level 3 Award in Immediate Response Emergency Care (RQF))*
- *FAQ Level 3 Award in Immediate Response Emergency Care (RQF) Overview Qualification Specification (including the FutureQuals Assessment Principles for the Level 3 Award in Immediate Response Emergency Care (RQF))*
- *Principles of Pre-Hospital Care for Immediate Responders MCQ Sample Assessment 1*
- *Pre-Hospital Care Patient Assessment and Immediate Response MCQ Sample Assessment 1*
- *FAQ AFAWL3 to FAQ L3AIREC Mapping*
- *FAQ L3FROSASCOR to FAQ L3AIREC Mapping*

The Head of Centre (and staff authorised by the HoC) at Centres approved to deliver this qualification will be provided with access to a SharePoint folder containing the full qualification specification, the evidence log, assessor guide and the sample assessments.

Please note that a grade will not be produced for sample assessments, and the assessment result has no impact on the Learner's final grade.

Learner Requirements and Information

Entry Requirements

Learners must:

- be 18 years of age (or older) on the first day of teaching.

There are no formal qualification entry requirements that Learners must complete prior to completing the qualification. Learners will, however, need to have minimum core skills in literacy, numeracy, and ICT to successfully complete the qualification. Initial assessment of minimum core skills may be carried out for all Learners commencing the qualification.

Please note, throughout the delivery of this qualification, Learners may also be referred to as 'Trainees'.

Reasonable Adjustments and Special Considerations

We are committed to improving access for Learners with disabilities and other difficulties, without compromising assessment.

Further details are provided in the *Reasonable Adjustments and Special Considerations Policy*, which can be found on the FutureQuals website.

Identification Requirements

It is the Centre's responsibility to confirm the identity of a Learner as part of its registration process, and for any online assessments.

The following are acceptable examples of proof of a Learner's identity:

- a valid passport (any nationality)
- a national identity card issued by an EU country
- a Gibraltar identity card
- a signed UK photocard driving licence
- a 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 or a travel card

Learner Authenticity

It is a regulatory requirement that assessment evidence is authenticated as the work of the named Learner. Therefore, FutureQuals require that a declaration of authenticity is signed by the Learner for each assessment submitted (this includes e-portfolio systems). If an assessment is conducted online through the XAMS Platform, Learners will also be asked to declare that the assessment attempt is their own.

If a Centre uses their own pre-approved version of a FutureQuals Evidence Log, the same information must be captured as in the FutureQuals-issued Evidence Log, i.e., the assessment method, evidence reference, the Assessor's decision (including the signature and date to evidence completion of assessment) and the Learner's declaration of authenticity. The Learner must sign and date the declaration.

Recognition of Prior Learning (RPL)

RPL is a method of assessing and validating learning, achievement or credit that considers whether a Learner can demonstrate they meet the assessment requirements for a Component. This may be through knowledge, understanding or skills they already possess. Provided the assessment requirements of a given Component or qualification have been met, the use of RPL is acceptable for the achievement of the Component(s) or a whole qualification. For further information, Centres should refer to the FutureQuals Recognition of Prior Learning Policy, which can be found on the FutureQuals website.

Requalification

Once awarded, the **FAQ Level 3 Award in Immediate Response Emergency Care (RQF)** certificate is valid for a period of three years. The Learner will need to retake the full qualification before the certificate expiry date in order to remain qualified.

Depending on the Learner's current skills, knowledge and experience, the guided learning hours may be reduced to no less than 16 hours over two days. Learners must be assessed against all learning outcomes and assessment criteria in the Component(s). To benefit from the above, Learners must provide evidence of their previous qualification or agreed minimum equivalent.

Centres and employers should be aware that if a workplace first aider's certificate expires, they will not be accepted as a first aider for the purposes of the First Aid at Work Regulations until they have re-taken the qualification.

Furthermore, as an evolving subject area, competency should be maintained through annual continuing professional development (CPD), including a yearly BLS competence assessment, such as the **FAQ Level 2 Award in Basic Life Support and Automated External Defibrillation: Adults (RQF)**.

Progression Opportunities

The **FAQ Level 3 Award in Immediate Response Emergency Care (RQF)** can support progression to the following qualifications:

- **FAQ Level 3 Diploma in Ambulance Emergency and Urgent Care Support**
- **FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF)**

Centre Requirements and Information

Qualification Delivery Requirements

Please see the full qualification specification for details.

Workforce Requirements

In order to deliver, assess and quality assure the **FAQ Level 3 Award in Immediate Response Emergency Care (RQF)**, Centres must first have applied for, and received, approval to offer the qualification.

Centres must have in place appropriately experienced and qualified staff. This includes Tutors, Assessors, Invigilators, and Internal Quality Assurers (IQAs). All workforce requirements can be found in *Appendix 1 - FutureQuals Assessment Principles for the Level 3 Award in Immediate Response Emergency Care (RQF)*.

Component Specifications

Component 1: Principles of Pre-Hospital Care for Immediate Responders

Level: 3

Credits: 1

GL: 8

Component Summary

The purpose of this Component is to assess the knowledge and understanding required to work in immediate pre-hospital care. It covers the role and responsibilities of an immediate responder, principles of safe, person-centred care, key aspects of information governance, health and scene safety, infection prevention and control, and strategies for maintaining responder resilience and well-being.

Learning Outcomes and Areas Covered

| Learning Outcome - The Learner will: | Areas Covered: |
|----------------------------------------------------------------------------------|------------------------------------------------------------------------|
| 1. Understand the role and responsibilities of an immediate responder | Role and responsibilities |
| | Scope of practice |
| | Working with organisations |
| | Duty of care and candour |
| | Importance of CPD |
| 2. Understand how to communicate effectively and manage conflict in own role | Collaborative working, working relationships, and communication |
| | Methods of communication |
| | Effective communication elements |
| | Communication barriers |
| | Managing conflict risk |
| 3. Understand how to provide safe, person-centred, high-quality care and support | Person-centred care, privacy and dignity, and EDI |
| | Communication adaptation |
| | Ethical and legal considerations |
| | Valid consent criteria |
| | Capacity to provide consent |
| | Legal requirements, policies, and scope of practice |
| | Paediatric patient ethical and legal factors |
| | Safeguarding role and responsibilities |
| 4. Understand the requirements for information governance | Information governance |
| | Data protection, confidentiality, and patient-identifiable information |
| | Reporting mechanisms |

| | |
|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| 5. Understand responsibilities relating to health and safety in own role, including scene safety | Scene safety responsibilities |
| | Preserving evidence |
| | Health and safety factors |
| | Equipment maintenance |
| 6. Understand the principles of infection prevention and control | Disease transmission routes |
| | Infection prevention and control procedures |
| | PPE guidelines |
| 7. Understand the importance of responder resilience, well-being, and stress management in own role | Responder resilience, mental health/well-being, and stress |
| | Factors affecting mental health/well-being, and causes of stress |
| | Stress signs and symptoms |
| | Managing stress, promoting well-being, and building mental health resilience |
| | Support mechanisms availability and access |

Component 2: Patient Assessment

Level: 3

Credits: 1

GL: 6

Component Summary

The purpose of this Component is to assess the knowledge, skills and understanding required in relation to patient assessment. It covers the anatomy and physiology of key human body systems, how to take physiological measurements, how to conduct primary and secondary surveys, and patient extrication.

Learning Outcomes and Areas Covered

| Learning Outcome - The Learner will: | Areas Covered: |
|----------------------------------------------------------------------------------------|-------------------------------------------------------|
| 1. Understand the key principles of patient assessment | Mechanism of injury |
| | Patient assessment and management |
| | Gathering patient history |
| 2. Understand the anatomy of human body systems | Cardiovascular system anatomy |
| | Respiratory system anatomy |
| | Infants, children, and adults' anatomical differences |
| 3. Understand the physiology of human body systems | Cardiovascular system physiology |
| | Respiratory system physiology |
| 4. Be able to take physiological measurements | Measuring/reporting physiological measurements |
| 5. Be able to conduct primary and secondary surveys in line with own scope of practice | Scene survey and summoning assistance |
| | Conducting a primary survey |
| | Conducting a secondary survey |
| | Managing patient physiology deviations |
| | Clinical handover |
| 6. Understand factors that influence the extrication of patients | Patient extrication |
| | Extrication time factors |
| 7. Be able to extricate a patient using supporting equipment | Extrication role and responsibilities |
| | Non-time-critical patient extrication |
| | Time-critical patient extrication |

Component 3: Immediate Response to Life-Threatening Emergencies

Level: 3

Credits: 1

GL: 7

Component Summary

This Component assesses the knowledge, skills and understanding required to respond to life-threatening emergencies. It includes the principles of basic life support (BLS), airway management, use of resuscitation devices, and procedures for managing life-threatening bleeding and shock.

Learning Outcomes and Areas Covered

| Learning Outcome - The Learner will: | Areas Covered: |
|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| 1. Understand how to provide treatment to an unresponsive patient | Chain of survival stages |
| | When to administer BLS |
| | Airway assessment/management stepwise approach phases |
| | AED considerations |
| | Drowned patient treatment |
| | When to use the recovery position |
| | Signs of ROSC |
| | Recognition of life extinct |
| 2. Be able to provide treatment to an unresponsive patient | Manakin CPR |
| | Using resuscitation devices |
| | How to use the recovery position |
| | Post-resuscitation patient management |
| | Managing BLS complications |
| 3. Be able to manage an airway obstructed by a foreign body | Obstruction identification |
| | Airway obstruction management |
| | Resources for clearing/maintaining airway |
| | Recognising the need for advanced airway management |
| 4. Understand how to provide treatment to a patient experiencing life-threatening bleeding, and shock | Life-threatening bleed recognition features |
| | Life-threatening bleeding control devices |
| | Life-threatening bleed stepwise management |
| | Types of shock characteristics |
| 5. Be able to provide treatment to a patient experiencing life-threatening bleeding, and shock | Controlling life-threatening bleeding |
| | Recognising and treating shock |
| | Monitoring life-threatening bleeding |

Component 4: Immediate Response to Illnesses and Medical Conditions

Level: 3

Credits: 1

GL: 8

Component Summary

This Component assesses the Learner's knowledge, skills and understanding required to recognise and respond to medical emergencies, including respiratory, cardiovascular, and neurological conditions, as well as poisoning, anaphylaxis, and diabetic crises. It also covers mental health support, medication administration, and oxygen therapy.

Learning Outcomes and Areas Covered

| Learning Outcome - The Learner will: | Areas Covered: |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| 1. Understand how to provide treatment to patients with suspected respiratory, cardiovascular, and neurological conditions | Respiratory conditions recognition |
| | Respiratory condition treatment |
| | Cardiovascular conditions recognition |
| | Cardiovascular condition treatment |
| | Neurological conditions recognition |
| | Neurological conditions treatment |
| 2. Be able to provide treatment to patients with suspected respiratory, cardiovascular, and neurological conditions | Treating respiratory conditions |
| | Treating cardiovascular conditions |
| | Treating neurological conditions |
| 3. Understand how to provide treatment to patients affected by sudden poisoning and intoxication | Routes of poisoning |
| | Poisoning signs and symptoms |
| | Treating sudden poisoning |
| | How to treat an intoxicated patient |
| 4. Understand how to provide treatment to a patient experiencing anaphylaxis | Allergic reactions/anaphylaxis common triggers |
| | Allergic reactions/anaphylaxis signs and symptoms |
| | Allergic reactions/anaphylaxis management |
| 5. Be able to provide treatment to a patient experiencing anaphylaxis | Adrenaline auto-injector training device use |
| 6. Understand how to provide treatment to a patient experiencing a diabetic emergency | Hypoglycaemia signs and symptoms |
| | Hyperglycaemia signs and symptoms |
| 7. Be able to provide treatment to a patient experiencing a diabetic emergency | Diabetic emergency management |
| 8. Understand the principles and management of conditions caused by extremes of temperature | Hypothermia stages |
| | Hypothermia/exposure and cold injury management |
| | Signs and symptoms of heat stress, heat exhaustion, heatstroke, dehydration, and EAC |
| | Heat-related illness management |
| | Temperature-related illness risk factors |

| | |
|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| 9. Understand how to recognise and support patients with mental health in accordance with own scope of practice | Mental health conditions signs and symptoms |
| | Supporting a mental health episode |
| | Causes of, and how to support, ABD |
| | Self-harm patient risk factors |
| 10. Understand the principles of medication administration | Suicide warning signs and risk factors |
| | Medication administration guidelines |
| 11. Be able to administer oxygen therapy | Role in medication administration |
| | Oxygen therapy administration |
| | Oxygen mask selection and flow-rate setting |

Component 5: Immediate Response to Injuries and Major Trauma

Level: 3

Credits: 1

GL: 8

Component Summary

This Component focuses on the knowledge, skills and understanding required to respond to injuries and major trauma. It covers the treatment of minor injuries, such as wounds, burns, and bleeding, and the management of musculoskeletal, head, spinal, chest, and abdominal injuries. Learners will also develop skills in immobilising injuries, handling trauma scenes, and categorising patients.

Learning Outcomes and Areas Covered

| Learning Outcome - The Learner will: | Areas Covered: |
|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| 1. Understand how to treat a patient with minor injuries, including wounds, burns, scalds, and bleeding | Wound identification |
| | Types of bleeding |
| | Blood loss estimation |
| | Minor injury treatment |
| | Burns and scalds severity factors |
| | Dry/wet heat, electricity, and chemical burn treatment |
| 2. Be able to treat patients with minor injuries, wounds, bleeding, burns, and scalds | Treating a minor injury |
| | Assessing, treating, and monitoring a wound |
| | Treating minor bleeding |
| | Treat a burn or scald |
| 3. Understand how to treat a patient with suspected injuries to bones, muscles, joints, the head, spine, and chest | Muscular and skeletal injuries MOI features |
| | Fractures/dislocations, and sprains/strains recognition |
| | Fractures/dislocations, and sprains/strains treatment |
| | Head/spinal injury mechanism key features |
| | Head/spinal injury recognition |
| | Head injury treatment |
| | Key features of chest injuries |
| | Flail chest/penetrating chest injury recognition |
| 4. Be able to treat a patient with suspected injuries to bones, muscles, joints, or spine | Immobilising an injury |
| | Treating a spinal injury |
| 5. Understand the management of abdominal injuries | Key features of abdominal injuries |
| | Abdominal injuries signs and symptoms |
| | Abdominal injuries complications |
| | Abdominal injuries treatment |

| | |
|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| 6. Be able to manage a trauma scene, assess and categorise trauma patients, and remove helmets, when appropriate | Using the triage tool |
| | Summoning specialist assistance |
| | Trauma patient assessment and time-critical trauma identification |
| | When a helmet should be removed, and risks |
| | Removing a helmet |
| | Managing a trauma patient |
| | Giving a trauma pre-alert |

Enquiries

Contact Us

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: AO@futurequals.com

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

Feedback

Your feedback is very important to us. We're always open to suggestions for enhancing and improving our services, products and systems.

Please email us at AO@futurequals.com or call us on 01530 836662.

Appendix 1 - FutureQuals Assessment Principles for the Level 3 Award in Immediate Response Emergency Care (RQF)

v1.0 April 2025

These assessment principles relate to the following qualification:

- **Level 3 Award in Immediate Response Emergency Care (RQF)**

Trainer, Assessor and Quality Assurance Requirements:

The details of the requirements of Trainers and Assessors are set out separately. It is accepted, however, that both roles may be performed by the same person, providing the qualifications and experience requirements for both roles are met.

Trainers

Those involved in the training of this qualification must have knowledge and competency in immediate response emergency care as well as knowledge and competency to train based on qualifications and experience. An acceptable portfolio must show:

i. Occupational knowledge and competence in immediate response emergency care - evidenced by:

- Holding a qualification in immediate response/first response or medical registration, as detailed in *Appendix A*.

ii. Knowledge and competency in teaching/training immediate response emergency care - evidenced by:

- Holding an acceptable teaching/training qualification, as detailed in *Appendix B*.

AND either:

- Provide an acceptable log of teaching immediate response emergency care within the last 3 years.

OR

- Provide an acceptable record showing competent teaching of theoretical and practical immediate response emergency care under the supervision of a suitably qualified Trainer/Assessor.

Assessors

Those involved in the assessment of this qualification must have knowledge and competency in immediate response emergency care as well as knowledge and competency to assess based on qualifications and experience. An acceptable portfolio must show:

i. Occupational knowledge and competence in immediate response emergency care - evidenced by:

- Holding a qualification in immediate response/first response or medical registration, as detailed in *Appendix A*.

ii. Knowledge and competency in assessing immediate response emergency care - evidenced by:

- Holding an acceptable assessing qualification/CPD training, as detailed in *Appendix B*.

AND either:

- Provide an acceptable log of assessing immediate response emergency care assessments conducted within the last 3 years.

OR

- Provide an acceptable record of competently assessing theoretical and practical immediate response emergency care qualifications under the supervision of a suitably qualified Assessor.

Invigilators

For the multiple-choice question (MCQ) assessments, Invigilators are required to monitor and ensure the MCQ assessment is taken under controlled conditions.

Providing they have received the relevant standardisation training, the Invigilator can be the Trainer/Assessor delivering the course.

The Invigilator is responsible for ensuring that all conditions in the 'Instructions for Conducting Controlled Assessments' policy are met.

Internal Quality Assurance

Those involved in the internal quality assurance of this qualification (IQAs) must have knowledge and competency in immediate response emergency care as well as knowledge and competency in internal quality assurance. An acceptable portfolio must show:

i. Occupational knowledge and competence in immediate response emergency care - evidenced by:

- Holding a qualification in immediate response/first response or medical registration, as detailed in *Appendix A*.

ii. Knowledge and competency in internal quality assurance – evidenced by:

- Holding an acceptable internal quality assurance qualification/CPD training, as detailed in *Appendix C*.

Internal Quality Assurers must:

- Have knowledge of the requirements of the qualification they are quality assuring at the time any assessment is taking place.
- Have knowledge and understanding of the role of Assessors.
- Visit and observe assessments.
- Carry out other related internal quality assurance.

External Quality Assurance

Those involved in the external quality assurance of this qualification (EQAs) must have knowledge and competency in immediate response emergency care as well as knowledge and competency in external quality assurance. An acceptable portfolio must show:

i. Occupational knowledge and competence in immediate response emergency care - evidenced by:

- Holding a qualification in immediate response/first response or medical registration, as detailed in *Appendix A*.

ii. Knowledge and competency in external quality assurance – evidenced by:

- Holding an acceptable external quality assurance qualification, as detailed in *Appendix D*.

External Quality Assurers must:

- Have knowledge of the requirements of the qualification they are quality assuring at the time any assessment is taking place.
- Have knowledge and understanding of the role of Assessors and Internal Quality Assurers.

Assessment and Sources of Evidence:

Approved Centres

Centres approved to deliver this qualification are responsible for maintaining up-to-date information on Trainers, Assessors and Internal Quality Assurers and for ensuring the currency of the competence of all those involved in the assessment and internal quality assurance process.

Simulation

Assessment in a simulated environment is permitted for competence-based assessment criteria where it may be impractical, hazardous, dependent on the occurrence of rare/emergency circumstances or requiring a time frame inappropriate to be undertaken in a real working environment.

In all cases, the simulated evidence must be gathered from a realistic working environment (RWE). The RWE should feature, as far as possible, the same conditions and limitations as would be experienced undertaking the same activity in a real working environment, including equipment, facilities and interpersonal factors.

All simulations must be planned, developed and documented by centres with the involvement of both the Assessor and IQA. Advice and agreement must be sought in advance with the FutureQuals EQA and all subsequent simulation must adhere to these plans. Any use of simulated activity by an approved Centre must meet the requirements of these assessment principles, including comparability with conducting the same activity in a real working environment and gathering evidence that is valid and demonstrates the competence of Learners to undertake those same immediate response emergency care tasks at work.

Assessments

The assessments should determine a Learner's ability to act safely, promptly and effectively when providing appropriate and necessary treatment to an individual before the arrival of an ambulance.

All ACs in the Components must be achieved to gain the qualification.

It is a requirement for the Learner to be aware that assessment is taking place.

Assessments must also be undertaken in line with the requirements set out in the FutureQuals *Instructions for Conducting Controlled Assessments Policy*, which can be found on our website.

Standards of Immediate Response Emergency Care Practice

Skills and knowledge should be taught and assessed in accordance with currently accepted immediate response emergency care in the United Kingdom as laid down by:

- Any required reading publications or bodies approved by FutureQuals in the full qualification specification.

AND

- Other publications, provided that they are supported by a responsible body of medical opinion and approved by FutureQuals.

AND

- Ambulance trust protocols for patient assessment, responding to life-threatening emergencies, illnesses, medical conditions and injuries

Appendix A - Occupational Knowledge and Competence in Immediate Response Emergency Care:

All Trainers, Assessors, Internal Quality Assurers and External Quality Assurers must have occupational knowledge and competence in immediate response emergency care. This list is not exhaustive but provides a guide to acceptable qualifications.

They must hold at least one of the following:

| |
|---------------------------------------------------------------------------------|
| FAQ Level 3 Award in Immediate Response Emergency Care (RQF) |
| FAQ Level 3 Award for First Responders on Scene: Ambulance Service Co-Responder |
| FAQ Level 3 Award in Immediate Emergency Care: Fire and Rescue |
| FAQ Level 3 Diploma in Ambulance Emergency and Urgent Care Support |
| FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF) |
| IHCD Ambulance Technician |

OR

- Current registration as a Doctor with the General Medical Council (GMC)

OR

- Current registration as a Nurse with the Nursing and Midwifery Council (NMC)

OR

- Current registration as a Paramedic with the Health and Care Professions Council (HCPC)

Appendix B - Acceptable Training/Assessing Qualifications:

This list is **not exhaustive** but provides a guide to acceptable training and assessing qualifications. Trainers who also assess Learner competence must hold a qualification (or separate qualifications) to enable them to perform both functions.

| Qualification | Training | Assessing |
|--------------------------------------------------------------------------------------------------------------|----------|-----------|
| CURRENT QUALIFICATIONS | | |
| Level 3 Award in Education and Training | ★ | |
| Level 3 Certificate in Learning and Development | ★ | ★ |
| Level 4 Certificate in Education and Training | ★ | ★ |
| Level 5 Diploma in Teaching | ★ | ★ |
| Level 5 Diploma in Education and Training | ★ | ★ |
| Cert Ed/PGCE/B Ed/M Ed | ★ | ★ |
| SVQ 3 Learning and Development SCQF Level 8 | ★ | ★ |
| SVQ 4 Learning and Development SCQF Level 9 | ★ | ★ |
| TQFE (Teaching Qualification for Further Education) | ★ | ★ |
| Planning and Delivering Learning Sessions to Groups SCQF Level 6 (SQA Unit) | ★ | ★ |
| SCQF Level 6 Award in Planning and Delivering Learning Sessions to Groups (SQA Accredited) | ★ | ★ |
| L&D Unit 6 Manage Learning and Development in Groups SCQF Level 8 (SQA Accredited) | ★ | |
| L&D Unit 7 Facilitate Individual Learning and Development SCQF Level 8 (SQA Accredited) | ★ | |
| L&D Unit 8 Engage and Support Learners in the Learning and Development Process SCQF Level 8 (SQA Accredited) | ★ | |
| Carry Out the Assessment Process SCQF Level 7 (SQA Unit) | | ★ |
| Level 3 Award in Assessing Competence in the Work Environment | | ★ |
| Level 3 Award in Assessing Vocationally Related Achievement | | ★ |
| Level 3 Award in Understanding the Principles and Practices of Assessment | | ★ |
| Level 3 Certificate in Assessing Vocational Achievement | | ★ |
| L&D Unit 9DI Assess Workplace Competence Using Direct and Indirect Methods SCQF Level 8 (SQA Accredited) | | ★ |
| L&D Unit 9D Assess Workplace Competence Using Direct Methods SCQF Level 7 (SQA Accredited) | | ★ |
| OTHER ACCEPTABLE QUALIFICATIONS: | | |
| CTLLS/DTLLS | ★ | ★ |
| PTLLS with unit 'Principles and Practice of Assessment' (12 credits) | ★ | ★ |
| Further and Adult Education Teacher's Certificate | ★ | ★ |
| IHCD Instructional Methods | ★ | ★ |
| IHCD Instructor Certificate | ★ | ★ |
| English National Board 998 | ★ | ★ |
| Nursing Mentorship Qualifications | ★ | ★ |

| | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| NOCN Tutor Assessor Award | ★ | ★ |
| S/NVQ level 3 in training and development | ★ | ★ |
| S/NVQ Level 4 in Training and Development | ★ | ★ |
| PDA Developing Teaching Practice in Scotland's Colleges SCQF Level 9 (SQA Qualification) | ★ | ★ |
| PDA Teaching Practice in Scotland's Colleges SCQF Level 9 (SQA Qualification) | ★ | |
| PTLLS (6 credits) | ★ | |
| Regulated Qualifications based on the Learning and Development NOS 7 'Facilitate Individual Learning and Development' or NOS 6 'Manage Learning and Development in Groups' | ★ | |
| Training Group A22, B22, C21, C23, C24 | ★ | |
| Learning and Teaching – Assessment and Quality Standards SCQF Level 9 (SQA Unit) | | ★ |
| A1 Assess Candidates Using a Range of Methods or D33 Assess Candidates Using Differing Sources of Evidence | | ★ |
| Conduct the Assessment Process SCQF Level 7 (SQA Unit) | | ★ |
| A2 Assess Candidate Performance through Observation or D32 Assess Candidate Performance | | ★ |
| Regulated Qualifications or Components based on the Learning and Development NOS 9 Assess Learner Achievement | | ★ |

Appendix C - Qualifications Suitable for Internal Quality Assurance:

This list is **not exhaustive** but provides a guide to acceptable IQA qualifications:

| |
|---------------------------------------------------------------------------------------------------------------------------------|
| L&D Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment SCQF Level 8 (SQA Accredited) |
| Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice |
| Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice |
| Conduct the Internal Verification Process SCQF Level 8 (SQA Unit) |
| Regulated Qualifications based on the Learning and Development NOS 11 Internally Monitor and Maintain the Quality of Assessment |
| V1 Conduct Internal Quality Assurance of the Assessment Process or D34 Internally Verify the Assessment Process |
| Internally Verify the Assessment Process SCQF Level 8 (SQA Unit) |

NOTE:

IQAs who do not hold a formal IQA qualification may alternatively attend *Internal Quality Assurance CPD Training* with an Awarding Organisation/Body.

Appendix D - Qualifications Suitable for External Quality Assurance:

This list is **not exhaustive** but provides a guide to acceptable EQA qualifications:

| |
|---------------------------------------------------------------------------------------------------------------------------------|
| L&D Unit 12 Externally Monitor and Maintain the Quality of Workplace Assessment SCQF Level 9 (SQA Accredited) |
| Regulated qualifications based on the Learning and Development NOS 12 Externally Monitor and Maintain the Quality of Assessment |
| Level 4 Award in the External Quality Assurance of Assessment Processes and Practice |
| Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice |
| Conduct External Verification of the Assessment Process SCQF Level 9 (SQA Unit) |
| V2 Conduct External Quality Assurance of the Assessment Process or D35 Externally Verify the Assessment Process |
| Externally Verify the Assessment Process SCQF Level 9 (SQA Unit) |

NOTE:

It is understood that not all EQAs will be qualified initially, and that sufficient time should be considered to achieve these qualifications. During this time, Awarding Organisations/Bodies must ensure that EQAs are following the principles set out in the current Learning and Development NOS 12 *Externally monitor and maintain the quality of assessment*.



FAQ LEVEL 3 AWARD IN
IMMEDIATE RESPONSE EMERGENCY CARE (RQF)



FutureQuals[®]



01530 836662



AO@futurequals.com



futurequals.com