FAQ **LEVEL 4 DIPLOMA FOR**

ASSOCIATE AMBULANCE PRACTITIONERS (RQF)

OVERVIEW SPECIFICATION

Qualification Numbers: **610/0240/9 and C00/4533/3**

Qualification Reference: **DAAPL4**

DAAP™

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Document Details and Version History

Document Details	
Document Name	FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF) Overview Qualification Specification
Purpose of Document	To confirm requirements and provide guidance regarding the administration, delivery and assessment of this qualification
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Date Version Approved	28.09.26

Version History

New Version Number	Date Amended	Section/Page Number Amended	Details of Amendment(s)
v1.6	15.03.22	Throughout	Title of qualification updated to FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF)
v1.7	17.03.22	Qualification Information	Component Order - information updated
		Learner Requirements	Additional information regarding entry requirements added and ongoing requirements added
			Identification Requirements - information updated
v2.0	17.08.22	Qualification Information	Wales added to regulated by section, including QN C00/4533/3
			This qualification meets the requirements of the: Associate Ambulance Practitioner Apprenticeship Framework (FR04408)
			Funding information updated to include Qualifications Wales
			Component order information updated

		Throughout	Removal of reference to the *FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF) Assessment and Live Learning Guide*
			Addition of reference to the *FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF) Assessment Strategy*
		Component 6 Specification	Minor update to AC4 wording
v3.0		Method of Assessment	Updated to include a reference to the *FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF) Assessment Strategy*
		Qualification Assessment	Resit information added
		Introduction to FutureQuals	Text refreshed
		Qualification Delivery Requirements	*Resource, Training Venue and Equipment Requirement* section added
			Delivery Plan Requirements section added
		Appendix 1	*FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF) Assessment Principles* added – v4.0 Dec 2022
v3.1	23.05.23	Throughout	Contact email updated
		Learner Requirements and Information	Recognition of Prior Learning (RPL) section updated to include the *FutureQuals FAQ L3DAEUCS and FAQ DAAPL4 Mapping Document*
		Qualification Resources	Addition of the *FutureQuals FAQ L3DAEUCS and FAQ DAAPL4 Mapping Document*
v3.2	26.06.23	Appendix 1	*FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF) Assessment Principles updated* to v5.0 June 2023

v3.3	01.04.24	Component 13 Management of Major Incidents	*Triage sieve & sort replaced with major incident triage tools*
v3.4	09.09.24	Assessment Principles	Updated to L5DIT
v3.5	06.03.26	Appendix 1	Acceptable Equivalent Qualifications, Assessor Requirements, and IQA Requirements updated.
			References to SQA updated to 'Qualifications Scotland Accreditation'.
v3.6	28.09.26	Front cover	Cover updated.

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 Overview Qualification Specification

Welcome to the **FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF)** Overview Qualification Specification.

The aim of this overview qualification specification is to outline the qualification requirements and provide guidance to FutureQuals 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.

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 published as a new version of the overview qualification specification.

Qualification Information

Qualification Title:	FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF)
Qualification Level:	4
Qualification Product Code:	DAAPL4
Qualification Numbers:	610/0240/9 and C00/4533/3
Qualification Type:	RQF
Regulated by:	Ofqual, CCEA and Wales
Apprenticeship Standards:	This qualification is included within the following apprenticeship standard: • Level 4 Associate Ambulance Practitioner Standard (ST0287) This qualification meets the requirements of the: • Associate Ambulance Practitioner Apprenticeship Framework (FR04408)

Purpose and Aims

The purpose of the **FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF)** is to provide Learners with the skills, knowledge and understanding required to work as an Associate Ambulance Practitioner.

This qualification forms part of the FutureQuals Ambulance Service Pre-hospital Care Suite.

Qualification Size and Registration Length

Minimum credits required to achieve this qualification: **145**

Guided Learning (GL) for this qualification: **1200 hours**
Other eligible learning for this qualification: **250 hours** - To include self-directed study and portfolio building time.

Total Qualification Time for this qualification (TQT): **1450 hours**

Registration Length: **24 months**

Endorsements, Framework Mapping Information and Qualification Equivalencies

The **FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF)** qualification is nationally recognised by the NHS Ambulance Trusts and Private Ambulance Service providers.

This qualification is Category F on the FPHC PHEM Skills Framework: Non-registered health care professional - i.e., Ambulance Technician, CMT1 etc.

The assessment criteria of this qualification have been designed to cover the knowledge, skills and behaviours in the Level 4 Associate Ambulance Practitioner Standard (ST0287).

This qualification is fully mapped to the Care Certificate Standards.

The **FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF)** is recognised as an equivalent to the Diploma for Ambulance Technicians at SCQF Level 7 in Scotland.

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 4 Diploma for Associate Ambulance Practitioners (RQF)** may be eligible for public funding, as determined by the Department for Education (DfE), Qualifications Wales and the Department for the Economy in Northern Ireland.

Qualification Structure - Components, Rules of Combination and Requirements

To achieve the **FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF),** Learners must meet the Rules of Combination and follow all guidance relating to barred Components and Component order.

Group M - Mandatory Components					
Component Number	**Component URN**	**Component Name**	**Credit Value**	**GLH**	**Component Level**
Module 1: Own Role, Professional Conduct and Communication in the Emergency and Urgent Care Setting					
1	D/650/1023	Principles of Working as an Associate Ambulance Practitioner	3	15	4
2	F/650/1024	Professional Communication, Reporting and Record-keeping	2	9	4
3	J/650/1026	Conflict Resolution	2	12	3
4	L/650/1028	Information Governance and Confidentiality	2	7	4
5	Y/650/1030	Ambulance Vehicle Familiarisation and Using	1	10	3

		Electronic Communication Systems and Devices			
Module 2: Ethics and Person-centred Care in the Emergency and Urgent Care Setting					
6	D/650/1032	Equality, Diversity and Inclusion	2	10	3
7	J/650/1035	Person-centred Care, Mental Capacity and Consent	3	20	4
8	M/650/1038	Principles of Safeguarding and Protecting Individuals and Groups	3	15	3
Module 3: Health and Safety in the Emergency and Urgent Care Setting					
9	D/650/1041	Health and Safety	2	15	3
10	H/650/1043	Infection Prevention, Control and Decontamination	3	20	3
11	K/650/1045	Manual Handling of People and Objects	2	13	3
12	M/650/1047	Scene Assessment, Environmental Safety and Safe Management of Hazardous Materials and Substances	2	12	3
13	T/650/1049	Management of Major Incidents	2	10	4
Module 4: Anatomy, Physiology and Patient Assessment and Examination in the Emergency and Urgent Care Setting					
14	F/650/1051	Anatomy and Physiology of the Human Body	5	30	4
15	H/650/1052	Patient Assessment, Examination and Physiological Measurements	4	25	4
Module 5: Life Support in the Emergency and Urgent Care Setting					
16	H/650/1025	Stepwise Airway Management	2	12	4
17	K/650/1027	Life Support and External Defibrillation	2	12	4
18	M/650/1029	Supporting the Senior Clinician with Cannulation, Infusion and Advanced Airway Management	1	10	4
Module 6: Management of Medical Conditions, Emergencies and Traumatic Injury in the Emergency and Urgent Care Setting					
19	A/650/1031	Management of Medical and Surgical Conditions and Emergencies	5	35	4
20	F/650/1033	Principles and Management of Traumatic Injury	4	30	4

21	H/650/1034	Light Rescue, Patient Extrication and Immobilisation	1	10	3
22	K/650/1036	Management of Obstetrics and Gynaecological Conditions	3	22	4
23	L/650/1037	Management of Paediatric Patients	2	14	4
24	R/650/1039	Administration of Medication and Medical Gases	2	16	4
Module 7: Supporting Individuals with Mental Health, Learning Disabilities and Dementia in the Emergency and Urgent Care Setting					
25	A/650/1040	Supporting Individuals with Mental Health	2	16	4
26	F/650/1042	Supporting Individuals with Learning Disabilities	2	10	4
27	J/650/1044	Supporting Individuals Living with Dementia	2	12	4
Module 8: Frailty, End of Life Care and Bereavement in the Emergency and Urgent Care Setting					
28	L/650/1046	Caring for Older People and Individuals Living with Frailty	2	12	4
29	R/650/1048	End of Life Care and Bereavement	2	16	4
Module 9: Emergency Ambulance Operations in Pre-hospital, Emergency and Urgent Care Settings					
30	D/650/1050	Working in Emergency Ambulance Operations	75	750	4

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

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

Component Order - The order in which Components are to be taught and assessed is at the discretion of individual Centres. However, for clinical skills which could have an adverse effect on patients, Learners cannot be summatively assessed as part of the placement until their Lead Tutor has signed the declaration in the Practice Assessment Document (PAD). This declaration confirms that the Learner will not perform such skills in practice until they have been taught and formatively assessed against the relevant skills/applied knowledge criteria.

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

Information relating to Component-specific assessments and assessment methods for the **FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF)** can be found within the relevant Component specification. All knowledge-based assessments must be developed in line with the *FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF) Assessment Strategy.*

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 **FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF)** must be assessed according to the *FutureQuals Assessment Principles* and the *FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF) Assessment Principles*.

Grading

The overall qualification is graded as Pass or Fail.

Resits

All information regarding resits can be found in the *FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF) Assessment Strategy.*

Qualification Resources

Source Reference Tools, Required Reading and Further Reading

In support of delivering the **FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF)**, FutureQuals recognises the use of the following publications as required reading and source reference tools:

- *Ambulance Care Practice* by Richard Pilbery and Kris Lethbridge - endorsed by the Association of Ambulance Chief Executives - published by Class Professional Publishing
- *JRCALC Clinical Guidelines Pocket Book* - published by Class Professional Publishing

The assessment criteria, additional guidance and assessment tools of this qualification have been developed with reference to the concepts and practices detailed within these publications. Therefore, it is recommended that Centres and Learners make use of these.

Where relevant to the Component, further reading has also been suggested.

Learning Resources, Assessments and Sample Assessments

In support of delivering the **FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF)**, FutureQuals has created the following resources and guides:

- *FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF) Overview Qualification Specification*
- *FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF) Full Qualification Specification (including the FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF) Assessment Principles)*
- *FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF) Practice Assessment Document (PAD)*
- *FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF) Assessment Strategy*
- *FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF) Mapping Guide*
- *FutureQuals FAQ L3DAEUCS and FAQ DAAPL4 Mapping Document*

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 PAD, as well as any learning resources and assessment guides.

Learner Requirements and Information

Entry Requirements

Learners must:

- be 18 years of age (or older) on the first day of teaching
- poses the right values, behaviours and attributes appropriate to the role
- not have any outstanding court cases, prosecutions or pending disciplinary action in area being brought against them

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 skills to successfully complete the qualification. Initial assessment of minimum core skills may be carried out for all Learners commencing the qualification.

Ongoing Requirements

Throughout the qualification, Learners must always act in a professional manner, in accordance with agreed ways of working. Negative attitudes, values and behaviours will not be tolerated and could lead to suspension or withdrawal of registration. Learners must also notify their Tutor immediately of any disciplinary actions, outstanding court cases or prosecutions.

Exit Requirements

There are no formal exit requirements for this qualification.

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 a 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

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 a Component(s) or a whole qualification. For further information, Centres should refer to the *FutureQuals Recognition of Prior Learning (RPL) Policy* which can be found on the FutureQuals website.

For the **FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF)**, FutureQuals have developed the *FutureQuals FAQ L3DAEUCS and FAQ DAAPL4 Mapping Document.* This document shows which assessment criteria in the *FAQ Level 3 Diploma in Ambulance Emergency and Urgent Care Support* qualification map to the **FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF)** qualification and vice versa. Whilst this document is designed to aid with the RPL process, Centres must still ensure they fulfil all requirements set out in the responsibilities section of the *FutureQuals Recognition of Prior Learning (RPL) Policy*.

Centres approved to deliver this qualification will be provided with access to a SharePoint folder containing this mapping document.

Requalification

Once awarded, the **FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF)** certificate does not expire. However, AAPs should continually maintain their knowledge and skills through CPD, in accordance with their employer's policies.

Progression Opportunities

The **FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF)** has been specifically designed to support progression on to Higher Education Professional Health Programmes at university, for example:

- BSc (Hons) Paramedic Science
- BSc (Hons) Paramedic Practice
- BSc (Hons) Adult Nursing
- BSc (Hons) Mental Health Nursing

Centre Requirements and Information

Qualification Delivery Requirements

Resource, Training Venue and Equipment Requirements: Centres must have in place a sufficient training venue and all equipment required to meet the learning outcomes and assessment criteria of this qualification.

Delivery Plan Requirements: Centres must deliver all training in line with their delivery plan, which must first be submitted to, and approved by, FutureQuals. Following approval, delivery plans may also be subject to review as part of external quality assurance activities, conducted by FutureQuals.

Learner Ratios: It is recommended that, as best practice, a single Tutor teaches no more than six Learners for competency-based criteria.

Guided Learning Hours in Blocks: Where training is provided in blocks (uninterrupted teaching sessions), these blocks should not be less than two hours in duration.

Teaching Hours: Teaching days should not surpass a maximum of 10 hours, including breaks. However, this can be extended for placement hours, in line with shift patterns.

Assessment: Assessment must be carried out as outlined in the Qualification Assessment section of this specification.

Workforce Requirements

In order to deliver, assess and quality assure **the FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF)**, Centres must first have applied for, and received, approval to offer the qualification. Centres must also 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 the *FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF) Assessment Principles.*

Component Specifications

Component 1: Principles of Working as an Associate Ambulance Practitioner

Component Reference Number: D/650/1023

Credit value: 3
GL: 15 hours
Level: 4

Component Summary

The purpose of this Component is to assess the knowledge, skills and understanding required to work as an associate ambulance practitioner.

Required Reading

In support of delivering this Component, FutureQuals recognises the use of the following publications as source reference tools:

- *Ambulance Care Practice* by Richard Pilbery and Kris Lethbridge - endorsed by the Association of Ambulance Chief Executives - published by Class Professional Publishing
- *JRCALC Clinical Guidelines Pocket Book* - published by Class Professional Publishing

Further Reading

- *JRCALC Clinical Guidelines* - published by Class Professional Publishing
- *Law and Ethics for Paramedics: An Essential Guide* edited by Georgette Eaton - published by Class Professional Publishing
- *Practice Education in Paramedic Science: Theories and Application* by Karen Gubbins and Sharon Hardwick - published by Class Professional Publishing
- *Fundamentals of Care: A Textbook for Health and Social Care Assistants* by Ian Peate - published by Wiley-Blackwell

Learning Outcomes and Assessment Criteria

Learning Outcome - **The Learner will:**	**Areas Covered:**
1. Understand own role and scope of practice, the roles of others in own organisation, and the stages of ambulance service response	Roles and responsibilities
	Scope of practice
	External agencies
	Collaborative working
	Responding to a 999 call

2. Understand the implications of legislative frameworks in own organisation and associated healthcare services	Key legislation
	Agreed ways of working
3. Understand the importance of personal and professional conduct	Principles of professionalism
	Using social media
4. Understand the value of health promotion initiatives	Health promotion initiatives
5. Understand the importance of clinical governance	Clinical governance legislation and guidelines
6. Understand the importance of duty of care and duty of candour	Duty of care
	Duty of candour
	Consequences of negligence
7. Understand own organisational complaints and whistleblowing systems	Complaints and whistleblowing
	Workplace culture
	Sources of support and information
8. Understand the benefits of maintaining competency in own work role	Self-awareness
	Reflective practice
	Personal and professional development
9. Be able to utilise reflective practice to create and implement a personal and professional development plan	Development plans
	Reviewing progress

Component 2: Professional Communication, Reporting and Record-keeping

Component Reference Number: F/650/1024

Credit value: 2
GL: 9 hours
Level: 4

Component Summary

The purpose of this Component is to assess the knowledge, skills and understanding required to communicate effectively with colleagues, service users and others in own role.

Required Reading

In support of delivering this Component, FutureQuals recognises the use of the following publications as source reference tools:

- *Ambulance Care Practice* by Richard Pilbery and Kris Lethbridge - endorsed by the Association of Ambulance Chief Executives - published by Class Professional Publishing
- *JRCALC Clinical Guidelines Pocket Book* - published by Class Professional Publishing

Further Reading

- *Fundamentals of Care: A Textbook for Health and Social Care Assistants* by Ian Peate - published by Wiley-Blackwell
- *Fundamentals of Paramedic Practice: A Systems Approach* edited by Sam Willis and Roger Dalrymple - published by Wiley-Blackwell

Learning Outcomes and Assessment Criteria

Learning Outcome - **The Learner will:**	**Areas Covered:**
1. Understand key concepts of professional communication in own role	Effective communication methods
	Working relationship communication
	Patient experiences
	Empathy
	Sympathy
	Compassion
	Active listening
2. Understand barriers to communication and the importance of using communication adaptation techniques	Barriers to effective communication
	Overcoming barriers to communication
	Cultural, religious, and linguistic differences
	Adapted communication techniques
	Establishing an individual's communication preferences and requirements
	Accessing support

3. Understand the principles of professional record-keeping and reporting	Reporting mechanisms
	Record-keeping and reporting
	Consequences of poor record-keeping and reporting
4. Be able to communicate effectively in own role	Effective verbal communication and active listening with: • Service users • Own team
	Adapting communication techniques
	Written communication

Component 3: Conflict Resolution

Component Reference Number: J/650/1026

Credit value: 2
GL: 12 hours
Level: 3

Component Summary

The purpose of this Component is to assess the knowledge, skills and understanding required to assess, reduce the risk of, and manage conflict situations and work-related assault.

Required Reading

In support of delivering this Component, FutureQuals recognises the use of the following publications as source reference tools:

- *Ambulance Care Practice* by Richard Pilbery and Kris Lethbridge - endorsed by the Association of Ambulance Chief Executives - published by Class Professional Publishing
- *JRCALC Clinical Guidelines Pocket Book* - published by Class Professional Publishing

Further Reading

- *NHS Conflict Resolution - Level 1* - Core Skills Reader

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	**Areas Covered:**
1. Understand causes, stages and signals of conflict	Common causes of conflict
	Stages of conflict
	Warning and danger signals
2. Understand how to manage and reduce conflict	Conflict resolution
	Reducing risk
	Lone working
	Situational awareness
	Communication in conflict situations
3. Understand behaviour indicating an escalation towards assault	Types of assault
	Work-related assault policies and procedures
	Signs and behaviours of a possible assault
	Factors affecting the likelihood of assault occurring
	Reasonable force
4. Understand support available to those affected by conflict	Impact of conflict on own health and well-being
	Support available

	Benefits of providing support to those affected by conflict
5. Be able to apply agreed ways of working during conflict situations	Managing a conflict situation
	Reflecting on own management of a conflict situation

Component 4: Information Governance and Confidentiality

Component Reference Number: L/650/1028

Credit value: 2
GL: 7 hours
Level: 4

Component Summary

The purpose of this Component is to assess the knowledge, skills and understanding required to safely handle, store and share personal data, in accordance with agreed ways of working.

Required Reading

In support of delivering this Component, FutureQuals recognises the use of the following publications as source reference tools:

- *Ambulance Care Practice* by Richard Pilbery and Kris Lethbridge - endorsed by the Association of Ambulance Chief Executives - published by Class Professional Publishing
- *JRCALC Clinical Guidelines Pocket Book* - published by Class Professional Publishing

Further Reading

- *JRCALC Clinical Guidelines* - published by Class Professional Publishing
- *Law and Ethics for Paramedics: An Essential Guide* - College of Paramedics - published by Class Professional Publishing

Learning Outcomes and Assessment Criteria

Learning Outcome - **The Learner will:**	**Areas Covered:**
1. Understand the requirements of information governance	Importance of information governance
	Legislation, statutory requirements, regulatory requirements and codes of practice for recording, storing and sharing information
2. Understand the principles and practices of information governance relevant to own role	Patient-identifiable information
	Safe information storage
	Common threats
	Reporting concerns
3. Understand the importance of maintaining confidentially in own role	Maintaining confidentiality
	Safely sharing confidential information

4. Be able to apply principles and practices of information governance to own role, in accordance with agreed ways of working	Safely storing and handling information
	Safely sharing confidential information

Component 5: Ambulance Vehicle Familiarisation and Using Electronic Communication Systems and Devices

Component Reference Number: Y/650/1030

Credit value: 1
GL: 10 hours
Level: 3

Component Summary

The purpose of this Component is to assess the knowledge, skills and understanding required to safely store and use fixed and portable equipment, as well as electronic communication devices and systems found on board ambulance vehicles.

Required Reading

In support of delivering this Component, FutureQuals recognises the use of the following publications as source reference tools:

- *Ambulance Care Practice* by Richard Pilbery and Kris Lethbridge - endorsed by the Association of Ambulance Chief Executives - published by Class Professional Publishing
- *JRCALC Clinical Guidelines Pocket Book* - published by Class Professional Publishing

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	**Areas Covered:**
1. Understand key features relevant to the range of ambulance vehicles within own fleet	Types of ambulance vehicles
	Key features of ambulance vehicles
	Portable transportation equipment
	Portable medical equipment and devices
	Cleaning and decontamination
	Pre-driving and vehicle checks
	Post-driving checks and procedures
	Checking equipment
	Reporting defects
2. Be able to use built-in ambulance vehicle access and egress devices, in accordance with agreed ways of working	Safety checks
	Operating ambulance vehicle devices
3. Be able to use and secure portable equipment, in accordance with agreed ways of working	Operating and fastening stretchers
	Operating and fastening chairs
	Securing portable devices and other equipment

4. Understand the use of electronic communication systems and devices in own role	Communication systems and devices
	Resolving potential capacity issues
5. Be able to operate electronic communication systems and devices, in accordance with agreed ways of working	Removing and fitting radio batteries
	Using electronic communication systems and devices
	Using the phonetic alphabet

Component 6: Equality, Diversity and Inclusion

Component Reference Number: D/650/1032

Credit value: 2
GL: 10 hours
Level: 3

Component Summary

The purpose of this Component is to assess the knowledge, skills and understanding required to work in an inclusive way, free from discrimination, and to promote equality and diversity in own role.

Required Reading

In support of delivering this Component, FutureQuals recognises the use of the following publications as source reference tools:

- *Ambulance Care Practice* by Richard Pilbery and Kris Lethbridge - endorsed by the Association of Ambulance Chief Executives - published by Class Professional Publishing
- *JRCALC Clinical Guidelines Pocket Book* - published by Class Professional Publishing

Further Reading

- *JRCALC Clinical Guidelines* - published by Class Professional Publishing
- *Law and Ethics for Paramedics: An Essential Guide* - College of Paramedics - published by Class Professional Publishing
- *Fundamentals of Care: A Textbook for Health and Social Care Assistants* by Ian Peate - published by Wiley-Blackwell

Learning Outcomes and Assessment Criteria

Learning Outcome - **The Learner will:**	**Areas Covered:**
1. Understand the principles of equality, diversity and inclusion	Common causes of discrimination
	Impact of inequality and discrimination
2. Understand the impact of health inequality and own role in supporting patients to overcome barriers	Changing demographic and social variables
	Barriers to accessing healthcare
	Health inequality
	Overcoming barriers to accessing healthcare
	Supporting patients to overcome healthcare inequalities

3. Understand key legislation and codes of practice relevant to workplace equality	Key legislation protecting individuals from discrimination
	Organisational codes of practice relating to equality and discrimination
	Advice and support about equality, diversity, inclusion and discrimination
	Reporting serious discrimination
4. Understand how workplace culture and practice can impact equality and discrimination	Workplace culture
	Deliberate discrimination
	Inadvertent discrimination
	Challenging discrimination
5. Be able to work in an inclusive way in own role	Promoting equality, diversity and inclusivity
	Working in an inclusive way

Component 7: Person-centred Care, Mental Capacity and Consent

Component Reference Number: J/650/1035

Credit value: 3
GL: 20 hours
Level: 4

Component Summary

The purpose of this Component is to assess the knowledge, skills and understanding required to assess, manage and support individuals, both with and lacking capacity, in a person-centred way.

Required Reading

In support of delivering this Component, FutureQuals recognises the use of the following publications as source reference tools:

- *Ambulance Care Practice* by Richard Pilbery and Kris Lethbridge - endorsed by the Association of Ambulance Chief Executives - published by Class Professional Publishing
- *JRCALC Clinical Guidelines Pocket Book* - published by Class Professional Publishing

Further Reading

- *JRCALC Clinical Guidelines* - published by Class Professional Publishing
- *Law and Ethics for Paramedics: An Essential Guide* - College of Paramedics - published by Class Professional Publishing
- *Fundamentals of Care: A Textbook for Health and Social Care Assistants* by Ian Peate - published by Wiley-Blackwell

Learning Outcomes and Assessment Criteria

Learning Outcome - **The Learner will:**	**Areas Covered:**
1. Understand the importance of respecting individuals' rights in the emergency and urgent care setting	Rights of the individual
	Key legislation relating to individual rights
	Supporting individuals to make their own, informed choices
	Key ethical and legal factors to consider when treating paediatric patients
2. Understand the principles that underpin privacy and dignity in care	Ensuring a patient's privacy and dignity are maintained
3. Understand the importance of utilising a person-centred approach	Using a person-centred approach
	Care and support plans
	Reflecting the changing needs of an individual in their care plan or support plan

4. Understand principles of hydration, nutrition and food safety in health and social care settings	Principles of hydration, nutrition and food safety in health and social care settings
	Supporting individuals to access fluids, food and nutrition
	Signs and symptoms of poor nutrition and hydration
5. Understand the importance of capacity and consent	Assuming an individual has capacity
	Valid consent
	Responding to an individual with capacity who refuses treatment
	Consequences of acting without valid patient consent
	Key ethical and legal factors to consider when treating paediatric patients
6. Understand own role in assessing mental capacity, in accordance with agreed ways of working	Contributing factors that may lead to an individual lacking capacity
	Protecting vulnerable individuals and those lacking capacity
	Making capacity decisions
	Consequences of not complying with key legislative principles
	Assessing a patient's mental capacity
7. Understand own role in caring for individuals who lack mental capacity, in accordance with agreed ways of working	Caring for individuals who lack capacity
	Best interest decisions
	Advocacy and advance statements
	Signposting individuals, families and carers
8. Understand the need to use physical intervention, in accordance with agreed ways of working	Types of physical holding
	When the use of physical restraint may be required
	Lawful requirements and conditions for the use of restraint
	How to lawfully restrain an individual
	Monitoring restrained individuals
	Consequences of unlawful restraint
9. Be able to use a person-centred approach to care, maintaining patient privacy and dignity, in accordance with agreed ways of working	Understanding an individual's needs and preferences
	Management of an individual with capacity
	Management of an individual with capacity refusing treatment
	Maintaining an individual's privacy and dignity
	Using a person-centred approach when managing an individual who lacks capacity
	How own personal views may affect the care of a patient

Component 8: Principles of Safeguarding and Protecting Individuals and Groups

Component Reference Number: M/650/1038

Credit value: 3
GL: 15 hours
Level: 3

Component Summary

The purpose of this Component is to assess the knowledge and understanding of the importance of safeguarding in the emergency and urgent care setting.

Required Reading

In support of delivering this Component, FutureQuals recognises the use of the following publications as source reference tools:

- *Ambulance Care Practice* by Richard Pilbery and Kris Lethbridge - endorsed by the Association of Ambulance Chief Executives - published by Class Professional Publishing
- *JRCALC Clinical Guidelines Pocket Book* - published by Class Professional Publishing

Further Reading

- *JRCALC Clinical Guidelines* - published by Class Professional Publishing
- *Law and Ethics for Paramedics: An Essential Guide* - College of Paramedics - published by Class Professional Publishing
- *Fundamentals of Care: A Textbook for Health and Social Care Assistants* by Ian Peate - published by Wiley-Blackwell
- *Fundamentals of Paramedic Practice: A Systems Approach* edited by Sam Willis and Roger Dalrymple - published by Wiley-Blackwell

Learning Outcomes and Assessment Criteria

Learning Outcome - **The Learner will:**	**Areas Covered:**
1. Understand the principles of, and key legislation for, safeguarding	Policies, procedures and legislation relating to the safeguarding of adults and children
	Key principles that underpin safeguarding
2. Understand own role and responsibilities in relation to safeguarding	Own role and responsibilities in relation to safeguarding
	Roles of others in relation to safeguarding
	Principles of sharing information relating to safeguarding with agencies

3. Understand how to recognise abuse and harm	Categories of abuse
	Signs and symptoms associated with abuse and harm
	Intentional and unintentional abuse
	Factors that may increase the risk of an individual experiencing harm or abuse
	Groups at higher risk of experiencing harm or abuse
	Vulnerable individuals regularly missing healthcare appointments
	Safeguarding risks associated with internet use and online social networking
	Risks to an individual's dignity and rights in care environments
4. Understand how to respond to suspected or alleged abuse and harm in own role, in accordance with agreed ways of working	Responding to: • Suspected harm or abuse • Alleged harm or abuse • An urgent safeguarding concern
	Forcible entry with good intent
	Preserving evidence of harm and abuse
	Completing a safeguarding referral
	Gaining consent from adults with capacity before completing a safeguarding referral
5. Understand how the likelihood of harm and abuse can be reduced	Reducing the likelihood of harm and abuse
	Accessing information and advice about own role in protecting individuals from harm and abuse
6. Understand own role in relation to trafficking, radicalisation and terrorism, crime, and fraud, in accordance with agreed ways of working	Key legislation and strategies
	Recognising, managing and reporting

Component 9: Health and Safety

Component Reference Number: D/650/1041

Credit value: 2
GL: 15 hours
Level: 3

Component Summary

The purpose of this Component is to assess the knowledge, skills and understanding required to work safely in own role.

Required Reading

In support of delivering this Component, FutureQuals recognises the use of the following publications as source reference tools:

- *Ambulance Care Practice* by Richard Pilbery and Kris Lethbridge - endorsed by the Association of Ambulance Chief Executives - published by Class Professional Publishing
- *JRCALC Clinical Guidelines Pocket Book* - published by Class Professional Publishing

Further Reading

- *JRCALC Clinical Guidelines* - published by Class Professional Publishing
- *Fundamentals of Care: A Textbook for Health and Social Care Assistants* by Ian Peate - published by Wiley-Blackwell

Learning Outcomes and Assessment Criteria

Learning Outcome - **The Learner will:**	**Areas Covered:**
1. Understand responsibilities relating to health and safety in own role	Health and safety as a dynamic process
	Key legislation, policies and procedures
	Health and safety responsibilities
	Accessing additional support or information
	Types of incidents, accidents and illnesses that may occur in the workplace
	Procedures to be followed in the event of sudden illness or an incident or accident in the workplace
2. Understand the importance of risk assessment in own role	Additional risks specific to working in the emergency and urgent care setting
	Assessing health and safety risks
	Risk assessments
	Minimising potential workplace hazards
	Monitoring and reporting potential risks

3. Be able to follow health and safety procedures and use dynamic risk assessment, in accordance with agreed ways of working	Applying health and safety policy and procedures
	Dynamic risk assessments in a clinical setting
4. Understand how to promote fire safety in own role	Practices that prevent fires from starting or spreading
	Types of fire extinguishers
	Emergency procedures in the event of a workplace or ambulance fire
5. Understand the importance of implementing security measures	Checking identity
	The importance of checking identity
6. Understand the importance of emotional resilience, well-being and stress management in own role	Benefits of good mental well-being
	Factors that can affect mental well-being
	Building own mental health resilience
	Common signs and symptoms of stress
	Common causes of workplace stress
	Strategies for managing own stress and promoting well-being
	Support mechanisms
	Supporting a colleague struggling with stress or poor mental health

Component 10: Infection Prevention, Control and Decontamination

Component Reference Number: H/650/1043

Credit value: 3
GL: 20 hours
Level: 3

Component Summary

The purpose of this Component is to assess the knowledge, skills and understanding required to safely handle and dispose of waste, and work in line with best practice to prevent the spread of infection in own role.

Required Reading

In support of delivering this Component, FutureQuals recognises the use of the following publications as source reference tools:

- *Ambulance Care Practice* by Richard Pilbery and Kris Lethbridge - endorsed by the Association of Ambulance Chief Executives - published by Class Professional Publishing
- *JRCALC Clinical Guidelines Pocket Book* - published by Class Professional Publishing

Further Reading

- *Fundamentals of Care: A Textbook for Health and Social Care Assistants* by Ian Peate - published by Wiley-Blackwell

Learning Outcomes and Assessment Criteria

Learning Outcome - **The Learner will:**	**Areas Covered:**
1. Understand the principles of infection transmission	Infection transmission
	Microorganisms that cause infection
	Common illnesses caused by microorganisms
	Common pathogen routes
	Patient groups that are more susceptible to infection
2. Understand legislation, policies, roles and responsibilities relevant to the prevention and control of infection	Legislation and standards
	Organisational responsibilities
	Own role and responsibilities
	Potential impact of poor infection prevention and control
3. Understand how to prevent the spread of infection	Standard principles of infection prevention
	Good personal hygiene habits
	Hand hygiene
	Personal protective equipment (PPE)

	Considerations for high-risk diseases
	Aseptic non-touch technique
4. Understand the importance of good waste management practice in the prevention of the spread of infection	Current legislation relating to waste management
	Healthcare waste
	Handling risks
	Safely storing and disposing of the main types of healthcare waste
5. Understand how to safely handle and dispose of sharps, in accordance with agreed ways of working	How to safely handle and dispose of sharps
	Potential risks of a sharps injury
	What to do if you receive a sharps injury
6. Understand the principles and steps of the decontamination process	Purpose of decontamination
	Decontamination process
	Differences between cleaning agents and disinfecting agents
	Cleaning schedules
	How to safely store cleaning equipment and chemicals
	PPE requirements for decontamination
	Biological spills
	Splash contamination
	Vehicle cleaning and decontamination
7. Understand the importance of safe linen and laundry handling and disposal	Clean linen storage
	When and why linen should be changed
	Handling used, infectious or visibly soiled linen
8. Be able to use infection prevention, control and decontamination measures in own role, in accordance with agreed ways of working	The procedure of washing hands with: • Handrub • Soap and water
	Putting on PPE
	Removing and disposing of PPE
	Safe handling and disposal of sharps
	Safe cleaning and decontamination of biological spills
	Safe handling of soiled and contaminated linen and laundry

Component 11: Manual Handling of People and Objects

Component Reference Number: K/650/1045

Credit value: 2
GL: 13 hours
Level: 3

Component Summary

The purpose of this Component is to assess the knowledge, skills and understanding required to move and position people and objects in the emergency and urgent care setting.

Required Reading

In support of delivering this Component, FutureQuals recognises the use of the following publications as source reference tools:

- *Ambulance Care Practice* by Richard Pilbery and Kris Lethbridge - endorsed by the Association of Ambulance Chief Executives - published by Class Professional Publishing
- *JRCALC Clinical Guidelines Pocket Book* - published by Class Professional Publishing

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	**Areas Covered:**
1. Understand the principles of manual handling	Key mechanical principles relating to manual handling
	Consequences of poor manual handling
	Key legislation and agreed ways of working
	Sources of information and additional resources
	Maintaining own back health and personal fitness in relation to moving and handling
2. Understand moving and handling risk assessment	Dynamic risk assessments
	Key ergonomic factors to consider prior to manual handling
	Checking an individual's care plan, prior to manual handling
	Reducing risk when manual handling
	Guidance weights for lifting and lowering
3. Understand manual handling techniques and aids relevant to own role	Manual handling techniques and procedures
	Manual handling aids
	Team handling
	Monitoring an individual during a manoeuvre
	Environmental factors which may cause pain or discomfort

	Common signs indicating an individual is in pain or discomfort
	Recording manual handling activity
4. Be able to safely move and position individuals and objects, in accordance with agreed ways of working	Risk assessments
	Equipment safety checks
	Safely moving and positioning an individual using appropriate aids
5. Understand manual handling considerations for specific patient groups and situations	The importance of using specific equipment, equipment positions and techniques
	Managing falls in confined spaces
	Patient groups that may require additional considerations, prior to moving and positioning

Component 12: Scene Assessment, Environmental Safety and Safe Management of Hazardous Materials and Substances

Component Reference Number: M/650/1047

Credit value: 2
GL: 12 hours
Level: 3

Component Summary

The purpose of this Component is to assess the knowledge, skills and understanding required to conduct scene assessments and manage hazardous materials and substances.

Required Reading

In support of delivering this Component, FutureQuals recognises the use of the following publications as source reference tools:

- *Ambulance Care Practice* by Richard Pilbery and Kris Lethbridge - endorsed by the Association of Ambulance Chief Executives - published by Class Professional Publishing
- *JRCALC Clinical Guidelines Pocket Book* - published by Class Professional Publishing

Further Reading

- *JRCALC Clinical Guidelines* - published by Class Professional Publishing

Learning Outcomes and Assessment Criteria

Learning Outcome - **The Learner will:**	**Areas Covered:**
1. Understand the importance of scene assessment	Scene assessment purpose
	Components of a scene assessment
	Maximising safety for everyone on scene
	Dynamic risk assessments (DRA)
	Establishing the presenting complaint, from the patient's perspective
	Establishing the MOI in trauma cases
	Environmental factors
	Determining patient numbers early on in assessment
	Utilising extra resources
2. Understand hazards and additional safety requirements when attending environmental incidents	Hazards associated with different types of environmental incidents
	Environmental scene-specific PPE

3. Be able to assess scene safety prior to approaching an incident, in accordance with agreed ways of working	Conducting a scene assessment
4. Understand the effects of hazardous materials and substances on health	Types of hazardous materials and substances
	Potential effects of hazardous materials and substances on health
	Routes of entry for substances hazardous to health
5. Understand legislation relating to hazardous materials and substances in the workplace	Current legislation relating to hazardous materials and substances in the workplace
	Hazardous materials and substances information labels
	Hazardous material pictograms
	Hazardous material signal words
	Danger labels
	Hazard warning panels
	Hazard identification numbers (HINs)
6. Understand how to handle hazardous substances and materials in own role	Where information about hazardous materials can be obtained
	How to safely use materials hazardous to health
	Potential consequences of poor practice when dealing with hazardous materials in the workplace
7. Be able to handle hazardous substances and materials, in accordance with agreed ways of working	Storing, using and disposing of hazardous materials and substances
	Risk assessments for hazardous materials and substances used in the workplace

Component 13: Management of Major Incidents

Component Reference Number: T/650/1049

Credit value: 2
GL: 10 hours
Level: 4

Component Summary

The purpose of this Component is to assess the knowledge, skills and understanding required to respond to major incidents and and utilise major incident triage tools.

Required Reading

In support of delivering this Component, FutureQuals recognises the use of the following publications as source reference tools:

- *Ambulance Care Practice* by Richard Pilbery and Kris Lethbridge - endorsed by the Association of Ambulance Chief Executives - published by Class Professional Publishing
- *JRCALC Clinical Guidelines Pocket Book* - published by Class Professional Publishing

Further Reading

- *Fundamentals of Paramedic Practice: A Systems Approach* edited by Sam Willis and Roger Dalrymple - published by Wiley-Blackwell

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	**Areas Covered:**
1. Understand major incidents in the emergency and urgent care setting	Incident classification
	Major incidents
2. Understand key features of emergency preparedness, resilience and response (EPRR)	Emergency preparedness, resilience and response (EPRR)
	The importance of EPRR
3. Understand the importance of interoperability and communication when managing major incidents	Interoperability when managing major incidents
	Multi-agency incidents
	Decision-making processes when managing major incidents
	Communication methods when managing major incidents

4. Understand key roles and the purpose of the command system during major incidents	Responsibilities of ambulance services during a major incident
	Incident command and control systems
	Commanders' responsibilities
	Roles and responsibilities when first on scene at a major incident
	Roles and responsibilities of subsequent crews on scene at a major incident
	Incident briefings and debriefings
	Handovers
5. Understand the requirements for, and process of, triage	Phases of triage
	Patient categories
	Causes and risks of over/under-triaging
	Recording triage findings
	Accounting for vulnerable populations
	Treatments
6. Be able to demonstrate safe working practices and utilise major incident triage tools at a major incident, in accordance with agreed ways of working	Safe working practices
	Process of major incident triage
7. Understand own role when attending a CBRN(e) incident	Potential signs of a CBRN(e) release
	Reporting potential CBRN(e) release incidents
	Conducting a hazard assessment
	Management of a CBRN(e) release
	Communication when managing CBRN(e) incidents
	Nerve agent antidotes
8. Be able to manage incidents involving hazardous substances and materials, in accordance with agreed ways of working	Hazard assessment
	Managing a CBRN(e) incident

Component 14: Anatomy and Physiology of the Human Body

Component Reference Number: F/650/1051

Credit value: 5
GL: 30 hours
Level: 4

Component Summary

The purpose of this Component is to assess the knowledge and understanding of the key anatomical structures and physiological functions of a healthy, human adult body relevant to working in the emergency and urgent care setting.

Required Reading

In support of delivering this Component, FutureQuals recognises the use of the following publications as source reference tools:

- *Ambulance Care Practice* by Richard Pilbery and Kris Lethbridge - endorsed by the Association of Ambulance Chief Executives - published by Class Professional Publishing
- *JRCALC Clinical Guidelines Pocket Book* - published by Class Professional Publishing

Further Reading

- *Ross and Wilson: Anatomy and Physiology in Health and Illness* by Anne Waugh and Allison Grant - published by Churchill Livingstone Elsevier
- *The Human Body Book - An Illustrated Guide to its Structure, Function and Disorders* by Steve Parker and Richard Walker - published by DK Publishing (Dorling Kindersley)
- *The Concise Human Body Book: An Illustrated Guide to its Structure, Function and Disorders* Steve Parker - published by DK Publishing (Dorling Kindersley)
- *The Complete Human Body - The Definitive Visual Guide* by Alice Roberts - published by DK Publishing (Dorling Kindersley)
- *Anatomy and Physiology Workbook for Paramedics* by Paul D. Anderson - edited by John Knight - published by Jones and Bartlett Publishers
- *Fundamentals of Paramedic Practice: A Systems Approach* edited by Sam Willis and Roger Dalrymple - published by Wiley-Blackwell

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	**Areas Covered:**
1. Understand the human body and its constituents	Anatomical directional terms
	Homeostasis
	Structures and functions of cells
	The structure of the human body
	The musculoskeletal system

2. Understand the anatomy of human body systems	The nervous system
	The cardiovascular system
	The respiratory system
	The digestive system
	The urinary system
	The lymphatic system
	The integumentary system
	The reproductive system
	The endocrine and exocrine systems
3. Understand the physiology of human body systems	The musculoskeletal system
	The nervous system
	The cardiovascular system
	The respiratory system
	The digestive system
	The urinary system
	The lymphatic system
	The integumentary system
	The reproductive system
	The endocrine and exocrine systems

Component 15: Patient Assessment, Examination and Physiological Measurements

Component Reference Number: H/650/1052

Credit value: 4
GL: 25 hours
Level: 4

Component Summary

The purpose of this Component is to assess the knowledge, skills and understanding required to undertake patient assessment, examination and physiological measurements.

Required Reading

In support of delivering this Component, FutureQuals recognises the use of the following publications as source reference tools:

- *Ambulance Care Practice* by Richard Pilbery and Kris Lethbridge - endorsed by the Association of Ambulance Chief Executives - published by Class Professional Publishing
- *JRCALC Clinical Guidelines Pocket Book* - published by Class Professional Publishing

Further Reading

- *JRCALC Clinical Guidelines* - published by Class Professional Publishing
- *Fundamentals of Paramedic Practice: A Systems Approach* edited by Sam Willis and Roger Dalrymple - published by Wiley-Blackwell

Learning Outcomes and Assessment Criteria

Learning Outcome - **The Learner will:**	**Areas Covered:**
1. Understand the principles of patient assessment and examination	Patient assessment process
	Current legislation, national guidelines and agreed ways of working
	Patient groups that may require a modified approach to assessment
2. Understand the principles of the primary survey	Stepwise approach to a primary survey
	General impression observations
	Airway assessment
	Breathing assessment
	Circulatory assessment
	Disability assessment
	Exposure
3. Understand the principles of history taking	Establishing the reason for the emergency call
	Gathering patient history

4. Understand the principles of the secondary survey	Dynamic and patient-specific secondary surveys
	Reassess vital signs and required observations, in accordance with agreed ways of working
	Head-to-toe assessments
5. Understand the principles of reassessment	The importance of reassessment
	Steps of reassessment
6. Understand the principles of pain assessment, physiological measurements and common deviations	Pain assessment tools
	Key physiological parameters
	Respiratory assessments
	Cardiovascular assessments
	Neurological assessments
	Abdominal assessments
	Musculoskeletal assessments
	The inability to read a physiological measurement
	Homeostatic status
	Electrocardiograms (ECGs)
7. Be able to carry out patient assessment and undertake physiological measurements, in accordance with agreed ways of working	Lawful consent
	Systematic assessment
	Pain assessments
	Respiratory assessments
	Cardiovascular assessments
	Neurological assessments
	Abdominal assessments
	Musculoskeletal assessments
	Managing deviations
	Structured pre-alerts and effective clinical handovers
8. Be able to acquire and interpret an electrocardiogram (ECG), in line with own scope of practice	Preparing a patient for an ECG
	Interpreting ECG rhythms

Component 16: Stepwise Airway Management

Component Reference Number: H/650/1025

Credit value: 2
GL: 12 hours
Level: 4

Component Summary

The purpose of this Component is to assess the knowledge, skills and understanding required to assess, manage, open and maintain a patient's airway.

Required Reading

In support of delivering this Component, FutureQuals recognises the use of the following publications as source reference tools:

- *Ambulance Care Practice* by Richard Pilbery and Kris Lethbridge - endorsed by the Association of Ambulance Chief Executives - published by Class Professional Publishing
- *JRCALC Clinical Guidelines Pocket Book* - published by Class Professional Publishing

Further Reading

- *JRCALC Clinical Guidelines* - published by Class Professional Publishing

Learning Outcomes and Assessment Criteria

Learning Outcome - **The Learner will:**	**Areas Covered:**
1. Understand how to assess and manage a patient's airway	Airway patency
	Factors and causes that may adversely affect airway patency
	Airway assessment and management
	Manual airway manoeuvre interventions
	Suction
	Airway adjuncts
	Supraglottic airway devices (SADs)
	Laryngectomy patients
	Tracheostomy patients
	Continual reassessment
	Equipment maintenance
2. Be able to manage an adult patient's airway, in accordance with agreed ways of working	Clinical signs of airway compromise
	Performing an airway assessment
	Recognising the need for advanced airway interventions

3. Understand how to manage airway obstructions	Choking
	Managing a choking adult patient
4. Be able to manage an adult patient with an obstructed airway, in accordance with agreed ways of working	Signs of a choking adult patient
	Managing a choking adult patient
5. Understand modifications to airway management for paediatric patients	Airway assessment and management modifications for paediatric patients
	Managing a choking infant
6. Be able to adapt airway management for paediatric patients, in accordance with agreed ways of working	Airway adjuncts paediatric patients
	Managing a choking infant with a: • Mild airway obstruction • Severe airway obstruction
	Managing a choking child with a: • Mild airway obstruction • Severe airway obstruction

Component 17: Life Support and External Defibrillation

Component Reference Number: K/650/1027

Credit value: 2
GL: 12 hours
Level: 4

Component Summary

The purpose of this Component is to assess the knowledge, skills and understanding required to carry out life support, external defibrillation and provide post-resuscitation care, in line with the most up-to-date version of the Resuscitation Council Resuscitation Guidelines. The Component covers newborn life support, basic life support, intermediate life support and the recognition of the need for advanced life support.

Required Reading

In support of delivering this Component, FutureQuals recognises the use of the following publications as source reference tools:

- *Ambulance Care Practice* by Richard Pilbery and Kris Lethbridge - endorsed by the Association of Ambulance Chief Executives - published by Class Professional Publishing
- *JRCALC Clinical Guidelines Pocket Book* - published by Class Professional Publishing

Further Reading

- *JRCALC Clinical Guidelines* - published by Class Professional Publishing
- *Law and Ethics for Paramedics: An Essential Guide* - College of Paramedics - published by Class Professional Publishing

Learning Outcomes and Assessment Criteria

Learning Outcome - **The Learner will:**	**Areas Covered:**
1. Understand basic life support (BLS) for adult patients	Types of cardiac arrest in adults
	Causes of cardiac arrest in adults
	Signs of cardiac arrest
	The chain of survival
	Basic life support (BLS)
	When resuscitation should: • Not be attempted • Be discontinued
	Recognition of life extinct
2. Understand intermediate life support (ILS) for adult patients	Intermediate life support (ILS)
	Using a defibrillator
	Shockable and non-shockable rhythms

	Automated external defibrillators (AEDs) and manual defibrillators
	Environmental factors and safety considerations prior to defibrillation
	How to defibrillate an adult patient
	Reversible causes of cardiac arrest
3. Understand how to manage a post-resuscitation patient	The return of spontaneous circulation (ROSC)
	Managing a post-resuscitation patient
4. Be able to perform life support for adults, in accordance with agreed ways of working	Recognising the need for, and performing, life support on an adult patient
	Recognising and managing the post-resuscitation adult patient
5. Understand the need to use modifications for certain patient groups	Modifications when resuscitating certain patient groups
	The difference between newborn resuscitation and infant life support
	Performing newborn life support
	Perform resuscitation on: • Infants • Children
	Defibrillating a paediatric patient
6. Be able to provide life support for newborns, infants and children, in accordance with agreed ways of working	Recognising the need for, and performing newborn life support
	Recognising the need for, and performing, resuscitation on: • An infant • A child
	Recognising the need for, and performing, defibrillation on a paediatric patient

Component 18: Supporting the Senior Clinician with Cannulation, Infusion and Advanced Airway Management

Component Reference Number: M/650/1029

Credit value: 1
GL: 10 hours
Level: 4

Component Summary

The purpose of this Component is to assess the knowledge, skills and understanding required to assist the senior clinician with advanced procedures.

Required Reading

In support of delivering this Component, FutureQuals recognises the use of the following publications as source reference tools:

- *Ambulance Care Practice* by Richard Pilbery and Kris Lethbridge - endorsed by the Association of Ambulance Chief Executives - published by Class Professional Publishing
- *JRCALC Clinical Guidelines Pocket Book* - published by Class Professional Publishing

Further Reading

- *JRCALC Clinical Guidelines* - published by Class Professional Publishing

Learning Outcomes and Assessment Criteria

Learning Outcome - **The Learner will:**	**Areas Covered:**
1. Understand the purpose of advanced procedures performed by the senior clinician	Advanced airway management
	Intravenous cannulation
	Intraosseous access
	Fluid infusion
2. Understand own role in supporting the senior clinician, in accordance with agreed ways of working	Supporting the senior clinician
	Continually monitoring the patient's condition and reporting any changes
3. Be able to support the senior clinician with advanced procedures, in accordance with agreed ways of working	Supporting the senior clinician with: • Advanced airway management • Intravenous cannulation • Intraosseous access • Fluid infusion

Component 19: Management of Medical and Surgical Conditions and Emergencies

Component Reference Number: A/650/1031

Credit value: 5
GL: 35 hours
Level: 4

Component Summary

The purpose of this Component is to assess the knowledge, skills and understanding required to manage medical and surgical conditions and emergencies in the Emergency and Urgent Care Setting.

Required Reading

In support of delivering this Component, FutureQuals recognises the use of the following publications as source reference tools:

- *Ambulance Care Practice* by Richard Pilbery and Kris Lethbridge - endorsed by the Association of Ambulance Chief Executives - published by Class Professional Publishing
- *JRCALC Clinical Guidelines Pocket Book* - published by Class Professional Publishing

Further Reading

- *JRCALC Clinical Guidelines* - published by Class Professional Publishing
- *Fundamentals of Paramedic Practice: A Systems Approach* edited by Sam Willis and Roger Dalrymple - published by Wiley-Blackwell
- *First Aid Manual 11th Edition: Written and Authorised by the UK's Leading First Aid Providers by* St John Ambulance, St Andrew's Ambulance Association, and British Red Cross - *published* by DK Publishing (Dorling Kindersley)
- *What's Wrong With Me?: The Easy Way to Identify Medical Problems* - published by DK Publishing (Dorling Kindersley)

Learning Outcomes and Assessment Criteria

Learning Outcome - **The Learner will:**	**Areas Covered:**
1. Understand the pathophysiology and management of respiratory conditions	Asthma
	Chronic obstructive pulmonary disease (COPD)
	Basic chest infections
	Pneumonia
	Bronchitis
	Emphysema
	Pulmonary embolism
	Dyspnoea and apnoea

	Respiratory distress and hyperventilation
	Assessment and management of respiratory conditions
2. Understand the pathophysiology and management of cardiovascular system disorders	Coronary artery disease (CAD)
	Stable angina
	Acute coronary syndromes (ACS)
	Acute heart failure
	Chronic heart failure
	Aortic dissection
	Sickle cell anaemia
	Assessment and management of cardiovascular system disorders
3. Understand the pathophysiology and management of neurological disorders	Headaches
	Epilepsy
	Convulsions
	Strokes
	Meningococcal disease
	Cauda equina syndrome (CES)
	Altered levels of consciousness
	Assessment and management of neurological disorders
4. Understand the pathophysiology and management of endocrine system disorders	Diabetes
	Hypoglycaemia
	Severe hyperglycaemia
	Addison's disease
	Adrenal crisis
	Assessment and management of diabetic emergencies and adrenal crisis
5. Understand the management of gastrointestinal and urinary conditions	Abdominal pain
	Assessment and management of acute abdomen conditions
	Urinary tract infections (UTIs)
	Renal dialysis
6. Be able to assess and manage medical conditions, in accordance with agreed ways of working	Assessing and managing: • Respiratory conditions • Cardiovascular system disorders • Neurological disorders • Endocrine system disorders • Acute abdomen conditions • Urinary tract infections
	Managing patients undergoing dialysis at home

7. Understand the pathophysiology and management of anaphylaxis, sepsis and poisoning	Allergic reactions
	Anaphylaxis
	Sepsis
	Poison exposure
	Toxidromes
	Accidental poisoning
	Deliberate poisoning
8. Understand the principles and management of shock	Types of shock
	Management of shock
9. Be able to manage shock, in accordance with agreed ways of working	Hypovolaemic shock
	Distributive shock
	Cardiogenic shock
	Obstructive shock
	Dissociative shock
10. Understand the principles and management of environmentally related conditions	Categories of hypothermia
	Stages of hypothermia
	Management of hypothermia
	Causes of heat-related illness
	Signs and symptoms of: • Heat stress • Heat exhaustion • Heatstroke
	Potential risk factors of the extremes of temperature-related illness
	Management of heat stress, heat exhaustion and heatstroke
	Pathophysiology of drowning
	Management of a drowning patient
11. Be able to manage environmentally related conditions, in accordance with agreed ways of working	Hypothermia
	Heat-related illness

Component 20: Principles and Management of Traumatic Injury

Component Reference Number: F/650/1033

Credit value: 4
GL: 30 hours
Level: 4

Component Summary

The purpose of this Component is to assess the knowledge, skills and understanding required to manage traumatic injury in the Emergency and Urgent Care Setting.

Required Reading

In support of delivering this Component, FutureQuals recognises the use of the following publications as source reference tools:

- *Ambulance Care Practice* by Richard Pilbery and Kris Lethbridge - endorsed by the Association of Ambulance Chief Executives - published by Class Professional Publishing
- *JRCALC Clinical Guidelines Pocket Book* - published by Class Professional Publishing

Further Reading

- *JRCALC Clinical Guidelines* - published by Class Professional Publishing
- *Fundamentals of Paramedic Practice: A Systems Approach* edited by Sam Willis and Roger Dalrymple and published by Wiley-Blackwell
- *First Aid Manual 11th Edition: Written and Authorised by the UK's Leading First Aid Providers* by St John Ambulance, St Andrew's Ambulance Association, and British Red Cross - *published* by DK Publishing (Dorling Kindersley)

Learning Outcomes and Assessment Criteria

Learning Outcome - **The Learner will:**	**Areas Covered:**
1. Understand the principles of trauma	Causes of trauma
	Patient outcomes associated with trauma
	Mechanism of injury (MOI)
	Considering the mechanism of injury
2. Understand the importance of trauma systems and services in their own role	Inclusive trauma systems
	Multidisciplinary working with trauma
	Trauma services
	Pre-hospital major trauma triage tools
	Additional tools for trauma assessment
	Reporting mechanisms when managing trauma

3. Understand bleeding and wound management	Types of bleeding
	Haemorrhage
	Catastrophic haemorrhage
	Estimated blood loss
	Categories of wound
	Wound formation
	Complications associated with bleeding and wounds
4. Understand thermal injury management	Types of thermal injury
	Causes of thermal injury
	Signs and symptoms
	Assessing the severity of a thermal injury
	Burn management
	Potential complications associated with thermal injuries
	The need for advanced clinical intervention
5. Be able to manage bleeding, wounds and thermal injury, in accordance with agreed ways of working	Assessing and managing bleeding
	Managing catastrophic haemorrhages
	Assessing and managing a wound with or without an embedded foreign object
	Assessing and managing thermal injuries
6. Understand the management of traumatic injury	Head injuries
	Maxillofacial injuries
	Spinal injuries
	Thoracic injuries
	Abdominal injuries
	Pelvic injuries
	Musculoskeletal injuries
	Management of traumatic injuries
	Deteriorating patients
7. Be able to manage traumatic injuries, in accordance with agreed ways of working	Managing: • Maxillofacial injuries • Spinal injuries • Thoracic injuries • Abdominal injuries • Pelvic injuries • Musculoskeletal injuries
8. Understand the management of special circumstance injuries	Managing suspension injuries
	Managing blast and ballistic injuries
	Managing patients with multiple injuries

Component 21: Light Rescue, Patient Extrication and Immobilisation

Component Reference Number: H/650/1034

Credit value: 1
GL: 10 hours
Level: 3

Component Summary

The purpose of this Component is to assess the knowledge, skills and understanding required to safely extricate and immobilise a patient.

Required Reading

In support of delivering this Component, FutureQuals recognises the use of the following publications as source reference tools:

- *Ambulance Care Practice* by Richard Pilbery and Kris Lethbridge - endorsed by the Association of Ambulance Chief Executives - published by Class Professional Publishing
- *JRCALC Clinical Guidelines Pocket Book* - published by Class Professional Publishing

Further Reading

- *JRCALC Clinical Guidelines* - published by Class Professional Publishing

Learning Outcomes and Assessment Criteria

Learning Outcome - **The Learner will:**	**Areas Covered:**
1. Understand current guidelines for light rescue, extrication and immobilisation	Principles associated with light rescue, extrication and immobilisation
2. Understand the use of light rescue and extrication in the emergency and urgent care setting	Entrapment
	Considerations when forming an extrication plan
	When to ask a patient to self-extricate
	Resources required for extrication
3. Be able to use extrication equipment, in accordance with agreed ways of working	Removing crash helmets
	Time-critical patients
	Non-time-critical patients
	Patients with a spinal injury
	Extrication techniques
4. Understand the use of immobilisation in the emergency and urgent care setting	Skeletal immobilisation
	Benefits of skeletal immobilisation
	When spinal immobilisation should/should not be performed
	Splinting

	Performing immobilisation on specific patient groups
	Assessment and reassessment when using immobilisation techniques
5. Be able to use immobilisation equipment, in accordance with agreed ways of working	Triangular bandages
	In-line stabilisation
	Cervical collars
	Orthopaedic stretchers

Component 22: Management of Obstetrics and Gynaecological Conditions

Component Reference Number: K/650/1036

Credit value: 3
GL: 22 hours
Level: 4

Component Summary

The purpose of this Component is to assess the knowledge, skills and understanding required to assist patients in normal labour, manage complications of pregnancy, pregnant trauma patients, complicated births, pre-term and newborn babies, as well as gynaecological conditions.

Required Reading

In support of delivering this Component, FutureQuals recognises the use of the following publications as source reference tools:

- *Ambulance Care Practice* by Richard Pilbery and Kris Lethbridge - endorsed by the Association of Ambulance Chief Executives - published by Class Professional Publishing
- *JRCALC Clinical Guidelines Pocket Book* - published by Class Professional Publishing

Further Reading

- *JRCALC Clinical Guidelines* - published by Class Professional Publishing
- *Law and Ethics for Paramedics: An Essential Guide* - College of Paramedics - published by Class Professional Publishing
- *Emergency Birth in the Community* edited by Amanda Mansfield - published by Class Professional Publishing

Learning Outcomes and Assessment Criteria

Learning Outcome - **The Learner will:**	**Areas Covered:**
1. Understand the anatomy, physiology and assessment of the pregnant woman	Obstetrics
	Physiology of a normal pregnancy
	Key physiological and anatomical changes
	Key terminology and abbreviations
	Rapid assessment and calling for a midwife
	Obstetric primary surveys
	Special cases
2. Understand the risk factors, signs and symptoms of common conditions caused by complications in pregnancy	Ectopic pregnancy
	Antepartum haemorrhage (APH)
	Miscarriage
	Pre-eclampsia

	Eclampsia and convulsions
	The main risk factors, signs and symptoms of: • An ectopic pregnancy • A ruptured ectopic pregnancy • Antepartum haemorrhage (APH) • Miscarriage • Pre-eclampsia
3. Be able to manage conditions caused by complications in pregnancy, in accordance with agreed ways of working	Managing: • An ectopic pregnancy • Antepartum haemorrhage (APH) • Miscarriage • Severe pre-eclampsia
4. Understand the assessment and management considerations of pregnant trauma patients	Causes of trauma in pregnancy
	Assessing a pregnant trauma patient
	Modifications when managing a pregnant trauma patient
5. Understand the process and management of labour	Conditions of normal labour
	The three stages of labour
	Equipment required for the delivery of a baby
6. Be able to support a normal labour, in accordance with agreed ways of working	Preparing the environment for imminent birth
	Supporting an individual through the stages of labour
7. Understand the management of common conditions caused by complications in childbirth	Cord prolapses
	Shoulder dystocia
	Malpresentations
	Postpartum haemorrhage
	Pre-term labour
	Considerations and common conditions associated with multiple births
	Services and facilities available for conveyance
8. Understand foetal physiology and assessment of pre-term and newborn babies	The physiology of foetal development
	Foetal circulation
	Anatomical and physiological differences between pre-term babies, newborns, infants and children
	Assessing a baby following birth
	Managing a: • Pre-term baby • Newborn baby
9. Understand the management of common gynaecological conditions	Types of female genital mutilation (FGM)
	Reporting cases of FGM
	Causes and management of vaginal bleeding

	Heavy menstrual bleeding (menorrhagia)
	Abortion
	Uterine prolapse
	Gynaecological cancer

Component 23: Management of Paediatric Patients

Component Reference Number: L/650/1037

Credit value: 2
GL: 14 hours
Level: 4

Component Summary

The purpose of this Component is to assess the knowledge, skills and understanding required to assess and manage paediatric patients in the emergency and urgent care setting.

Required Reading

In support of delivering this Component, FutureQuals recognises the use of the following publications as source reference tools:

- *Ambulance Care Practice* by Richard Pilbery and Kris Lethbridge - endorsed by the Association of Ambulance Chief Executives - published by Class Professional Publishing
- *JRCALC Clinical Guidelines Pocket Book* - published by Class Professional Publishing

Further Reading

- *JRCALC Clinical Guidelines* - published by Class Professional Publishing
- *Law and Ethics for Paramedics: An Essential Guide* - College of Paramedics - published by Class Professional Publishing

Learning Outcomes and Assessment Criteria

Learning Outcome - **The Learner will:**	**Areas Covered:**
1. Understand how paediatric patients are anatomically and physiologically different to adult patients	Paediatric patient groups
	Anatomical and physiological differences between paediatric and adult patients
	Cognitive developmental characteristics, milestones and needs
	Factors that promote/impair healthy cognitive development
2. Understand own role in the assessment and management of paediatric patients	Paediatric patient assessment
	Communication modifications to consider when assessing and managing paediatric patients
	Assessment method modifications for paediatric patients
	Aspects to consider during the general impression component of a primary survey

	The differences in physiological assessment parameters for paediatric patients, compared with adult patients
	Assessing and managing paediatric patients with: • Mental health disorders • Learning disabilities
3. Understand how to recognise, assess and manage seriously ill paediatric patients	Respiratory failure in paediatric patients
	Cardiac failure in paediatric patients
	Assessing impaired consciousness in paediatric patients
	Assessing and managing deficiencies: • Of the airway for paediatric patients • In breathing for paediatric patients • In circulation for paediatric patients • In neurological status for paediatric patients
	Pathophysiology and management of conditions commonly associated with paediatric patients
	Considerations for paediatric trauma patients, including: • Mechanism of injury • Physiological presentation
4. Understand management of sudden unexpected death in infants, children and adolescents, in accordance with agreed ways of working	SUDICA
	The role of multi-disciplinary teams
	Managing the sudden unexpected death of a paediatric patient
	Sources of support available
5. Be able to assess and manage paediatric patients, in accordance with agreed ways of working	Assessing paediatric patients
	Identifying and managing: • Deficiencies of the airway for paediatric patients • Deficiencies in breathing for paediatric patients • Deficiencies in circulation for paediatric patients • Deficiencies in neurological status for paediatric patients

Component 24: Administration of Medication and Medical Gases

Component Reference Number: R/650/1039

Credit value: 2
GL: 16 hours
Level: 4

Component Summary

The purpose of this Component is to assess the knowledge, skills and understanding required to safely store, handle and administer medications and medical gases.

Required Reading

In support of delivering this Component, FutureQuals recognises the use of the following publications as source reference tools:

- *Ambulance Care Practice* by Richard Pilbery and Kris Lethbridge - endorsed by the Association of Ambulance Chief Executives - published by Class Professional Publishing
- *JRCALC Clinical Guidelines Pocket Book* - published by Class Professional Publishing

Further Reading

- *JRCALC Clinical Guidelines* - published by Class Professional Publishing

Learning Outcomes and Assessment Criteria

Learning Outcome - **The Learner will:**	**Areas Covered:**
1. Understand the basic principles of pharmacology	Pharmacology
	Pharmacodynamics
	Pharmacokinetics
	Therapeutic benefits of medicine
	Classes of medication
	Pharmacology of medicines
2. Understand how to safely store and administer medication, in accordance with agreed ways of working	Routes of medication administration
	Handling and storing medications
	Equipment and aids used to administer medication
	Safety checks that should be made prior to medication administration
	Considerations to take when administering medication to paediatric patients
	Legislation and agreed ways of working

3. Be able to administer medication, in accordance with agreed ways of working	A patient's need for medication
	Preparing and administering medication
	Adverse effects
	Disposing of medication
	Documenting administration
4. Understand how to safely store and administer medical gases, in accordance with agreed ways of working	Handling and storing medical gases
	Component parts of medical gas cylinders and associated equipment
	Benefits of oxygen therapy
	When oxygen therapy is required
	Risks, side effects and contraindications relevant to oxygen therapy
	Safety considerations when using compressed oxygen
	Analgesic gas
	Patient-specific cautions, side effects and contraindications relevant to analgesic gas
	Safety considerations when using analgesic gas
	Legislation and agreed ways of working
5. Be able to administer medical gases, in accordance with agreed ways of working	Operational checks
	Safe administration of oxygen

Component 25: Supporting Individuals with Mental Health

Component Reference Number: A/650/1040

Credit value: 2
GL: 16 hours
Level: 4

Component Summary

The purpose of this Component is to assess the knowledge, skills and understanding required to assess and support individuals with mental health.

Required Reading

In support of delivering this Component, FutureQuals recognises the use of the following publications as source reference tools:

- *Ambulance Care Practice* by Richard Pilbery and Kris Lethbridge - endorsed by the Association of Ambulance Chief Executives - published by Class Professional Publishing
- *JRCALC Clinical Guidelines Pocket Book* - published by Class Professional Publishing

Further Reading

- *JRCALC Clinical Guidelines* - published by Class Professional Publishing
- *Law and Ethics for Paramedics: An Essential Guide* - College of Paramedics - published by Class Professional Publishing
- *Fundamentals of Care: A Textbook for Health and Social Care Assistants* by Ian Peate - published by Wiley-Blackwell
- *Fundamentals of Paramedic Practice: A Systems Approach* edited by Sam Willis and Roger Dalrymple - published by Wiley-Blackwell

Learning Outcomes and Assessment Criteria

Learning Outcome - **The Learner will:**	**Areas Covered:**
1. Understand a range of mental disorders	Mental disorder classifications
	Symptoms, associated features and warning signs
	Risk factors
	Common causes of acute behavioural disturbances
	Key theories and models
	Myths, stereotypes and stigma
2. Understand current legislation and codes of practice relevant to mental health	Legislation and codes of practice
	Key roles

3. Understand own role in the assessment of individuals with mental health	Conducting a primary survey
	Conducting a mental health assessment
	Early detection of mental health needs
	Reporting concerns of unmet needs
4. Understand own role when supporting individuals with mental health, in accordance with agreed ways of working	Supporting individuals with mental health needs
	Key modifications to consider
	Additional considerations and adjustments relevant to supporting young people with mental health
	Mental health episodes
	Acute behavioural emergencies
	Admission criteria
	Support, advice, and access to alternative care pathways
	Community treatment orders (CTOs)
	Detention and transport of patients
5. Understand own role in the management of an individual who has self-harmed	Common methods of self-harm
	Factors that affect the likelihood of self-harm
	Assessing and supporting an individual who has self-harmed
	Additional considerations when attending an individual who has self-harmed
6. Understand own role in assessing the risk of suicide	Methods of suicide
	Factors that affect the likelihood of suicide
	Warning signs and risk factors
	Supporting an individual who: • Has attempted suicide • Is threatening to attempt suicide
7. Be able to assess and support individuals with mental health, in accordance with agreed ways of working	Conducting a mental health assessment
	Support an individual: • Presenting with a mental health problem • Experiencing a mental health episode • Experiencing an acute behavioural emergency

Component 26: Supporting Individuals with Learning Disabilities

Component Reference Number: F/650/1042

Credit value: 2
GL: 10 hours
Level: 4

Component Summary

The purpose of this Component is to assess the knowledge, skills and understanding required to support individuals with learning disabilities, and their families and carers.

Required Reading

In support of delivering this Component, FutureQuals recognises the use of the following publications as source reference tools:

- *Ambulance Care Practice* by Richard Pilbery and Kris Lethbridge - endorsed by the Association of Ambulance Chief Executives - published by Class Professional Publishing
- *JRCALC Clinical Guidelines Pocket Book* - published by Class Professional Publishing

Further Reading

- *Law and Ethics for Paramedics: An Essential Guide* - College of Paramedics - published by Class Professional Publishing
- *Fundamentals of Care: A Textbook for Health and Social Care Assistants* by Ian Peate - published by Wiley-Blackwell

Learning Outcomes and Assessment Criteria

Learning Outcome - **The Learner will:**	**Areas Covered:**
1. Understand causes, categories, and potential impact of learning disabilities	Contributing factors that can cause learning disabilities
	Categories of learning disabilities
	Learning disability models
	Impact upon an individual's well-being and needs
	Early detection
	Reporting concerns
	Risk factors
2. Understand legislation, agreed ways of working and own role in relation to the rights of individuals with learning disabilities	Legislation and campaigns
	Promoting the rights of those living with learning disabilities
	Protecting vulnerable individuals with learning disabilities

3. Understand own role in supporting individuals with learning disabilities	Supporting individuals with learning disabilities
	Challenges faced when assessing individuals with learning disabilities
	Specialist assessment tools to assess pain
	Treatment needs
	Communication modifications
4. Understand how to signpost individuals, families and carers to access support relating to learning disabilities	Helping individuals with disabilities to access healthcare
	Signposting individuals, families and carers
5. Be able to support individuals with learning disabilities, in accordance with agreed ways of working	Assessing an individual with a learning disability
	Supporting an individual with a learning disability

Component 27: Supporting Individuals Living with Dementia

Component Reference Number: J/650/1044

Credit value: 2
GL: 12 hours
Level: 4

Component Summary

The purpose of this Component is to assess the knowledge, skills and understanding required to support individuals living with dementia, and their families and carers.

Required Reading

In support of delivering this Component, FutureQuals recognises the use of the following publications as source reference tools:

- *Ambulance Care Practice* by Richard Pilbery and Kris Lethbridge - endorsed by the Association of Ambulance Chief Executives - published by Class Professional Publishing
- *JRCALC Clinical Guidelines Pocket Book* - published by Class Professional Publishing

Further Reading

- *JRCALC Clinical Guidelines* - published by Class Professional Publishing
- *Law and Ethics for Paramedics: An Essential Guide* - College of Paramedics - published by Class Professional Publishing
- *Fundamentals of Paramedic Practice: A Systems Approach* edited by Sam Willis and Roger Dalrymple - published by Wiley-Blackwell
- *Fundamentals of Care: A Textbook for Health and Social Care Assistants* by Ian Peate - published by Wiley-Blackwell

Learning Outcomes and Assessment Criteria

Learning Outcome - **The Learner will:**	**Areas Covered:**
1. Understand the pathophysiology of dementia, including common causes and symptoms	Pathophysiology of dementia, including common causes
	Common symptoms
	The medical model of dementia
	The social model of dementia
	The progressive stages of dementia
	Factors that can affect an individual's dementia

2. Understand the importance of early recognition of dementia and the potential impact of a dementia diagnosis	Groups most at risk of suffering from dementia
	Early diagnosis of dementia
	Reporting of concerns and unmet needs
	The potential impact of a dementia diagnosis
	Young-onset dementia
	Dementia and learning disabilities
	Dementia and long-term conditions and comorbidities
	Medications used to treat symptoms of dementia
	Polypharmacy for individuals with dementia
3. Understand own role in supporting the needs of an individual living with dementia	Dementia legislation and guidelines
	Supporting individuals with dementia
	Treatment needs of individuals living with dementia
	Why the needs of individuals with dementia may fluctuate
	Modifications
	Common behaviours, and the triggers, of a distressed individual with dementia
	Responding to: • A distressed individual with dementia • Challenging behaviour exhibited by an individual with dementia
4. Understand own role in providing pain relief to individuals living with dementia	Pain assessment and management
	Assessing pain in dementia patients
	Pain relief available
5. Understand how to signpost individuals, families and carers to access support relating to dementia	The importance of carers, relatives and dementia friends
	Signposting individuals, families and carers
6. Be able to support individuals living with dementia, in accordance with agreed ways of working	Assessing an individual living with dementia
	Supporting an individual living with dementia
	Referring and signposting

Component 28: Caring for Older People and Individuals Living with Frailty

Component Reference Number: L/650/1046

Credit value: 2
GL: 12 hours
Level: 4

Component Summary

The purpose of this Component is to assess the knowledge, skills and understanding required to care for older people and individuals living with frailty.

Required Reading

In support of delivering this Component, FutureQuals recognises the use of the following publications as source reference tools:

- *Ambulance Care Practice* by Richard Pilbery and Kris Lethbridge - endorsed by the Association of Ambulance Chief Executives - published by Class Professional Publishing
- *JRCALC Clinical Guidelines Pocket Book* - published by Class Professional Publishing

Further Reading

- *JRCALC Clinical Guidelines* - published by Class Professional Publishing
- *Fundamentals of Paramedic Practice: A Systems Approach* edited by Sam Willis and Roger Dalrymple - published by Wiley-Blackwell

Learning Outcomes and Assessment Criteria

Learning Outcome - **The Learner will:**	**Areas Covered:**
1. Understand common anatomical changes, physiological changes and conditions experienced by older people	Anatomical and physiological changes experienced by older people
	Conditions commonly associated with older people
	Co-morbidities
	Person-centred, inclusive approaches for older people
	Adapted communication techniques for older people
2. Understand recognition features and risks associated with frailty	Impact of frailty
	Recognition features of frailty
	Risks and complications associated with frailty

3. Understand risks associated with falls and own role in the management of falls	Categories of risk factors for falls
	Risks associated with falls
	Risks associated with 'long lies'
	Assessment and management of fallen patients
	Fall prevention
4. Understand own role in caring for individuals living with frailty	Legal issues for people living with frailty
	Assessing the needs of individuals living with frailty
	Using adaptive communication techniques
	Using a range of communication methods
	Utilising referral pathways and additional support
	Early recognition
	Proactive and reactive approaches
	Referrals and support available
5. Understand the medication management for individuals living with frailty	Potential adverse effects of polypharmacy
	Frailty medication management
	How changes associated with old age and frailty can alter the effects of medication
6. Be able to care for individuals living with frailty, in accordance with agreed ways of working	Assessing the needs of an individual living with frailty
	Caring for an individual living with frailty
	Managing and caring for an individual who has fallen

Component 29: End of Life Care and Bereavement

Component Reference Number: R/650/1048

Credit value: 2
GL: 16 hours
Level: 4

Component Summary

The purpose of this Component is to assess the knowledge, skills and understanding required to protect the rights of, and support, individuals nearing the end of life, and to support the bereaved.

Required Reading

In support of delivering this Component, FutureQuals recognises the use of the following publications as source reference tools:

- *Ambulance Care Practice* by Richard Pilbery and Kris Lethbridge - endorsed by the Association of Ambulance Chief Executives - published by Class Professional Publishing
- *JRCALC Clinical Guidelines Pocket Book* - published by Class Professional Publishing

Further Reading

- *JRCALC Clinical Guidelines* - published by Class Professional Publishing
- *Palliative and End of Life Care for Paramedics - College of Paramedics* published by Class Professional Publishing
- *Law and Ethics for Paramedics: An Essential Guide* - College of Paramedics - published by Class Professional Publishing
- *Fundamentals of Paramedic Practice: A Systems Approach* edited by Sam Willis and Roger Dalrymple - published by Wiley-Blackwell

Learning Outcomes and Assessment Criteria

Learning Outcome - The Learner will:	**Areas Covered:**
1. Understand legal requirements and agreed ways of working to protect the rights of individuals nearing the end of life	Terminal illness
	Palliative care
	End of life care (EoLC)
	A person-centred approach to palliative and end of life care
	Advance care planning
	Legal requirements, policies and agreed ways of working
	Roles and responsibilities of others
	Sensitive communication techniques

	Adaptive communication techniques and methods
	Assessing an end of life patient's care needs
	Shared decision-making
	Recording significant conversations
2. Understand factors affecting end of life care	Emotional and psychological processes
	Beliefs, religion and culture
	Addressing ethical or legal conflicts
3. Understand how to support individuals and others during end of life care	The recognition features of: • A patient in the last year of life • A patient in the last days or hours of life
	Support at the end of life
	Enhancing an end of life individual's well-being
4. Understand the actions to take following the death of an individual, in accordance with agreed ways of working	After-death care wishes
	The unexpected death of an individual
	The expected death of an individual
	Acting in accordance with an individual's culture and beliefs when providing after-death care support
	Communicating bad news
	Supporting others immediately following an individual's death
5. Understand the effects of bereavement on individuals and how to provide support	The non-linear stages of grief and factors which can affect the process
	Creating an environment that considers a bereaved individual's needs
	Active listening and empathy
	Adapting communication techniques
	Behaviours of bereaved parents
	Recognising whether a bereaved individual requires additional support
	Specialist agencies
6. Understand how to manage own and colleagues' feelings when dealing with bereavement and dying individuals in own role	Managing own feelings when dealing with dying individuals and bereavement
	Support systems available
	Supporting colleagues
7. Be able to support individuals and others in end of life care, in accordance with agreed ways of working	Supporting an individual at the end of life
	Providing pain management
	Supporting an individual to manage their bereavement

Component 30: Working in Emergency Ambulance Operations

Component Reference Number: D/650/1050

Credit value: 75
GL: 750 hours
Level: 4

Component Summary

The purpose of this Component is to ensure that Learners have the necessary exposure in order to apply theory to practice and refine their clinical skills and competencies. Learners must undertake a clinical placement in line with requirements set out in the practice placement guidance section of this Component. The **minimum** number of practice placement hours required is, therefore, **750 hours**.

Required Reading

In support of delivering this Component, FutureQuals recognises the use of the following publications as source reference tools:

- *Ambulance Care Practice* by Richard Pilbery and Kris Lethbridge - endorsed by the Association of Ambulance Chief Executives - published by Class Professional Publishing
- *JRCALC Clinical Guidelines Pocket Book* - published by Class Professional Publishing

Further Reading

- *JRCALC Clinical Guidelines* - published by Class Professional Publishing

Learning Outcomes and Assessment Criteria

Learning Outcome - **The Learner will:**	**Areas Covered:**
1. Be able to work as part of an emergency ambulance crew responding to 999 emergency and urgent calls, in accordance with agreed ways of working	Clinical skills and competencies

Enquiries

Contact Us

Any enquiries relating to this qualification should be addressed to:

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Appendix 1 - FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF) Assessment Principles

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The FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF) Assessment Principles are designed to ensure a consistent approach to the elements of assessment requiring further interpretation or definition. The principles listed below apply to the qualification Components of the **FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF**) (DAAPL4) that assess occupational knowledge and occupational competence.

1. These principles must be applied in addition to the *FAQ Level 4 Diploma for Associate Ambulance Practitioners (RQF) Assessment Strategy* and the generic criteria and regulations outlined in the *FutureQuals Assessment Principles.*

2. The assessment methods required for both knowledge-based and competency-based criteria are listed in Components 1-30. Where assessments have been externally set by FutureQuals, or evidence collection tools provided, these must be used unless prior permission to use an alternative assessment method has been granted.

3. All formal assessment, both internally and externally set, of Learner performance contributing to the achievement of this qualification must comply with the conditions set out in the *FutureQuals Instructions for Conducting Controlled Assessments*. It is a requirement for the Learner to be aware that assessment is taking place.

4. Assessment decisions for competency-based criteria must be made by an occupationally competent Assessor (as defined below) and all evidence must be generated during the Learner's practice placement, unless otherwise specified (i.e., where simulation is permitted).

5. Mentors, approved by the Centre, are permitted for the FAQ DAAPL4, but a Centre Assessor must judge the evidence (observation record) provided by the mentor against the assessment criteria. This can be used for competency-based evidence only.

6. FutureQuals maintains a register of all approved Tutors, Assessors, IQAs and other key workforce personnel involved in the delivery of our qualifications. We reserve the right to suspend or remove Tutors, Assessors, IQAs or other approved workforce personnel from our *Approved Workforce Register* should their status change or information be brought to our attention that confirms they no longer meet the conditions below. This means they may be temporarily or permanently unable to be involved in the delivery or quality assurance of this and other FutureQuals qualifications.

Tutor Requirements

1. Tutors must be currently occupationally competent and hold, as a minimum, a recognised teaching qualification, such as the Level 4 Certificate in Education and Training or an acceptable equivalent (see table below).

2. Tutors must have the legal right to teach the FAQ DAAPL4 and possess the appropriate values, behaviours and attributes relevant to the qualification.

3. Tutors must not have any outstanding court cases, prosecutions or pending disciplinary action in any area being brought against them.

4. Trainee Tutors registered for, and actively working towards, a recognised teaching qualification can also meet the minimum Tutor requirements. However, teaching qualifications must be achieved within a maximum of 24 months (12 months is recommended) from registration. During this time, trainee Tutors must be mentored (including direct and indirect supervision) by a suitably qualified Tutor (as outlined in condition 1).

5. Other subject specialists who deliver content to Learners can also meet the minimum Tutor requirements. However, subject specialists must be supervised by a suitably qualified Tutor (as outlined in condition 1).

Lead Tutor Requirements

1. The Lead Tutor is responsible for ensuring and confirming that the Learner will not perform any clinical skills that could have an adverse effect on patients in practice, until they have been taught and formatively assessed against the relevant skills/applied knowledge criteria.

2. The Lead Tutor must meet all Tutor requirements, as outlined above.

3. If multiple Tutors deliver the qualification, a Lead Tutor for each Learner must be allocated by the Centre.

Assessor Requirements

1. All FAQ DAAPL4 assessments must be carried out, unless otherwise specified, by a currently occupationally competent Assessor who is qualified to make assessment decisions.

2. Assessors must hold a recognised Assessor qualification. This should be the Level 3 Certificate in Assessing Vocational Achievement or an accepted equivalent*.

3. Assessors holding the A1 or D32/33 legacy qualifications are not required to requalify.

4. Assessors must have the legal right to assess the FAQ DAAPL4 and possess the appropriate values, behaviours and attributes relevant to the qualification.

5. Assessors must not have any outstanding court cases, prosecutions or pending disciplinary action in any area being brought against them.

6. Trainee Assessors registered for, and actively working towards, a recognised Assessor qualification can also meet the minimum Assessor requirements. However, assessing qualifications must be achieved within one year of registration and, during this time, trainee Assessors will need to have all their assessment decisions countersigned by a fully qualified Assessor (as outlined in condition 1).

* Accepted equivalent qualifications include:
Carry Out the Assessment Process SCQF Level 7; L&D Unit 9DI Assess Workplace Competence Using Direct and Indirect Methods SCQF Level 8; L&D Unit 9D Assess Workplace Competence Using Direct Methods SCQF Level 7; and Conduct the Assessment Process SCQF Level 7.

Invigilator Requirements

1. Externally set, marked and quality-assured assessments must be invigilated by a suitably competent Invigilator.

2. Internally set, marked and quality-assured assessments taken under controlled assessment conditions must be invigilated by a suitably competent Invigilator.

3. Invigilators must appear on their Centre's skills matrix and have received standardisation training prior to any invigilation duties.

4. Invigilators must adhere to all requirements as set out in the *FutureQuals Instructions for Conducting Controlled Assessments.*

Mentor Requirements

1. Mentors must be appointed by the Centre Assessor.

2. Mentors must be currently occupationally competent and have sufficient knowledge of the qualification/Component assessment requirements for which they will be providing an observation record.

Internal Quality Assurer (IQA) Requirements

1. All Internal Quality Assurers (IQAs) must be currently occupationally competent and qualified, holding either the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, or the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, depending on the role of the individual, or an accepted equivalent*. Internal Quality Assurers holding the V1 or D34 legacy qualifications are not required to requalify.

* Accepted equivalent qualifications include:
L&D Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment SCQF Level 8; Conduct the Internal Verification Process SCQF Level 8; and Internally Verify the Assessment Process SCQF Level 8.

2. IQAs must not have any outstanding court cases, prosecutions or pending disciplinary action in any area being brought against them.

3. Trainee IQAs registered for, and actively working towards, a recognised internal quality assurance qualification can also meet the minimum IQA requirements. However, internal quality assurance qualifications must be achieved within one year of registration and, during this time, trainee IQAs will need to have all their verification decisions countersigned by a fully qualified IQA (as outlined in condition 1).

External Quality Assurer (EQA) Requirements

1. All External Quality Assurers (EQAs) must be currently occupationally competent and qualified, holding 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 requalify.
2. EQAs must not have any outstanding court cases, prosecutions or pending disciplinary action in any area being brought against them.

3. Trainee EQAs registered for, and actively working towards, a recognised external quality assurance qualification can also meet the minimum EQA requirements. However, external quality assurance qualifications must be achieved within one year of registration and, during this time, trainee EQAs will need to have all their verification decisions countersigned by a fully qualified EQA (as outlined in condition 1).

Acceptable Equivalent Qualifications

Qualifications equivalent to, or higher than, the Level 4 Certificate in Education and Training:
• Advanced Diploma Teaching in Further Education – 2006
• BTEC Professional Certificate in Instructional Techniques - Level 4
• CIPD Certificate in Training Practice - Level 3
• City & Guilds 7306 Further and Adult Education Teachers Certificate - Level 4
• City & Guilds 7307 Certificate in Teaching Adult Learners - Stages 1 and 2
• City & Guilds 7407 - Level 4 - Stage 1
• City & Guilds 7407 - Level 4 - Stages 1 and 2

• City & Guilds L3 Certificate for Learning Support Practitioners
• City & Guilds L3 Certificate in Learning and Development
• City & Guilds L3 Certificate in Supporting Learning
• City & Guilds L5 Diploma in Teaching
• Edexcel L4 Diploma in Learning and Development
• Edexcel/BTEC L3 Certificate in Ambulance Driving Instruction
• EDI Level 3 Certificate in Educational Principles and Practice
• ENB 998: Teaching and Assessing in Clinical Practice
• FETC Stage 1 - Level 4 (old NQF)
• FETC Stage 2 - Level 4 (old NQF)
• FETC Stage 3 - Level 4 (old NQF)
• Generic Certificates in Education (Cert.Ed.), Post Graduate Certificate in Education (PGCE) or equivalent from HEIs in England
• IHCD Ambulance Aid/Clinical Tutor qualification
• IHCD Ambulance Driving Tutor qualification
• L3/L4 Certificate in Teaching in the Lifelong Learning Sector
• L4/L5 Diploma in Teaching in the Lifelong Learning Sector
• L5 Diploma in Teaching
• L5 Diploma in Education and Training
• L5 Diploma in Teaching in the Lifelong Learning Sector
• Level Six Principles of Learning and Teaching for Clinical Practice (Ulster University)
• NVQ Level 3 in Direct Training and Support
• NVQ Level 3 in Learning and Development
• NVQ Level 3 in Training and Development
• NVQ Level 4 in Co-ordination of Learning and Development Provision
• NVQ Level 4 in Learning and Development
• NVQ Level 4 in Training and Development
• OCR L3 Certificate in Learning and Development
• OCR L4 Diploma in Learning and Development
• OCR L5 Diploma in Teaching Learners
• OCR L7 Diploma in Teaching Learners
• Pearson/BTEC L5 Diploma in Teaching
• Pearson/EDI L3 Certificate in Learning and Development

• Skills for Life jointly endorsed and approved qualifications integrating generic teacher training with a Skills
• University of Ulster Certificate in Further/Higher Education
• Planning and Delivering Learning Sessions to Groups SCQF Level 6 (Qualifications Scotland Accreditation)
• SCQF Level 6 Award in Planning and Delivering Learning Sessions to Groups (Qualifications Scotland Accreditation)
• L&D Unit 6 Manage Learning and Development in Groups SCQF Level 8 (Qualifications Scotland Accreditation)
• L&D Unit 7 Facilitate Individual Learning and Development SCQF Level 8 (Qualifications Scotland Accreditation)
• L&D Unit 8 Engage and Support Learners in the Learning and Development Process SCQF Level 8 (Qualifications Scotland Accreditation)
• PDA Developing Teaching Practice in Scotland's Colleges SCQF Level 9 (Qualifications Scotland Accreditation)
• PDA Teaching Practice in Scotland's Colleges SCQF Level 9 (Qualifications Scotland Accreditation)
• Learning and Teaching – Assessment and Quality Standards SCQF Level 9 (Qualifications Scotland Accreditation)
• Planning and Delivering Learning Sessions to Groups SCQF Level 6 (Qualifications Scotland Accreditation)

FAQ **LEVEL 4 DIPLOMA FOR**

ASSOCIATE AMBULANCE PRACTITIONERS (RQF)

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