FAQ **LEVEL 4** DIPLOMA IN

EMERGENCY RESPONSE AMBULANCE DRIVING INSTRUCTION (RQF)

OVERVIEW SPECIFICATION

Qualification Numbers: **610/3853/2 and C00/5004/5**

Qualification Reference: **DERADIL4**

DERADI®

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Document Details and Version History

Document Details	
Document Name	FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF) Overview Qualification Specification
Purpose of Document	To confirm requirements and provide guidance regarding the administration, delivery and assessment of this qualification
Document Version Number	v4.1
Document Owner	The Development Team
Date Version Approved	28.09.26

Version History			
New Version Number	**Date Amended**	**Section Amended**	**Details of Amendment(s)**
v1.1	29.03.24	Qualification Resources	Addition of *FAQ DERADIL4 Practice Placement Document.*
v1.2	02.05.24	Throughout	Assessment information and requirements
		Learner Requirements and Information	Entry requirements text updated
		Component Specifications 1-5	Minor updates to wording of Component summaries and assessment guidance
		Qualification Resources and Component Specifications 1 and 5	Required reading updated
		Component Specification 5	Minor updates to wording of LOs and areas covered

		FutureQuals Ambulance Driving Instruction Assessment Principles	FutureQuals ERAD NPA requirements updated
v1.3	16.05.24	Qualification Information and Assessment Principles (Appendix 2)	Information updated to include designation by Qualifications Wales
v2.0	02.07.24	Learning Resources and Sample Assessments	Reference to *FAQ DERADIL4 Component Reference Guide* added
		Appendix 2	*FutureQuals Ambulance Driving Instruction Assessment Principles* updated
		Learner Requirements and Information	*Entry Requirements* text updated *Ongoing Requirements* text updated
v3.0	05.11.24	Learning Resources and Sample Assessments	*New documents added*
		Entry Requirements	*Additional PEPDERADI information added*
		Assessment Principles	*Updated to L5DIT*
		Learner Requirements and Information	Information regarding medical conditions added
v3.1	26.01.26	Qualification Resources	Reference to *ERAD® Legal Exemptions Guide* added.
v3.2	15.05.26	Learning Resources and Sample Assessments	SAQ sample assessment title updated.
v3.3	22.06.26	Assessment Principles	Text regarding internal quality assurance updated.
v4.0	24.07.26	Qualification Resources	*Source Reference Tools and Required Reading* and *Learning Resources and Sample Assessments* details updated regarding DTAG publications and ERAD® Legal Exemptions Guide use.
v4.1	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 Qualification Specification

Welcome to the **FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF)** Overview Qualification Specification.

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

This specification is a live document and will, therefore, be reviewed and updated. Centres will be notified when changes are made. It is the responsibility of the approved Centre to ensure the most up-to-date version of the specification is in use.

Please note that the requirements of this qualification are subject to change in line with any legislative updates.

Publication Information

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

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

Qualification Information

Qualification Title:	FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF)
Qualification Level:	4
Qualification Product Code:	DERADIL4
Qualification Numbers:	610/3853/2 and C00/5004/5
Qualification Type:	RQF
Regulated by:	Ofqual and QW

Purpose and Aims

- The purpose of the **FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF)** is to provide Learners with the knowledge, skills and understanding required to instruct, coach, and assess the FAQ Level 3 Certificate in Emergency Response Ambulance Driving (RQF)/Certificate in Emergency Response Ambulance Driving at SCQF Level 6.
- This qualification is designed for road systems subject to UK legislation and covers the comprehension of roles and responsibilities for emergency response ambulance driving Instructors and Assessors, understanding driving legislation, conducting vehicle inspections, adhering to driving procedures, utilising vehicle systems effectively, managing human factors, delivering effective feedback, understanding factors influencing driver behaviour, coping strategies for stress, the impact of alertness and fatigue, creating a safe learning environment, and delivering instruction and assessment effectively.
- This qualification meets the requirements for ambulance service drivers to claim exemptions under road traffic legislation and to operate to the specification of the Road Traffic Regulations Act (exemption for speed limit regulations).

This qualification forms part of the FutureQuals Ambulance Service Driving Qualification Suite.

Qualification Size and Registration Length

Minimum credits required to achieve this qualification: **75**

Guided Learning (GL) for this qualification: **525 hours**

Total Qualification Time (TQT) for this qualification: **750 hours**

Information regarding what constitutes GL and TQT can be found in *Appendix 1 – Glossary of Terms.*

Registration Length: **Two years**

Endorsements, Framework Mapping Information and Qualification Equivalencies

The **FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF)** qualification is nationally recognised by NHS ambulance trusts and private ambulance service providers, and the Driver Training Advisory Group (DTAG).

Qualification Fees

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

Funding Information

The **FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF)** may be eligible for public funding, as determined by the Department for Education (DfE), and Qualification Wales.

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

Qualification Structure – Components, Rules of Combination and Requirements

To achieve the **FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (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 Reference**	**Component Name**	**Credit Value**	**GL**	**Component Level**
1	Y/651/0509	Principles for Instructing, Coaching and Assessing Routine and Emergency Response Ambulance Driving	7	18	4
2	F/651/0510	Legislation and Standards for Routine and Emergency Response Ambulance Driving Instruction	5	20	4
3	H/651/0511	Instructional Demonstration of Routine and Emergency Response Ambulance Driving	6	55	4
4	J/651/0512	Human Factors and Performance in Driver Education	2	4	4
5	K/651/0513	Instructing, Coaching and Assessing Routine and Emergency Response Ambulance Driving	55	428	4

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

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

Component Order - Full details can be found in the full qualification specification.

Qualification Assessment

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

Method of Assessment

The following assessment methods and materials, developed by FutureQuals, must be used for assessment of the **FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF)** qualification:

Formative Assessments:

- *FAQ DERADIL4 Instructor Development Record*
- *FAQ DERADIL4 Practice Placement Document*

Summative Assessments:

- *Traffic Signs, Signals and Markings Assessment* (XAMS)
- *Legislation and Standards Assessment* (XAMS)
- *FAQ DERADIL4 SAQ Assessment* (XAMS)
- *FAQ DERADIL4 Workbook Knowledge Task Document*
- *FAQ DERADIL4 Evidence Log*

Assessment Principles

The **FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF)** qualification must be assessed according to the *FutureQuals Assessment Principles* and the *FutureQuals Ambulance Driving Instruction Assessment Principles.*

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

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

The *FutureQuals Assessment Principles* can be viewed here:
https://www.futurequals.com/assets/AssessmentPrinciples.pdf

The *FutureQuals Ambulance Driving Instruction Assessment Principles* can be found in *Appendix 2 - FutureQuals Ambulance Driving Instruction Assessment Principles.*

Grading

The overall qualification is graded as Pass or Fail.

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

Resits

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

Qualification Resources

Source Reference Tools and Required Reading

In support of delivering the **FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF)**, FutureQuals recognises the use of the current editions of the following publications as source reference tools:

- *The Emergency Ambulance Response Driver's Handbook* - initiated by the Driver Training Advisory Group (DTAG), endorsed by the Association of Ambulance Chief Executives (AACE) and published by Class Professional Publishing*
- *Roadcraft*: *The Police Driver's Handbook*, The Police Foundation – endorsed by the National Police Chiefs' Council (NPCC), Police Scotland, Association of Ambulance Chief Executives (AACE), Driving Road Safety (IAM), College of Policing, Chief Fire Officers Association (CFOA) and the Royal Society for the Prevention of Accidents (RoSPA), and published by The Stationery Office (TSO)
- The Highway Code - *https://www.gov.uk/guidance/the-highway-code* (updated October 2025.
- DVSA Carrying Out Driving Instructor Tests and Checks - https://www.gov.uk/guidance/guidance-for-driving-examiners-carrying-out-instructor-tests-and-checks
- DVSA National Standard for Driver and Rider Training - https://assets.publishing.service.gov.uk/media/5a7d7d0fe5274a6b89a50618/national-standard-for-driver-and-rider-training.pdf

*Centres may use either the 2025 Version 2 edition of The Ambulance Driving Handbook (4th edition), provided the associated corrections are made, or the 2026 Version 2 reprint. Whichever version is used, it must be used alongside the current FutureQuals ERAD® Suite: Legal Exemptions Guide (see details below).

Learning Resources and Sample Assessments

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

- *FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF) Overview Qualification Specification*
- *FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF) Full Qualification Specification (including the FutureQuals Ambulance Driving Instruction Assessment Principles)*
- MCQ Sample Assessment – *Traffic Signs, Signals and Markings* (XAMS and PDF)
- MCQ Sample Assessment – *Legislation and Standards* (XAMS and PDF)
- *FAQ DERADIL4 SAQ Sample Assessment 2*
- *FAQ DERADIL4 Component Reference Guide*
- *ERAD® Legal Exemptions Guide***
- *FAQ DERADIL4 Component 5 Assessment Guide - Instructing and Coaching*
- *FAQ DERADIL4 Exemptions Guide*
- *FAQ DERADIL4 Workbook Knowledge Task - Exemplar Answer*
- *FAQ DERADIL4 Independent Assessor Extenuating Circumstances Form*
- All externally set assessments, as detailed in *Methods of Assessment*

** Centres must use the current version of this guide. It must be treated as the authoritative source for the classification of legal exemptions, associated road traffic legislation and the treatment of exemptions within FutureQuals assessments. Where information in The Ambulance Driving Handbook differs from the guide, Centres must follow the guide.

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, assessment tools and any supporting resources.

Please note, sample assessments results have no impact on the Learner's final grade.

Learner Requirements and Information

Entry Requirements

Due to the high-risk nature of this qualification and to ensure rigour, validity, and quality standards in the delivery of **FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF)** and associated road safety, there are specific entry requirements for Learners wishing to undertake this qualification.

Learners must:

- Have successfully completed the FAQ Pre-entry Programme Emergency Response Ambulance Driving Instruction CPD programme. Learners are registered in QMIS with the product code PEPDERADI. A certificate of continued professional development (CPD) will be issued to successful Learners.
- The *Pre-entry Programme: Ambulance Driving Assessment* **MUST** have been assessed by the Centre with which the Learner will be completing this **FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF).**
- If a Learner utilised their CERADL3 final independent driving assessment result, the assessment **MUST** have taken place at the same Centre with which the Learner will be completing this **FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF).**
- Candidates who have utilised any CERADL3 assessment results as part of their achievement for the PEPDERADI, have three months from their CERADL3 certification date to both complete the remaining PEPDERADI assessments and start their DERADIL4 qualification.
- Candidates completing all the PEPDERADI assessments, without the use of RPL, have three months to complete the PEPDERADI and must start their DERADIL4 qualification no later than 3 months after their PEPDERADI certification date.

  For full details, please see the FAQ Pre-entry Programme Emergency Response Ambulance Driving Instruction Achievement Record.

- Be 18 years of age (or older) on the first day of teaching.
- Hold a valid full driving licence for the class of vehicle being driven for the full duration of the qualification.
- Have no more than six endorsement points (this is the agreed national standard; however, each employing organisation is permitted to lower the minimum endorsement points and/or set a list of acceptable category of endorsement points).
- Not have any outstanding court cases, prosecutions or pending disciplinary action in any area being brought against them.
- Hold any of the following:
  - FAQ Level 3 Certificate in Emergency Response Ambulance Driving (RQF) 603/7901/7 and C00/4531/5
  - FAQ Level 3 Certificate in Emergency Response Ambulance Driving 601/7335/X
  - Certificate in Emergency Response Ambulance Driving at SCQF Level 6

R773 04
  - Certificate in Emergency Response Ambulance Driving at SCQF Level 6 R482 04
- Hold, or be registered on and actively working towards, the Level 4 Certificate in Education and Training, its equivalent or higher. Learners working towards the Level 4 Certificate in Education and Training must evidence achievement prior to a certification claim. *We would recommend completing the 'Preparing for the Mentoring Role' Component.*
- Hold, or be registered on and actively working towards, the Level 3 Certificate in Assessing Vocational Achievement or one of the legacy qualifications (D32/33 or A1). Learners working towards the Level 3 Certificate in Assessing Vocational Achievement must evidence achievement prior to a certification claim.
- (If training on a category B licence) Must be an Approved Driving Instructor (ADI) or a Potential Driving Instructor (PDI) licenced to legally provide driving instruction to live Learners.
- Possess the right values, behaviours and attributes appropriate to the role.
- Have a contract with either an NHS ambulance service **or** a voluntary or private ambulance provider that is CQC registered and contracted to provide emergency ambulance provision to the NHS ambulance services. For devolved nations, this will be the CQC equivalent ambulance service, if applicable.

In cases where Learners hold a non-UK-issued full driving licence, Centres are responsible for undertaking their own due diligence to ensure that the Learner meets all requirements of current UK legislation.

The Centre is responsible for ensuring that no Learner is accepted on the programme where it is evident the validity period of their full driving licence and/or the validity of the class of vehicle will not expand the full duration of their qualification. Should a Learner's driving licence expire, for whatever reason, the Learner must be placed on a break until such time their driving licence permits them to continue. The qualification must still, however, be completed within the qualification registration period or the Learner withdrawn until such time they can meet the required standards.

Learners will need to have minimum core skills in literacy, numeracy and ICT to successfully complete the qualification. Initial assessment of minimum core skills may be carried out for all Learners commencing the qualification.
Learner entry pathways:

1. Emergency ambulance crew qualified driver
2. Emergency response qualified driver (other services)
3. Emergency response qualified driving Instructor (other services)
4. PQDI - Professionally qualified driving Instructor

Medical Requirements

Centres are responsible for checking whether Learners have any medical conditions that could have an impact on their ability to drive safely under emergency response conditions. Where there is any doubt, the Centre must seek further advice from the DVLA before any registration or teaching takes place. Learners should not be accepted on any DERADI pathway if they do not meet the Class 2 DVLA medical standards.

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 Instructor/Assessor immediately of any disciplinary actions, outstanding court cases or prosecutions. The Centre must then notify FutureQuals with immediate effect.

Learners must have a contract with either an NHS ambulance service or a voluntary or private ambulance provider that is CQC registered and contracted to provide emergency ambulance provision to the NHS ambulance services. For devolved nations, this will be the CQC equivalent ambulance service, if applicable.

Reasonable Adjustments and Special Considerations

We are committed to improving access for Learners with disabilities and other difficulties, without compromising assessment. Further details are provided in the *Reasonable Adjustments and Special Considerations Policy*, which can be found on the FutureQuals website.

Identification Requirements

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

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

- a valid passport (any nationality)
- a national identity card issued by an EU country
- a Gibraltar identity card
- a signed UK photocard driving licence
- a valid warrant card issued by HM Forces or the Police
- other photographic ID card, e.g., employee ID card (must be current employer), student ID card or a travel card

Learner Authenticity

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

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

Requalification

Once awarded, the **FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF)** certificate does not expire. However, it is a CPD requirement of the qualification that Learners must complete refresher training in line with government guidance, in order to continue in a role involving emergency response ambulance vehicle driving. Attainment and evidencing of CPD is the responsibility of the Learner and their employer. Evidence of CPD does not need to be provided to FutureQuals, unless requested.

Progression Opportunities

The **FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF)** offers progression opportunities which include the opportunity to become an FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF) (DERADI®) Mentor, and/or the FQ National Principal Assessor Award for Emergency Response Ambulance Driving Instructor Development (NPA).

Centre Requirements and Information

Qualification Delivery Requirements

In order to deliver **the FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF)**, Centres must first receive approval to offer the qualification.

Resources: Centres must have in place vehicles of appropriate performance and capability which must also meet the requirements as set out in the most current version of the Road Traffic Regulations.

Learners may be assessed in either a manual or automatic vehicle. The vehicle type (class, make and model) the Learner is assessed in should match the vehicle type used in operational service. However, if an employee is required to drive a vehicle of a different transmission type to that in which they were assessed, it is the responsibility of the trust/employer to conduct familiarisation training.

For Centres delivering this Component with either class 3 ambulance medium vehicles or class 2 ambulance light vehicles, the vehicles used for the purpose of delivering Components 3 and 5 **must** allow all Learners (max. 3) full access to the learning experience. When Learners are not driving, they must still have full sight of the road, conditions and route, be able to hear the commentary and instructions, and fully participate in any discussion and learning whilst in the vehicle.

Class 3 Ambulance Medium Vehicles (C1 Licence)	Ambulance (medium) vehicles with 4 or more wheels and a gross vehicle weight exceeding 3500kg, but not exceeding 7500kg
Class 2 Ambulance Light Vehicles (B Licence)	Ambulance (light) vehicles with 4 or more wheels and a gross vehicle weight of at least 3250kg, but not exceeding 3500kg

Delivery Plan: Centres must deliver all training in line with their delivery plan which must 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: The ratio of Learners to Assessors during all driving practical elements must not exceed 3:1, with one Learner driving the vehicle and the other two Learners observing.

Guided Learning Hours in Blocks/Modules: Where training is provided in blocks/modules, these should be no less than 15 hours in total over two days.

Teaching Hours: The teaching requirements for this qualification are based on a 37.5-hour teaching week. However, days may be extended to accommodate the requirements of driving during the hours of darkness.

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 in Emergency Response Ambulance Driving Instruction (RQF)**, Centres must first have applied for, and received, approval to offer the qualification.

Centres must have in place appropriately experienced and qualified staff. This includes Tutors, Assessors, Invigilators, and Internal Quality Assurers (IQAs). All workforce requirements can be found in *Appendix 2 – FutureQuals Ambulance Driving Instruction Assessment Principles.*

Component Specifications

Component 1: Principles for Instructing, Coaching and Assessing Routine and Emergency Response Ambulance Driving

Component Reference Number: Y/651/0509

Level: 4
Credits: 7
GL: 18 hours

Component Summary

This Component assesses the knowledge and understanding required for instructing, coaching, and assessing the FAQ Level 3 Certificate in Emergency Response Ambulance Driving (RQF)/Certificate in Emergency Response Ambulance Driving at SCQF Level 6.

It covers the role and responsibilities of a driving Instructor, instructional commentary principles, instruction and coaching methodologies, Assessor role and responsibilities, and the risks associated with instruction, coaching, and assessing, for both routine and emergency response ambulance driving.

Required Reading

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

- *The Emergency Ambulance Response Driver's Handbook* - initiated by the Driver Training Advisory Group (DTAG), endorsed by the Association of Ambulance Chief Executives (AACE) and published by Class Professional Publishing*
- *Roadcraft*: *The Police Driver's Handbook*, The Police Foundation – endorsed by the National Police Chiefs' Council (NPCC), Police Scotland, Association of Ambulance Chief Executives (AACE), Driving Road Safety (IAM), College of Policing, Chief Fire Officers Association (CFOA) and the Royal Society for the Prevention of Accidents (RoSPA), and published by The Stationery Office (TSO)
- The Highway Code - *https://www.gov.uk/guidance/the-highway-code* (updated October 2025.
- DVSA Carrying Out Driving Instructor Tests and Checks - https://www.gov.uk/guidance/guidance-for-driving-examiners-carrying-out-instructor-tests-and-checks
- DVSA National Standard for Driver and Rider Training - https://assets.publishing.service.gov.uk/media/5a7d7d0fe5274a6b89a50618/national-standard-for-driver-and-rider-training.pdf

*Centres may use either the 2025 Version 2 edition of The Ambulance Driving Handbook (4th edition), provided the associated corrections are made, or the 2026 Version 2 reprint. Whichever version is used, it must be used alongside the current FutureQuals ERAD® Suite: Legal Exemptions Guide.

Learning Outcomes and Assessment Criteria

Learning Outcome – The Learner will:	Areas covered:
1. Understand the role and responsibilities of an emergency response ambulance driving Instructor	Emergency response ambulance driving instructor role
	Emergency response ambulance driving instructor responsibilities
	Maintaining driving instructor role currency
2. Understand the principles of instructional commentary used in routine and emergency response driving	Instructional commentary elements
	Advantages of instructional commentary
3. Understand instruction and coaching methodologies for ambulance driving instruction	Difference between instruction and coaching
	Core competencies of driver education
	Different methodologies
	Learner support advantages
	Points of referral
	Recording Learner needs and progress
4. Understand the role and responsibilities of an emergency response ambulance driving assessor	Emergency response ambulance driving Assessor role
	Emergency response ambulance driving Assessor responsibilities
	Ambulance driving assessment process
	Recording assessment decisions
5. Understand risks associated with instruction, coaching and assessing	Instruction, coaching and assessing risks
	Risk mitigation

Component 2: Legislation and Standards for Routine and Emergency Response Ambulance Driving Instruction

Component Reference Number: F/651/0510

Level: 4
Credits: 5
GL: 20 hours

Component Summary

This Component assesses the knowledge, skills and understanding of current driving legislation, regulation and procedures, including daily inspections/pre-driving checks, the system of car control, principles of safe cornering, overtaking, reversing and manoeuvring, driving during the hours of darkness, and procedures for driving in a range of weather conditions.

Required Reading

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

- *The Emergency Ambulance Response Driver's Handbook* - initiated by the Driver Training Advisory Group (DTAG), endorsed by the Association of Ambulance Chief Executives (AACE) and published by Class Professional Publishing*
- *Roadcraft*: *The Police Driver's Handbook*, The Police Foundation – endorsed by the National Police Chiefs' Council (NPCC), Police Scotland, Association of Ambulance Chief Executives (AACE), Driving Road Safety (IAM), College of Policing, Chief Fire Officers Association (CFOA) and the Royal Society for the Prevention of Accidents (RoSPA), and published by The Stationery Office (TSO)
- The Highway Code - *https://www.gov.uk/guidance/the-highway-code* (updated October 2025.
- DVSA Carrying Out Driving Instructor Tests and Checks - https://www.gov.uk/guidance/guidance-for-driving-examiners-carrying-out-instructor-tests-and-checks
- DVSA National Standard for Driver and Rider Training - https://assets.publishing.service.gov.uk/media/5a7d7d0fe5274a6b89a50618/national-standard-for-driver-and-rider-training.pdf

*Centres may use either the 2025 Version 2 edition of The Ambulance Driving Handbook (4th edition), provided the associated corrections are made, or the 2026 Version 2 reprint. Whichever version is used, it must be used alongside the current FutureQuals ERAD® Suite: Legal Exemptions Guide.

Learning Outcomes and Assessment Criteria

Learning Outcome – The Learner will:	Areas covered:
1. Understand current driving legislation, regulation and the responsibilities of an emergency response ambulance driver	Emergency response ambulance driver responsibilities
	Legislation and regulation compliance
	disregarding legislation and regulation consequences
	Available exemptions
	Incident management
	Road traffic and safety legislation
	Seat belts legislation
	Deregulation Act 2015
	High-speed driving legislation
2. Understand the purpose of completing ambulance vehicle daily inspections and pre-driving checks	Ambulance vehicles type, imitation, and fuel type
	Pre-driving ambulance vehicle daily inspection requirements
	Pre-driving check components
	Reasons for pre-driving checks
	Daily inspections and road vehicles legislation
3. Understand procedures for driving on single carriageways, dual carriageways and motorways	Identifying road type
	Breakdowns procedure
	Multi-lane carriageway and motorway driving procedures
	Road furniture types
	The Highway Code traffic signs
	The Highway Code signals
	The Highway Code markings
	Ambulance vehicle positions
	Traffic signs and traffic management legislation
4. Understand the use of an ambulance vehicle's steering, braking, transmission and acceleration systems	Effects of hand positioning and steering techniques
	Tapered braking
	Considerations for using brakes
	Static and mobile brake tests
	Ambulance vehicle characteristics
	Economical and progressive driving
	Advantages of acceleration sense and smooth acceleration
5. Understand the system of car control	System of car control phases
	System of car control advantages
	Hazard types
	How to take, use and give information
	The importance of the system of car control
	Safe cornering principles and considerations

6. Understand principles of safe cornering	Vehicle condition and cornering
7. Understand principles of overtaking when driving an ambulance vehicle under both routine and emergency response conditions	Overtaking and passing on the left legal requirements
	Vehicle performance and overtaking
	Routine overtaking factors
	Emergency response overtaking factors
	Single-stage and three-stage overtake
8. Understand principles of reversing and manoeuvring	Banksman purpose
	Banksman signals
9. Understand how vehicle safety systems aid in maintaining ambulance vehicle stability and control	Types and causes of skids
	Avoiding skids
	ABS and EPS
	Maintaining vehicle stability
	Passive and active safety aids
10. Understand the effects of driving an ambulance vehicle during the hours of darkness and procedures for driving in a range of weather conditions	Preparation requirements for driving during hours of darkness
	Dealing with dazzle
	Driver's field of vision and speed perception
	Driving in a range of weather conditions
11. Understand emergency response ambulance driving practices	Exemptions - factors to consider
	Emergency response risk assessment process
	Audio/visual warning devices and safe progress

Component 3: Instructional Demonstration of Routine and Emergency Response Ambulance Driving

Component Reference Number: H/651/0511

Level: 4
Credits: 6
GL: 55 hours

Component Summary

This Component assesses the knowledge, skills, and understanding required for effective instruction and demonstration of ambulance driving techniques in routine and emergency scenarios. It covers compliance with legislation, performing pre-driving checks, demonstrating multi-lane driving procedures, mastering vehicle controls, negotiating hazards and bends safely, executing overtaking manoeuvres, proficiently reversing and positioning the vehicle, managing situations and human factors, driving during darkness, handling emergency response conditions, navigating various driving scenarios, and providing commentary while driving.

Required Reading

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

- *The Emergency Ambulance Response Driver's Handbook* - initiated by the Driver Training Advisory Group (DTAG), endorsed by the Association of Ambulance Chief Executives (AACE) and published by Class Professional Publishing*
- *Roadcraft*: *The Police Driver's Handbook*, The Police Foundation – endorsed by the National Police Chiefs' Council (NPCC), Police Scotland, Association of Ambulance Chief Executives (AACE), Driving Road Safety (IAM), College of Policing, Chief Fire Officers Association (CFOA) and the Royal Society for the Prevention of Accidents (RoSPA), and published by The Stationery Office (TSO)
- The Highway Code - *https://www.gov.uk/guidance/the-highway-code* (updated October 2025.
- DVSA Carrying Out Driving Instructor Tests and Checks - https://www.gov.uk/guidance/guidance-for-driving-examiners-carrying-out-instructor-tests-and-checks
- DVSA National Standard for Driver and Rider Training - https://assets.publishing.service.gov.uk/media/5a7d7d0fe5274a6b89a50618/national-standard-for-driver-and-rider-training.pdf

*Centres may use either the 2025 Version 2 edition of The Ambulance Driving Handbook (4th edition), provided the associated corrections are made, or the 2026 Version 2 reprint. Whichever version is used, it must be used alongside the current FutureQuals ERAD® Suite: Legal Exemptions Guide.

Learning Outcomes and Assessment Criteria

Learning Outcome – the Learner will:	Areas covered:
1. Be able to comply with current legislation and driving regulations at all times during instructional demonstration	Complying with The Highway Code
	Driving legislation and regulations
2. Be able to perform an instructional demonstration of a pre-driving check and inspection	Vehicle daily inspections
	Pre-driving check
	Completing vehicle checks and defects documentation
3. Be able to perform an instructional demonstration of procedures when driving on multi-lane carriageways	Anticipating speed of other vehicles
	Anticipating other drivers' actions and behaviours
	Joining and exiting multi-lane carriageways
	Driving on multi-lane carriageways
4. Be able to perform an instructional demonstration of ambulance vehicle controls	Steering techniques and vehicle position
	Braking for passenger safety and vehicle stability
	Tapered braking
	Economical and progressive driving
	Acceleration sense
5. Be able to perform an instructional demonstration of the system of car control to approach and negotiate hazards	Routine system of car control application
	Emergency response system of car control application
6. Be able to perform an instructional demonstration of negotiating bends safely whilst driving an ambulance vehicle	Bend positioning
	Vehicle speed in bend negotiation
	Safe bend negotiation
7. Be able to perform an instructional demonstration of overtaking when driving an ambulance vehicle under routine and emergency response conditions	Overtaking opportunities
	Single-stage and three-stage overtake
8. Be able to perform an instructional demonstration of reversing, manoeuvring and positioning an ambulance vehicle using forward and reverse gears	Banksman for reversing and manoeuvring
	Following banksman directions
	Reversing and manoeuvring
	Emergency response vehicle positions
9. Be able to manage situations and human factors during instructional demonstration	Anticipating and responding to behavioural changes of other drivers
	Managing confrontational behaviour
	Stress coping strategies
	In-vehicle distractions

10. Be able to perform an instructional demonstration whilst driving an ambulance vehicle during the hours of darkness	Driving during the hours of darkness
	Managing dazzle
	Emergency warning equipment during the hours of darkness
	Fatigue whilst driving during the hours of darkness
11. Be able to perform an instructional demonstration of driving under emergency response conditions	Audible and visual warnings for safe progress
	Exemptions and organisational policies
	Justifying emergency response exemptions
	Emergency call reprioritisation
	Emergency response driving practice reflection
12. Be able to navigate under routine and emergency response ambulance driving conditions, during instructional demonstration	Giving directional information
	Applying directional information
	Using navigational aids
13. Be able to perform a commentary whilst driving	Routine driving commentary
	Emergency response commentary

Component 4: Human Factors and Performance in Driver Education

Component Reference Number: J/651/0512

Level: 4
Credits: 2
GL: 4 hours

Component Summary

This Component assesses the knowledge, skills, and understanding required for effective driver education, emphasising human factors and performance. It covers the Goals for Driver Education Framework, stress coping strategies, impact of decreased alertness and fatigue, factors contributing to road traffic collisions, medical standards for fitness to drive, and coping strategies for driving stress.

Required Reading

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

- *The Emergency Ambulance Response Driver's Handbook* - initiated by the Driver Training Advisory Group (DTAG), endorsed by the Association of Ambulance Chief Executives (AACE) and published by Class Professional Publishing*
- *Roadcraft*: *The Police Driver's Handbook*, The Police Foundation – endorsed by the National Police Chiefs' Council (NPCC), Police Scotland, Association of Ambulance Chief Executives (AACE), Driving Road Safety (IAM), College of Policing, Chief Fire Officers Association (CFOA) and the Royal Society for the Prevention of Accidents (RoSPA), and published by The Stationery Office (TSO)
- The Highway Code - *https://www.gov.uk/guidance/the-highway-code* (updated October 2025.
- DVSA Carrying Out Driving Instructor Tests and Checks - https://www.gov.uk/guidance/guidance-for-driving-examiners-carrying-out-instructor-tests-and-checks
- DVSA National Standard for Driver and Rider Training - https://assets.publishing.service.gov.uk/media/5a7d7d0fe5274a6b89a50618/national-standard-for-driver-and-rider-training.pdf

*Centres may use either the 2025 Version 2 edition of The Ambulance Driving Handbook (4th edition), provided the associated corrections are made, or the 2026 Version 2 reprint. Whichever version is used, it must be used alongside the current FutureQuals ERAD® Suite: Legal Exemptions Guide.

Learning Outcomes and Assessment Criteria

Learner outcome – The Learner will:	Areas covered:
1. Understand the Goals for Driver Education framework	Goals for Driver Education purpose
	Applying Goals for Driver Education levels
2. Understand how human factors and actions can affect a driver	Traffic collision human factors
	Conflict and driver safety
	Fitness to drive medical standards
3. Understand stress coping strategies that can influence a driver's behaviour	Driving stress coping strategies
	Coping strategies and stress
	Coping strategies influence on learning
	'Red mist' and decision-making
	Identifying and combatting 'red mist'
4. Understand the impact of decreased driver alertness and fatigue	Causes of decreased driver alertness
	Fatigue on learning and driving
	Techniques for combatting fatigue

Component 5: Instructing, Coaching and Assessing Routine and Emergency Response Ambulance Driving

Component Reference Number: K/651/0513

Level: 4
Credits: 55
GL: 428 hours

Component Summary

This Component assesses the skills required for instructing, coaching, and assessing the FAQ Level 3 Certificate in Emergency Response Ambulance Driving (RQF)/Certificate in Emergency Response Ambulance Driving at SCQF Level 6.

It covers establishing a safe learning environment, dynamic risk assessment, providing clear instruction and feedback, making assessment decisions, managing difficult behaviours, and ensuring compliance with policies and legislation for both routine and emergency response ambulance driving.

Required Reading

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

- *The Emergency Ambulance Response Driver's Handbook* - initiated by the Driver Training Advisory Group (DTAG), endorsed by the Association of Ambulance Chief Executives (AACE) and published by Class Professional Publishing*
- *Roadcraft*: *The Police Driver's Handbook*, The Police Foundation – endorsed by the National Police Chiefs' Council (NPCC), Police Scotland, Association of Ambulance Chief Executives (AACE), Driving Road Safety (IAM), College of Policing, Chief Fire Officers Association (CFOA) and the Royal Society for the Prevention of Accidents (RoSPA), and published by The Stationery Office (TSO)
- The Highway Code - *https://www.gov.uk/guidance/the-highway-code* (updated October 2025.
- DVSA Carrying Out Driving Instructor Tests and Checks - https://www.gov.uk/guidance/guidance-for-driving-examiners-carrying-out-instructor-tests-and-checks
- DVSA National Standard for Driver and Rider Training - https://assets.publishing.service.gov.uk/media/5a7d7d0fe5274a6b89a50618/national-standard-for-driver-and-rider-training.pdf

*Centres may use either the 2025 Version 2 edition of The Ambulance Driving Handbook (4th edition), provided the associated corrections are made, or the 2026 Version 2 reprint. Whichever version is used, it must be used alongside the current FutureQuals ERAD® Suite: Legal Exemptions Guide.

Learning Outcomes and Assessment Criteria

Learning Outcome – The Learner will:	Areas covered:
1. Be able to instruct in environments for routine and emergency response ambulance driving	Establishing a safe and inclusive learning environment
	Dynamic risk assessment
	Providing clear instruction
	Instructional methodologies for learning
	Providing supportive Learner feedback
2. Be able to research, develop and deliver theory sessions on routine and emergency response ambulance driving	Lesson plan delivery and research
	CPD session plan research, development and delivery
3. Be able to coach routine and emergency response ambulance driving competencies in all environments	Identifying and analysing learning needs
	Assessing Learner progression
	Providing supportive Learner feedback
	Identifying areas of performance deficiency
4. Be able to make assessment decisions of ambulance driving skills, knowledge and understanding under routine and emergency response conditions	Planning and preparing driving skills, knowledge and understanding assessments
	Communicating the purpose, requirements and process of assessment
	Using valid, fair and reliable assessment methods
	Maintaining a safe assessment environment
	Making assessment decisions against specified criteria
	Providing Learner feedback
	Structured support plans
5. Be able to support Learners and manage difficult and challenging behaviours when instructing, coaching and assessing	Equality, diversity and inclusivity policies
	Following relevant policies, procedures and legislation
	Applying agreed ways of working
	Identify difficult and challenging Learner driving behaviour
	Methodologies for difficult and challenging behaviour
	Learner behaviour development
	Providing structured development support plans

Enquiries

Contact Us

Any enquiries relating to this qualification should be addressed to:

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Data Protection

FutureQuals takes the protection of data seriously. Please see our *Data Protection Policy* which complies with the current legislation on data protection and can be found on our website.

Conflict of Interest

For details regarding conflict of interests, see the FutureQuals *Conflict of Interest Policy*, which can be found on our website.

Appeals

Approved Centres must have an appeals policy in place to support and manage Learners who wish to appeal against their assessment decisions. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly.

If Learners remain dissatisfied with the outcomes following the completion of the Centre's appeals procedure, they should contact FutureQuals directly.

Feedback

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

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

Complaints

FutureQuals aims to constantly monitor the levels of service provided and report on performance indicators on a regular basis. We will endeavour to be open about the levels of service we aim to offer to all our customers.

However, if we fall short of expectations or our own standards, we want to give the opportunity for those affected to provide feedback so we can put things right. Approved Centres must, therefore, have a complaints policy in place to support and manage Learners who wish to make a complaint.

If a Learner remains dissatisfied with the outcomes following the completion of the Centre's complaint procedure, they should then follow the FutureQuals *Complaint Policy*, which can be found on our website.

Dealing with Malpractice and Maladministration

For details regarding malpractice and maladministration, please see the FutureQuals *Malpractice and Maladministration Policy*, which can be found on our website.

Key FutureQuals Documents

The following key documents can also be found on our website:

- *Bribery and Corruption Policy*
- *Centre Guide*
- *Enquiries about Results and Appeals Policy*
- *Fees and Pricing Policy*
- *Instructions for Conducting Controlled Assessments*
- *Public Interest Disclosure (Whistleblowing) External Policy*
- *Contributory/Signatory Form*
- *QMIS User Guide*
- *XAMS Centre User Guide*

Our *Centre Assessment Standards Scrutiny* can be accessed and downloaded via the link on the QMIS homepage.

Appendix 1 – Glossary of Terms

v5.2 – March 2022

Term	Definition
Agreed Ways of Working	As defined in The Care Certificate Standards: 'This refers to company policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies such as the Dignity Code, Essence of Care and Compassion in Practice.'
Apprenticeship Standards	Apprenticeship standards state the skills, knowledge and behaviours required of an apprentice, depending on the job role.
Assessment Criterion/Criteria (AC)	* The criteria against which Learners' levels of attainment will be measured.
Assessor	* A person who undertakes marking or the review of marking. This involves using a particular set of criteria to make judgements as to the level of attainment a Learner has demonstrated in an assessment. *FAQ N.B. Depending on the qualification requirements, Assessors also plan and conduct assessments to make a judgement as to the level of Learner attainment.*
Centre	* An organisation undertaking the delivery of an assessment (and potentially other activities) to Learners on behalf of an awarding organisation. Centres are typically educational institutions, training providers, or employers. *FAQ N.B. Centres must receive approval from FutureQuals for each qualification they wish to deliver.*
Command Verb	Verbs found in all assessment criteria clarifying the nature of the AC (competency-based or knowledge-based) and the level of learning and assessment required. A list of command verbs is included at the end of this glossary.
Component (Unit)	* A discrete part of a qualification which: (a) focuses on specific areas of the knowledge, skills and understanding assessed for the qualification, and (b) has a specific set of criteria against which Learners' performance will be differentiated
Conditions of Recognition	* All conditions to which an awarding organisation's recognition is subject.
Credit(s)	A Learner can gain credits via achievement of a qualification or qualification Component. Components are assigned a credit value which is based on the TQT assigned to the qualification.
End-point Assessment (EPA)	End-point assessment (EPA), an impartial assessment, is the final stage of an apprenticeship used to confirm if the apprentice has developed the skills, knowledge and behaviours required of the apprenticeship standard.
End-point Assessment Organisation (EPAO)	A regulated, independent body that designs and delivers end-point assessments. All EPAOs are separate from employers and training providers.
Evidence Log	A paper or digital document used to collect evidence and record assessment decisions and achievements.

Expert Witness	Expert witnesses are occupationally competent individuals appointed by the Assessor to provide valid and reliable support to the assessment of competency-based assessment criteria by use of witness testimony. Expert Witnesses do not, however, make assessment decisions.
External Quality Assurer (EQA)	Employed by the AO, an EQA ensures that assessment and internal quality assurance undertaken within approved Centres is valid, reliable, comparable, manageable and minimises bias.
Guided Learning (GL)	* The activity of a Learner in being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of a Tutor or other appropriate provider of education or training. For these purposes, the activity of 'participating in education or training' shall be treated as including the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a Tutor or other appropriate provider of education or training.
Guided Learning (GL) - examples of activities	* Some examples of activities that can contribute to Guided Learning include: • Classroom-based learning, supervised by a Teacher • Work-based learning, supervised by a Teacher • Live webinar or telephone tutorial with a Teacher in real time • E-learning supervised by a Teacher in real time • All forms of assessment which take place under the immediate guidance or supervision of a Tutor or other appropriate provider of education or training, including where the assessment is competency-based and may be turned into a learning opportunity
GLH (Guided Learning Hours)	The number of guided learning hours (see 'Guided Learning (GL)' above).
Immediate Guidance or Supervision	* The guidance or supervision provided to a Learner by a lecturer, supervisor, Tutor or other appropriate provider of education or training: (a) with the simultaneous physical presence of the Learner and that person, or (b) remotely by means of simultaneous electronic communication. For these purposes, the activity of Invigilation is to be regarded as a form of guidance or supervision.
Internal Quality Assurer (IQA)	Working for a Centre, an IQA manages the process of monitoring the quality of teaching, learning, and assessment practice within their Centre. Their role is to ensure that assessment decisions made by a Centre's Assessors are correct and meet the requirements of the qualification. This may include the sampling of activities a Learner undertakes during the completion of their qualification.
Invigilation	* The supervision by an appropriate person of Learners who are participating in the activity of being assessed for a qualification, where such supervision involves neither any teaching nor the giving of any guidance or direction beyond that which is necessary to convey instructions for the carrying out of the assessment or otherwise for the effective management of the assessment activity.
Invigilator	An invigilator supervises Learners participating in assessments taken under controlled conditions.
Knowledge, Skills and Understanding	All qualifications must have a clear objective, purpose and attainment level. The knowledge, skills and understanding required to achieve the specified level of attainment are set out in the learning outcomes.

Learner	* A person who is registered to take a qualification and to be assessed as part of that qualification.
Learning Outcome (LO)	A statement that describes the knowledge, skills or understanding a Learner should acquire to achieve the specified level of attainment.
Manageability	* Manageability relates to the feasibility of carrying out particular assessment processes. A Manageable assessment process is one that places reasonable demands on Centres and Learners.
MCQ(s)	'Multiple-choice' or 'multi-choice' question format, composed of a 'stem' that identifies the question, along with a set of options containing a 'key' (correct answer) and a number of plausible, but incorrect options, known as 'distractors'.
Minimising Bias	* Minimising Bias is about ensuring that an assessment does not produce unreasonably adverse outcomes for Learners who share a common attribute. The Minimisation of Bias is related to fairness to all Learners and is also closely related to statutory equality duties.
Moderation	* A particular form of Centre Assessment Standards Scrutiny through which the marking of assessments by Centres is monitored to make sure it meets required standards and through which adjustments to a Centre's marking are made, where required, to ensure that results are based on the required standard. Moderation takes place before final results are issued under Condition H6.1. *FAQ N.B. Marking also includes assessment decisions.*
Ofqual Register	* The register published and maintained by Ofqual in accordance with section 148 of the act. The register includes GCSE, A level, AS level and vocational qualifications in England and Northern Ireland.
QMIS	A fully web-based awarding organisation 'Qualifications Management Information System', supporting registration of Learners, including the tracking of Learner progress through to certification.
Qualifications in Wales (QiW)	The QiW database provides details of all qualifications that are approved or designated for teaching in Wales for Learners aged under 19 (excluding higher education).
Qualification Level	Based on the standards of skills, knowledge and understanding that might typically be expected of someone with a qualification at that level. RQF levels range from entry 1 up to level 8 and are determined by reference to level descriptors.
Qualification Size	Total qualification time (TQT) determines the overall size of a qualification. An 'award' indicates a small-sized qualification, a 'certificate' indicates a medium-sized qualification, and a 'diploma' a large-sized qualification.
Qualification Specification	The qualification specification must set out the qualification objective, any entry and exit requirements, the knowledge skills and understanding to be assessed (including assessment criteria), assessment methods and any associated requirements, any specimen assessment materials, any specified levels of attainment, the required GL and TQT, any credit values, and the level assigned to the qualification and its components.
Quality Assurance (QA) Team	The FutureQuals QA Team manage Centre performance, ensuring all Learners are supported in an inclusive way. They are responsible for ensuring that all certificates awarded to Learners have been through a quality assurance process and that the assessment and IQA decisions made by the Centre meet all qualification-specific requirements.

Reasonable Adjustment	* An adjustment made to an assessment for a qualification to enable a disabled Learner to demonstrate his or her knowledge, skills and understanding to the levels of attainment required by the specification for that qualification.
Recognition of Prior Learning (RPL)	* The: (a) identification by an awarding organisation of any learning undertaken, and/or attainment, by a Learner – (i) prior to that Learner taking a qualification which the awarding organisation makes available or proposes to make available, and (ii) which is relevant to the knowledge, skills and understanding which will be assessed as part of that qualification, and (b) recognition by an awarding organisation of that learning and/or attainment through amendment to the requirements which a Learner must have satisfied before the Learner will be assessed or that qualification will be awarded.
Regulated Awarding Organisation	Regulated awarding organisations design, deliver and award qualifications, including apprenticeship end-point assessments, recognised by one or more of the public regulators in England, Northern Ireland, Wales and Scotland.
Regulated Qualifications Framework (RQF)	The Regulated Qualifications Framework is the framework of regulated general and vocational qualifications in England and vocational qualifications in Northern Ireland.
Scope of Practice	As defined by the Health and Care Professions Council (HCPC): 'Your scope of practice is the limit of your knowledge, skills and experience and is made up of the activities you carry out within your professional role.'
SCQF Database	The database containing qualifications and learning programmes across Scotland that are on the Scottish Credit and Qualifications Framework.
Short Answer Question (SAQ) and Essay Questions	Open-ended questions that are designed to assess a Learner's knowledge and understanding via written response, allowing a Learner to demonstrate their ability to describe, explain, reason, create, analyse and evaluate information. SAQ responses are often limited to a shorter word count, whereas essay questions usually have a longer word count and may require referencing.
Special Consideration	* Consideration to be given to a Learner who has temporarily experienced an illness or injury, or some other event outside of his or her control, which has, or is reasonably likely to have, materially affected the Learner's ability to: (a) take an assessment, or (b) demonstrate his or her level of attainment in an assessment
Teacher (Tutor)	* A person who prepares any Learner, or any person likely to become a Learner, for assessment for a qualification and who does so: (a) as a lecturer, supervisor, Tutor or other appropriate provider of education or training, or (b) in circumstances in which that preparation takes place primarily at home

Total Qualification Time (TQT)	* The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. Total Qualification Time is comprised of the following two elements: (a) the number of hours that an awarding organisation has assigned to a qualification for Guided Learning, and (b) an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the Immediate Guidance or Supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.
Total Qualification Time (TQT) – examples of activities	* Some examples of activities that can contribute to Total Qualification Time include: • Independent and unsupervised research/learning • Unsupervised compilation of a portfolio of work experience • Unsupervised e-learning • Unsupervised e-assessment • Unsupervised coursework • Watching a pre-recorded podcast or webinar • Unsupervised work-based learning • All Guided Learning
Users of Qualifications	* Persons who have a legitimate interest in the qualification or type of qualification made available by the awarding organisation, which may include: (a) Learners and Learners' representatives, (b) Centres, (c) Teachers, (d) employers and employers' representatives, (e) further and higher education establishments, (f) schools, (g) government departments and agencies, and (h) professional bodies.
VARCS	Principles that are applied to assessment decisions: Valid, Authentic, Reliable, Current and Sufficient.
XAMS	A compatible, browser-based e-assessment platform, XAMS allows authorised Centres to schedule and deliver externally set Learner assessments and controlled tasks.

All definitions marked * are from the Ofqual Handbook: General Conditions of Recognition.

Verb	Definition
Acquire	Come into possession or ownership of
Adapt	Change to make suitable for a new use or purpose
Analyse	Separate information into components and identify their characteristics. Discuss the pros and cons of a topic or argument and make reasoned comment.
Apply	Put into operation or use. Use relevant skills/knowledge/understanding appropriate to context.
Assess	Offer a reasoned judgement of the standard/quality of situation/skills informed by relevant facts
Calculate	Generate a numerical answer, with workings shown
Carry out	Undertake an activity of a practical nature
Choose	Select from a range of alternatives
Collect	Gather
Comment	Identify and write about the main issues, expressing an opinion, giving reaction to what has been read/observed
Communicate	Impart (knowledge) or exchange (thoughts, feelings, or ideas) by speech, writing, gestures etc.
Compare	Identify similarities and differences
Complete	Conduct all required elements
Conduct	Do or carry out
Consider	Review and respond to given information
Contrast	Identify differences
Create	Originate, e.g., to produce a solution to a problem
Define	State or describe the nature, scope or meaning
Demonstrate	Show in an explicit way
Describe	Give an account, including all the relevant characteristics, qualities, or events
Design	A plan and presentation of ideas showing the layout/function/workings/object/system/process
Determine	Find out, decide, e.g., what is relevant
Develop	Progress/expand/initialise from a starting point
Differentiate	Recognise or ascertain a difference to identify what makes something different
Discuss	Give an account that addresses a range of ideas and arguments
Establish	Discover, prove, or show something to be true or valid by determining the facts
Estimate	Assign an approximate value
Evaluate	Consider the strengths and weaknesses, arguments for and against and/or similarities and differences. Then judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement.
Examine	Inspect (something) thoroughly to determine its nature or condition
Explain	Make something clear to someone by describing or revealing relevant information in more detail
Follow	Go in the direction of or to be guided by instructions
Give	Supply
Identify	Recognise, list, name or otherwise characterise

Implement	Put into action/use/effect
Insert	Put in place
Interpret	Translate information into recognisable form
Investigate	Carry out a systematic or formal inquiry to discover and examine the facts of (problem, options, incident, allegation etc.) so as to establish the truth.
Justify	Present a reasoned case for actions or decisions made
Label	Add names, indicating their correct position to an image or diagram
List	Give a selection of answers
Log in	Access electronically
Manage	Take charge or care of
Measure	Establish a value using a suitable measuring instrument or technique
Name	Provide appropriate or a recognised word(s) or term(s)
Obtain	Acquire/get
Operate	Work or use a machine, apparatus, or the like
Outline	A general description/broad account/summary of something showing essential features/outline the case briefly but not the detail
Participate	Take part in
Perform	Present/enact/demonstrate practically
Plan	Consider, set out and communicate what is to be done
Power up	Switch on the power
Practice	Perform or do
Predict	Say that an event or action will happen in the future, because of knowledge, experience, or evidence
Prepare	Make or develop something ready which will happen in the future
Present	Produce in front of an audience
Produce	Make, create, or form something. Put together, assemble. Leads to an outcome/result.
Promote	Help encourage to exist or flourish; further
Propose	Put forward an idea, plan, suggestion for consideration by others
Recognise	Identify something or someone previously seen
Recommend	Suggest/put forward as being appropriate, with reasons why
Refer	Direct for information or action
Reflect	Consciously contemplate, appraise, or give balanced consideration to an action or issue
Remove	Move from a place or position
Report	Prepare a detailed account or statement about an event or topic
Research	Investigation into and study of materials and sources to establish facts and reach conclusions
Review	Examine, survey, reconsider a subject, theory, or item
Secure	Make firm or fast, as by attaching
Select	Carefully choose as being the most suitable for a task or purpose
Set up	Prepare a system or set of equipment for operation
Share	Give specific users access to
Show	Provide structured evidence to reach a conclusion.
Size	Make a certain size; select an appropriate
State	Express in clear, brief terms.

Store	Accumulate or put away, for future use
Suggest	Give possible alternatives, produce an idea, put forward, e.g., an idea or plan, for consideration
Summarise	Sum up or give a brief account of relevant information in own words
Support	Maintain by supplying with things necessary to exist
Undertake	Take part in or carry out an activity
Use	Apply the information provided or apply prior learning. To put into service or action. Employ for a given purpose.
Work	Act or operate effectively
Work out	Perform one or a set of steps or calculation to arrive at an answer

Appendix 2 – FutureQuals Ambulance Driving Instruction Assessment Principles

v2.0 July 2024

The *FutureQuals Ambulance Driving Instruction Assessment Principles* are designed to ensure a consistent approach to the elements of assessment requiring further interpretation or definition.

The assessment principles apply to the Components that assess occupational knowledge and occupational competence in the **FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF)**.

1. These assessment principles must be applied in addition to the generic criteria and regulations outlined in the *FutureQuals Assessment Principles*.

2. To ensure there is appropriate support for, and monitoring of, Learners during practical sessions, Components 3 and 5 must be delivered in line with the requirements as set out in the relevant specification.

3. The assessment methods required for both knowledge-based and competency-based criteria are listed in the relevant Component specification. Where assessments have been externally set by FutureQuals, these must be used. Where evidence-collection tools have been provided by FutureQuals, these must be used, unless prior permission to use an alternative evidence-collection tool has been granted.

4. 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.*

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

6. Competency-based assessment must take place in a real-life working environment. The use of simulation is only permitted when undertaking reversing manoeuvres where exact facilities cannot be utilised safely. Role-play may be used for formative assessment, and a formal role-play **must** be successfully completed before the instructing, coaching, and assessing of live Learners element of Component 5.

7. All assessment for Components 3 and 5 must be carried out in the vehicle type the Learner is licensed to drive and has undertaken their training in.

8. Assessment decisions must be made by a currently, and occupationally, competent Assessor (defined below).

9. Expert witnesses are not permitted for this qualification.

10. It is accepted that both Instructor and Assessor roles may be performed by the same person, providing the qualifications and experience requirements for both roles are met. However, the *Instructional Demonstration Driving Assessment* must be conducted by an Independent Assessor (Final Examiner).

11. Under extenuating circumstances, an NPA Instructor may act as an Independent Assessor for the practically assessed Components during Module 1. However, they may have taught no more than 14 hours of Component 3, but not the final 14 hours, and no more than 20 hours of Component 5, but not the last 5 days.

    There must be a valid reason documented on the *Independent Assessor Extenuating Circumstances Form*, which must be retained by the Centre and will be subject to external quality assurance.

    The Final Independent Assessor for Module 2 must remain fully independent.

12. FutureQuals maintains a register of all approved Instructors, Assessors, IQAs and other key workforce personnel involved in the delivery of our qualifications. We reserve the right to suspend or remove Instructors, 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.

Instructor and Assessor Requirements (National Principal Assessor)

1. All Instructors and Assessors must be registered as a facilitator with the approved training Centre before commencement of any training/assessment. The FutureQuals ERAD NPA conducting the final assessment drive must also be registered as a facilitator with the Approved Centre before conducting independent final assessments.

Please see the table below for NPA level restrictions regarding the instructing and assessing requirements of this qualification:

L5NPAAERADIDRFQ National Principal Assessor Award for Emergency Response Ambulance Driving Instructor Development (Level 5 CPD)	• Meets the FutureQuals ERAD NPA Programme Person Specification • Evidence of working towards L5DIT or equivalent	• Holder can instruct and formatively assess all Components of the FAQ L4DERADI/DERADIL4 • All Components of the FAQ L4DERADI/DERADIL4 must be summatively assessed by Centre staff who hold L5NPAAERADIDFQ or above

L5NPAAERADIDFQ National Principal Assessor Award for Emergency Response Ambulance Driving Instructor Development (Level 5 CPD)	• Meets the FutureQuals ERAD NPA Programme Person Specification • Holds L5DIT or equivalent	• Holder can instruct and formatively/summatively assess all Components of the FAQ L4DERADI/DERADIL4
L6NPAAERADIDFQ National Principal Assessor Award for Emergency Response Ambulance Driving Instructor Development (Level 6 CPD)	• Meets the FutureQuals ERAD NPA Programme Person Specification • Holds L5DIT or equivalent • Has completed the DriverMetrics Workshop: Driver Coaching Programme • Invitation by FutureQuals	
L7NPASIAERADIDFQ National Principal Assessor Staff Instructor Award for Emergency Response Ambulance Driving Instructor Development (Level 7 CPD)	• Meets the FutureQuals ERAD NPA Programme Person Specification • Must have held the L6NPAAERADIDFQ for a minimum of 12 months • Must have taught and assessed a minimum of one FAQ L4DERADI/DERADIL4 cohort • Must have taught and assessed two FutureQuals ERAD NPA programmes • Invitation by FutureQuals	

- All summative assessment requirements are detailed within the *FAQ DERADIL4 Evidence Log.*

- All formative assessment requirements are detailed within the *FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF) Instructor Development Record* and the *FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF) Practice Placement Document.*

2. Must be employed or registered as a contractor with either an NHS Ambulance Service, private ambulance service, or voluntary ambulance service, which gives them the legal right to deliver and assess the *FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF)*

   or

   Must be employed or registered as a contractor with a private training provider that has approval to deliver the *FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF)* (610/3853/2 and C00/5004/5)/*FAQ Level 4 Diploma in Emergency*

Response Ambulance Driving Instruction (RQF) (603/0393/1 and C00/2291/6)*)* qualification **and** has legal contracts/agreements in place with either the NHS, private or voluntary ambulance services, which provides them the legal right to deliver the *FAQ Level 3 Certificate in Emergency Response Ambulance Driving (RQF).*

3. Must hold an approved education qualification at, equivalent or higher than the Level 5 Diploma in Teaching, and have evidence of ongoing CPD in this area within the last 12 months (applicants can be accepted as a minimum being registered and actively working towards - it is expected that registered Learners are fully qualified in line with the guided learning and total qualification time requirements laid out in the qualification specification and by the Education and Training Foundation).

4. Must hold the *Level 3 Certificate in Assessing Vocational Achievement* (or its legacy qualifications D32/33 or A1), must not have had any serious quality assurance issues in the last six months, and provide evidence of quality assurance checks, standardisation, and ongoing CPD in this area within the last 12 months.

5. Must hold the *Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practices* or its legacy (D34, V1) or higher and provide evidence of ongoing CPD in this area within the last 12 months (applicants can be accepted as a minimum being registered and actively working towards, though it is expected that Learners are to complete this requirement within one year of being registered).

6. Must hold one of the following:
   - *FAQ Level 3 Certificate in Emergency Response Ambulance Driving (RQF) (*603/7901/7 and C00/4531/5)
   - *FAQ Level 3 Certificate in Emergency Response Ambulance Driving* (601/7335/X)
   - *Certificate in Emergency Response Ambulance Driving at SCQF Level* 6 (R773 04)
   - *Certificate in Emergency Response Ambulance Driving at SCQF Level 6 (R482 04)*

7. Must hold the *FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF)* (610/3853/2 and C00/5004/5) **or** *FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF*) (603/0393/1 and C00/2291/6)

8. Must not have any period of inactivity greater than six months of driving instruction/assessing in any setting against the LOs and ACs of the *FAQ Level 3 Certificate in Emergency Response Ambulance Driving (RQF)*.

9. Evidence of attending and successfully completing the FutureQuals National Principal Assessor Award for Emergency Response Ambulance Driving Instructor Development (Level 5 CPD) programme.

10. Has no disciplinary, ongoing investigation, or allegation(s) that questions their professionalism, values, behaviours and/or attributes of a driving Instructor, and has no outstanding court cases or prosecutions in any area.

11. Holds a full UK driving licence for the class of vehicle to be instructed in, evidenced through a DVLA profile or check code valid within 21 days, and must never have had their driving licence suspended, revoked or banned (suspended for medical reasons, which are now resolved, is acceptable).

12. Must hold a licence for the class of vehicle to be instructed in, for at least 3 years [*not applicable until section 19 is in legislation*].

13. Has no more than 3 endorsement points, evidenced through a DVLA profile or check code valid within 21 days (this is the agreed national standard - however, each employing organisation is permitted to lower the minimum endorsement points and/or set a list of acceptable category of endorsement points).

14. Must hold an up-to-date portfolio of continuing professional development in both *FAQ Level 3 Certificate in Emergency Response Ambulance Driving*, *FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF)* (610/3853/2 and C00/5004/5)/*FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF*) (603/0393/1 and C00/2291/6)*)* and those competencies related to education and assessing.

If the FutureQuals ERAD NPA does not meet all of the above criteria, they must **not** conduct any of the summative assessments.

Mentor Requirements (DERADI® Mentor)

1. Must be employed or registered as a contractor with either an NHS Ambulance Service, private ambulance service, or voluntary ambulance service, which gives them the legal right to mentor Learners for the **FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF)**

   or

   Must be employed or registered as a contractor with a private training provider that has approval to mentor Learners for the *FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF)* qualification **and** has legal contracts/agreements in place with either the NHS, private or voluntary ambulance services, which provides them the legal right to deliver the *FAQ Level 3 Certificate in Emergency Response Ambulance Driving (RQF).*

2. Must hold one of the following:
   - *FAQ Level 3 Certificate in Emergency Response Ambulance Driving (RQF) (*603/7901/7 and C00/4531/5)
   - *FAQ Level 3 Certificate in Emergency Response Ambulance Driving* (601/7335/X)
   - *Certificate in Emergency Response Ambulance Driving at SCQF Level* 6 (R773 04)
   - *Certificate in Emergency Response Ambulance Driving at SCQF Level 6 (R482 04)*

3. Must hold the *FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF)* (610/3853/2 and C00/5004/5)/*FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF*) (603/0393/1 and C00/2291/6) for a minimum period of 12 months and have delivered seven CERAD™ cohorts prior to mentoring Learners.

4. Must hold the *Level 3 Certificate in Assessing Vocational Achievement* (or its legacy qualifications D32/33 or A1), must not have had any serious quality assurance issues in the last six months, and provide evidence of quality assurance checks, standardisation, and ongoing CPD in this area within the last 12 months.

5. Must hold the FAQ Level 4 Award in Preparing for the Mentoring Role (RQF) or equivalent. *NOTE: If currently mentoring Learners on the former FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF) (603/0393/1 and C00/2291/6) but do not hold the above qualification, Mentors will be allowed to continue mentoring the new version of DERADI® subject to being registered on the FAQ Level 4 Award in Preparing for the Mentoring Role (RQF), to be certificated by 31st March 2025*.

6. Must not have any period of inactivity greater than six months of driving instruction/assessing in any setting against the LOs and ACs of the *FAQ Level 3 Certificate in Emergency Response Ambulance Driving (RQF)*.

7. Has no disciplinary, ongoing investigation, or allegation(s) that questions their professionalism, values, behaviours and/or attributes of a driving Instructor, and has no outstanding court cases or prosecutions in any area.

8. Holds a full UK driving licence for the class of vehicle to be instructed in, evidenced through a DVLA profile or check code valid within 21 days, and must never have had their driving licence suspended, revoked or banned (suspended for medical reasons, which are now resolved, is acceptable).

9. Has no more than 3 endorsement points, evidenced through a DVLA profile or check code valid within 21 days (this is the agreed national standard - however, each employing organisation is permitted to lower the minimum endorsement points and/or set a list of acceptable category of endorsement points).

10. Must hold an up-to-date portfolio of continuing professional development in the *FAQ Level 3 Certificate in Emergency Response Ambulance Driving (RQF)* (603/7901/7 and C00/4531/5)/*FAQ Level 3 Certificate in Emergency Response Ambulance Driving* (601/7335/X), **and** the *FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF)* (610/3853/2 and C00/5004/5)*/FAQ Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF) (603/0393/1 and C00/2291/6)* and those competencies related to education and assessing.

Internal Quality Assurance

1. All internal quality assurers (IQAs) must be occupationally competent and qualified to make quality assurance decisions as defined in these assessment principles.

2. IQAs must meet the criteria of the Assessor.

3. For IQAs who are not National Principal Assessors (FutureQuals ERAD NPAs), the FAQ Level 4 Award in Preparing for the Mentoring Role (RQF) or an equivalent qualification will be accepted.

4. The IQA must hold 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 one of the recognised legacy qualifications (D34, V1). The IQA must also provide evidence of ongoing CPD in this area within the last 12 months. As a minimum, applicants can be accepted if they are registered and actively working towards the qualification; it is expected that registered Learners are fully qualified within two years.

5. Any unqualified IQAs will need to have all of their verification decisions countersigned by a fully qualified IQA.

External Quality Assurance

1. All External Quality Assurers (EQA) must be occupationally competent in the area they are assuring and be qualified to make quality assurance decisions.

2. EQAs must meet the criteria of the internal quality assurers (IQA) as well as the below criteria.

3. The EQA must hold 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), or one of the recognised legacy qualifications (D35, V2) and evidence of ongoing CPD in this area within the last 12 months (applicants can be accepted as a minimum being registered and actively working towards - it is expected that registered Learners are fully qualified within two years). During the period of transition, those responsible for external quality assurance must meet the standard of practice set out in the Learning and Development National Occupational Standard.

4. Externally monitor and maintain the quality of assessment.

5. Evidence of attending and successfully completing the FutureQuals ERAD National Principal Assessor (NPA) Programme.

FAQ **LEVEL 4** DIPLOMA IN

EMERGENCY RESPONSE AMBULANCE DRIVING INSTRUCTION (RQF)

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