FAQ LEVEL 3 AWARD FOR

FIRST RESPONDERS ON SCENE: AMBULANCE SERVICE CO-RESPONDER

OVERVIEW SPECIFICATION

Qualification Numbers: **603/6796/9 and C00/4530/9**

Qualification Reference: **L3AFROSASCOR**

FROS®

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		Appendix 2	Level 3 Award in Education and Training removed as an acceptable minimum assessor requirement
		2.1	Addition regarding endorsements added
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			Assess Learner Achievement' updated to state 'Regulated Qualifications or Components based…'
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Section One

Centre Requirements

1.1 Introduction

Introduction to FutureQuals

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

Our Values
"We are a Visionary, Supportive, Innovative and Professional Awarding Organisation that is committed to excellence."

Our Vision
"We envisage a place in which every learner realises their full potential."

Our Mission
"To provide respected and valued qualifications and assessment to enable quality assured learning."

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

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

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

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

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

Introduction to Qualification Specification

Welcome to the FutureQuals Specification for the **FAQ Level 3 Award for First Responders on Scene: Ambulance Service Co-Responder.**

The aim of this specification overview is to provide prospective learners and centres with information to assist in the administration, delivery and assessment of this qualification. The full specification is available to all registered learners and centres approved to deliver the qualification.

This specification overview is a live document and, as such, will be updated when required. Centres will be notified when changes are made. It is the responsibility of the centre to ensure the most up-to-date version of the Approved Specification is in use.

This document is copyrighted but may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

1.2 Enquiries

Any enquires relating to this qualification should be addressed to:

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Section Two

Qualification Information

2.1 Outline of Qualification

Purpose and Aims

The purpose of the FAQ Level 3 Award for First Responders on Scene: Ambulance Service Co-Responder is to provide learners with the skills, knowledge and understanding required to provide the appropriate care prior to the arrival of an ambulance.
The qualification covers:

- the principles of ambulance service first responder care
- the knowledge and skills relating to scene safety and patient assessment
- life-threatening emergencies, illnesses, medical conditions and injuries
- major trauma and physical extrication

The qualification is aimed at individuals who work or intend to work as Ambulance Service Co-Responders. It forms part of the FutureQuals first responder on scene (FROS®) qualification suite.

This qualification is Category D on the FPHC PHEM Skills Framework:
Nationally certificated non health care professional pre-hospital provider caring for patients as a secondary role e.g. Police Officers in Specialist Roles, Fire Service IEC, equivalent UKSAR trained personnel, Enhanced Community First Responder.

FAQ Level 3 Award for First Responders on Scene: Ambulance Service Co-Responder
The Total Qualification Time (TQT) for this qualification is: 44 hours
Guided Learning (GL) for this qualification is: 34 hours

Suitable for Age Ranges: 18+

Method of Assessment: The qualification consists of six Components and includes both knowledge-based and competence-based assessment criteria.

Two multiple-choice question assessments cover the knowledge-based assessment criteria. Both of these assessments are externally set, marked and quality assured by FutureQuals and are undertaken on-screen or can be paper-based in exceptional circumstances.

The first assessment will present the learner with 20 questions in a multiple-choice format, which are mapped to the learning outcomes of Component 1 of the qualification.

The second assessment will present the learner with 40 questions in a multiple-choice format, which are mapped to the learning outcomes of Components 2-5 of the qualification.

An Evidence Log assessment tool consisting of practical observations covers all of the competence-based learning outcomes. The Evidence Log also covers the remaining knowledge-based assessment criteria of Component 6 through oral questioning. These assessments are externally set, internally marked and externally quality assured and moderated by FutureQuals. Simulation is permitted.

Assessment must be undertaken in line with the requirements set out in the FutureQuals *Instructions for Conducting Controlled Assessments* policy. This document is published on the 'Policies and Procedures' section of the FutureQuals website.

Grading: There is no specific grading criteria for this qualification, however, the grading threshold for each multiple-choice question assessment is detailed later in this document.

The overall qualification is graded as pass or fail.

Resits: A resit wait time restriction of at least 5 days following receipt of results will apply, to allow time for learners to further consolidate their learning. Learners can attempt each of the assessments up to a maximum of three times.

Entry Guidance: There are no formal entry requirements that a learner must have completed before taking this qualification.

Learner Ratio: It is recommended that a single trainer teaches no more than 12 learners per cohort, so that each individual receives an appropriate level of support.

Guided Learning Hours in Blocks: Where training is provided in blocks, these blocks should not be less than two hours in duration. Learners must complete the course and all associated assessments, including resits, within 10 weeks. Component 1 must be completed before proceeding to Components 2-6.

Endorsements

First Aid Awarding Organisation Forum: The FAQ Level 3 Award for First Responders on Scene: Emergency First Responder is recognised by the FAAOF as an acceptable equivalent to First Aid at Work qualifications:
https://faaof.org/faq/

Security Industry Authority: The SIA do not list individual first aid provision on their website. However, they have stated that in order for "FutureQuals first responder on scene qualifications to be to be accepted as pre-requisites for the Level 3 Certificate for Working as a Close Protection Operative within the Private Security Industry, it will be the training centres' responsibility to review the qualifications, to ensure that they map to or exceed the Level 3 first aid qualification requirements". In relation to this mapping requirement, centres should note that this qualification is recognised by the FAAOF, as described above.

2.2 Requalifying

Once awarded, the FAQ Level 3 Award for First Responders on Scene: Ambulance Service Co-Responder qualification does not have a specific period of validity. However, as an evolving subject area, periodically retaking the qualification will help to ensure that individuals are working with the most up-to-date information.

Teaching must be delivered to the pre-hospital provider competencies framework and in accordance with currently accepted NHS Ambulance Service Co-Responder practice. Competency is maintained through continuous professional development (CPD) annually.

For Learners wishing to retake the full qualification for CPD purposes, or to meet any workplace requirements, the guided learning hours may be reduced to no less than 16 hours over a minimum of two days, dependent on the Learner's current skills, knowledge and experience. Learners must be assessed against all learning outcomes and assessment criteria in the Component(s) using all assessments listed within this specification. To attend the shorter requalification course, Learners must provide evidence of their previous qualification, which must have a certification date of no more than three years prior.

2.3 Teaching and Learning Resources

In support of delivering this qualification, FutureQuals recognises the use of the Association of Ambulance Chief Executives manual *First Responder Care Essentials*, published by Class Professional Publishing, as a source reference tool. The assessment criteria, additional guidance and assessment tools of this qualification have been developed with reference to the concepts and practices detailed in the manual. Therefore, it is recommended that centres and learners make use of the manual to prepare for assessment and to further develop knowledge and skills.

Centres wishing to use alternative resources will only be permitted once FutureQuals have carried out a robust quality assurance process and are satisfied that the materials are valid.

This qualification has been designed to cover all aspects of the FAQ Level 3 Award in First Aid at Work qualification.

2.4 Additional Information

This qualification is regulated by the Office of Qualifications and Examinations Regulation (Ofqual) in England https://register.ofqual.gov.uk/ and the Council for Curriculum, Examinations and Assessment (CCEA) in Northern Ireland http://ccea.org.uk/regulation.

This qualification may be eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

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

https://hub.fasst.org.uk/Pages/default.aspx
https://www.gov.uk/government/organisations/education-and-skills-funding-agency

Alternatively, contact your local funding office.

You should use the Qualification Accreditation Number (QAN) when you wish to seek public funding.

2.5 Progression

This qualification meets and exceeds all requirements of the Level 3 Award in First Aid at Work. It can, therefore, lead to further learning or employment opportunities for which the Level 3 Award in First Aid at Work is a prerequisite, providing the Learner's certificate was issued no more than three years prior.

Leaners can also progress to other qualifications within the FutureQuals first responder on scene qualification suite. Learners can use Components already achieved towards the other qualifications

and will only be required to take those Components not already achieved. Components 2-5 of this qualification are common to the following:

- FAQ Level 3 Award for First Responders on Scene: Fire and Rescue Service IEC Responder (in development)

Learners may also wish to progress to health-related qualifications, including:

- Level 3 Diploma in Ambulance Emergency and Urgent Care Support
- Level 4 Diploma for Associate Ambulance Practitioners
- Level 3 Certificate in Ambulance Patient Care: Non-Urgent Care Services
- Level 3 Certificate in Ambulance Patient Care: Urgent Care Services
- Level Award in Patient Care Services: Ambulance Driving

2.6 Assessment Principles

The FAQ Level 3 Award for First Responders on Scene: Ambulance Service Co-Responder must be assessed according to the FutureQuals Assessment Principles.

2.7 Qualification Structure

To achieve the FAQ Level 3 Award for First Responders on Scene: Ambulance Service Co-Responder, learners must achieve the six Components from the Mandatory Group.

The learning for Component 1 must be completed before proceeding to the other Components. However, centres can decide when the assessment for Component 1 takes place (i.e. either once the learning for Component 1 is completed or at the end of all learning).

Group M – Mandatory				
Component Number	URN	Component Name	Guided Learning Hours	Level
1	R/618/3062	Principles of Ambulance Service First Responder Care	6	3
2	Y/618/3063	Scene Safety and Patient Assessment	5	3
3	D/618/3064	Responding to Life-Threatening Emergencies	5	3
4	H/618/3065	Responding to Illnesses and Medical Conditions	6	3
5	K/618/3066	Responding to Injuries	6	3
6	Y/618/5363	Responding to Major Trauma and Patient Extrication	6	3

Section Three

Assessment Principles and Component Specifications

Assessment Principles for First Responder on the Scene (FROS®) Qualifications

Introduction

These Assessment Principles have been produced by the Future (Awards and Qualifications) Ltd in cooperation with UK Ambulance Trusts.

These principles relate to the following first responder on the scene (FROS®) qualifications:

- **FAQ Level 3 Award for First Responders on Scene: Emergency First Responder**
- **FAQ Level 3 Award for First Responders on Scene: Ambulance Service Community Responder**
- **FAQ Level 3 Award for First Responders on Scene: Ambulance Service Co-Responder**
- **FAQ Level 3 Award for First Responders on Scene: Fire and Rescue Service IEC Responder**

This document deals with training, assessment, evidence and quality assurance under the following headings:

- Roles and responsibilities of those involved in the training, assessment and quality assurance processes
- Assessment and sources of evidence

Roles and Responsibilities of those involved in the Training, Assessment and Quality Assurance Processes

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

Trainers

Those involved in the training of these qualifications must have knowledge and competency in first response as well as knowledge and competency to train based on qualifications and experience. An acceptable portfolio must show:

i. Occupational knowledge and competence in first response - evidenced by:

- Holding a qualification in first response/medical registration, as detailed in *Appendix 1.*

ii. Knowledge and competency in teaching/training first response - evidenced by:

- Holding an acceptable teaching/training qualification, as detailed in *Appendix 2*.

AND either:

- Provide an acceptable log of teaching first response within the last 3 years.

or

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

Assessors

Those involved in the assessment of these qualifications must have knowledge and competency in first response as well as knowledge and competency to assess based on qualifications and experience. An acceptable portfolio must show:

i. Occupational knowledge and competence in first response - evidenced by:

- Holding a first response qualification/medical registration, as detailed in *Appendix 1.*

ii. Knowledge and competency in assessing first response - evidenced by:

- Holding an acceptable assessing qualification/CPD training, as detailed in *Appendix 2.*

AND either:

- Provide an acceptable log of first response assessments conducted within the last 3 years

or

- Provide an acceptable record of competently assessing theoretical and practical first response qualifications under the supervision of a suitably qualified assessor.

Internal Quality Assurance

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

i. Occupational knowledge and competence in first response - evidenced by:

- Holding a first response qualification/medical registration, as detailed in *Appendix 1.*

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

- Holding an acceptable internal quality assurance qualification/CPD training, as detailed in *Appendix 3.*

Internal Quality Assurers must:

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

Assessment and Sources of Evidence

Assessment Centres

Assessment Centres are responsible for ensuring the currency of the competence of all those involved in the assessment and internal quality assurance process.

Simulation

Assessment in a simulated environment is permitted for some competence-based assessment criteria where it may be impractical, hazardous, dependent on the occurrence of rare/emergency circumstances or requiring a time frame inappropriate to be undertaken in a real working environment and should feature, as far as possible, the same conditions and limitations as would be experienced undertaking the same activity in a real working environment, including equipment, facilities and interpersonal factors.

Assessment

The assessment should determine a learner's ability to act safely, promptly and effectively when providing appropriate and necessary treatment to an individual before the arrival of an ambulance. All learning outcomes in the Component(s) must be achieved to gain the qualification.

Standards of First Response Practice

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

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

and

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

Occupational Knowledge and Competence in First Response - Appendix 1

All trainers, assessors, internal quality assurers and external quality assurers must have occupational knowledge and competence in first response. This list is not exhaustive but provides a guide to acceptable qualifications. They must hold at least one of the following:

FAQ Level 3 Award for First Responders on Scene: Emergency First Responder
FAQ Level 3 Award for First Responders on Scene: Ambulance Service Community Responder
FAQ Level 3 Award for First Responders on Scene: Ambulance Service Co-Responder
FAQ Level 3 Award for First Responders on Scene: Fire and Rescue Service IEC Responder
FAQ Level 3 Certificate for Ambulance Service First Responders
FAQ Level 3 Diploma in Ambulance Emergency and Urgent Care Support
FAQ Level 4 Diploma for Associate Ambulance Practitioners
IHCD Ambulance Technician

Or

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

Or

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

Or

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

Acceptable Training/Assessing Qualifications - Appendix 2

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

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

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

Qualifications suitable for Internal Quality Assurance - Appendix 3

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

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

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

3.1 Component Specifications

Component 1: Principles of Ambulance Service First Responder Care

Component Reference Number: R/618/3062

Level: 3
GL: 6

Component Summary

The purpose of this Component is to assess the knowledge and understanding required to work as an ambulance service first responder.

Assessment Guidance

This Component is assessed by a multiple-choice assessment.

Grading threshold:
Pass: 15 or more correct answers out of 20 (75% or higher)
Fail: 14 or fewer correct answers out of 20 (under 75%)

Learning Outcomes and Content Covered

Learning Outcome - The learner will:	**Areas covered:**
1. Understand the role and responsibilities of an ambulance service first responder	The ambulance service first responder role and responsibilities
	The key features and agreed ways of working of the structure of own organisation
	Continuous professional development (CPD) in relation to own role
	Duty of candour
2. Understand the importance of communication and the involvement of patients in their own care	Consent to treat a patient
	Conditions which could affect a patient's capacity to provide consent
	Communication methods
	Conflict resolution
3. Understand the requirements for information governance	Data protection and confidentiality
	Information governance
4. Understand how to provide safe, person-centred, high quality care and support	Equality and diversity responsibilities
	Privacy and dignity responsibilities
	Health and safety responsibilities
	Safeguarding responsibilities
5. Understand the principles of infection prevention and control	Disease transmission routes
	Infection prevention and control

Component 2: Scene Safety and Patient Assessment

Component Reference Number: Y/618/3063

Level: 3
GL: 5

Component Summary

The purpose of this Component is to assess the knowledge and skills required in relation to scene safety and assessment.

Assessment Guidance

This Component includes knowledge-based and competence-based assessment criteria and is assessed by a multiple-choice assessment and practical observation.

Multiple-choice assessment grading threshold:

Pass: 30 or more correct answers out of 40 (75% or higher)
Fail: 29 or fewer correct answers out of 40 (under 75%)

Learning Outcomes and Content Covered

Learning Outcome - The learner will:	Areas covered:
1. Be able to conduct a scene survey	Conducting a scene survey and summoning assistance
	Mechanism of injury concept
2. Be able to use personal protective equipment (PPE)	Personal protective equipment guidelines
3. Be able to conduct a primary survey	Patient assessment and management procedures
	Measuring and reporting physiological measurements
	Managing deviations from expected patient physiology
4. Be able to conduct a secondary survey	Gathering patient history information
	Secondary surveys
	Pre-alerts
	Clinical handover to medical professionals
5. Understand the principles of medication administration	Administration of medications guidelines
	The ambulance service first responder role in relation to the administration of medications

Component 3: Responding to Life-Threatening Emergencies

Component Reference Number: D/618/3064

Level: 3
GL: 5

Component Summary

The purpose of this Component is to assess the knowledge and skills required to respond to a variety of life-threatening emergencies.

Assessment Guidance

This Component includes knowledge-based and competence-based assessment criteria and is assessed by a multiple-choice assessment and practical observation.

Multiple-choice assessment grading threshold:

Pass: 30 or more correct answers out of 40 (75% or higher)
Fail: 29 or fewer correct answers out of 40 (under 75%)

Learning Outcomes and Content Covered

Learning Outcome - The learner will:	Areas covered:
1. Be able to provide treatment to an unresponsive patient	Basic Life Support (BLS)
	The chain of survival
	Infant, child and adult CPR
	Resuscitation devices
	Automated external defibrillators (AED)
	Infant, child and adult recovery positions
	Seizures
	Recognition of life extinct
	BLS complications
2. Be able to manage an airway obstructed by a foreign body	Mild and severe obstructions
	Clearing an obstructed infant, child or adult airway
	Maintaining an infant, child or adult's airway
	Advanced airway management
3. Be able to provide treatment to a patient experiencing catastrophic haemorrhage	Controlling a catastrophic haemorrhage
4. Know how to provide treatment to a patient who is experiencing shock	Types of shock
	How to treat a patient who is suffering from shock
	Recognising a patient who is suffering from shock
5. Be able to provide treatment to a patient experiencing anaphylaxis	Anaphylaxis triggers
	Indicators of anaphylaxis
	Adrenaline auto-injectors

Component 4: Responding to Illnesses and Medical Conditions

Component Reference Number: H/618/3065

Level: 3
GL: 6

Component Summary

The purpose of this Component is to assess the knowledge and skills required to respond to a variety of illnesses and medical conditions.

Assessment Guidance

This Component includes knowledge-based and competence-based assessment criteria and is assessed by a multiple-choice assessment and practical observation.

Multiple-choice assessment grading threshold:

Pass: 30 or more correct answers out of 40 (75% or higher)
Fail: 29 or fewer correct answers out of 40 (under 75%)

Learning Outcomes and Content Covered

Learning Outcome - The learner will:	Areas covered:
1. Be able to provide treatment to a patient with a suspected respiratory condition	Recognising suspected respiratory conditions
	Treating a respiratory condition
2. Be able to provide treatment to a patient with a suspected cardiovascular condition	Recognising suspected cardiovascular conditions
	Treating a cardiovascular condition
3. Be able to provide treatment to a patient with a suspected neurological condition	Recognising suspected neurological conditions
	Treating a neurological condition
4. Be able to manage a patient experiencing a diabetic emergency	Recognising hypoglycaemia
	Managing a patient experiencing a hypoglycaemic diabetic emergency
5. Know how to provide treatment to a patient affected by sudden poisoning	Routes poisons can enter the body
	Treating a patient affected by sudden poisoning
	Sources of information for treating sudden poisonings
6. Be able to administer oxygen therapy	Administering oxygen therapy
	Appropriate oxygen masks and flow rates

Component 5: Responding to Injuries

Component Reference Number: K/618/3066

Level: 3
GL: 6

Component Summary

The purpose of this Component is to assess the knowledge and skills required to respond to a variety of injuries.

Assessment Guidance

This Component includes knowledge-based and competence-based assessment criteria and is assessed by a multiple-choice assessment and practical observation.

Multiple-choice assessment grading threshold:

Pass: 30 or more correct answers out of 40 (75% or higher)
Fail: 29 or fewer correct answers out of 40 (under 75%)

Learning Outcomes and Content Covered

Learning Outcome - The learner will:	**Areas covered:**
1. Be able to provide treatment to a patient with minor injuries	Treating a patient with a minor injury
2. Be able to provide treatment to a patient with a wound	Wound types
	Wound assessment
	Wound treatment
	Wound monitoring
3. Be able to provide treatment to a patient experiencing bleeding	External bleeding
	Internal bleeding
	Blood loss estimations
	Treating minor bleeding
4. Be able to provide treatment to a patient with burns and scalds	Burns and scald severity
	Treating: • Dry heat • Wet heat • Electricity • Chemicals
	Treating burns and scalds
5. Be able to treat a patient with suspected injuries to bones, muscles and joints	Muscular and skeletal injuries
	Recognising and treating • Fractures and dislocations • Sprains and strains
	Immobilising injuries
	Head and spinal injuries

6. Be able to treat a patient with suspected head and spinal injuries	Recognising and treating • Head injuries • Spinal injuries
7. Understand how to treat to patient with suspected chest injuries	Chest injuries
	Recognising and treating • Flail chest • Penetrating chest injury
8. Understand the management of abdominal injuries	Abdominal injuries
	Recognising and treating abdominal injuries
	Abdominal injury complications
9. Understand when clinical intervention is needed for the management of injuries	Intervention from a clinician when managing the following injuries: • Head • Muscular-Skeletal • Chest • Abdominal

Component 6: Responding to Major Trauma and Patient Extrication

Component Reference Number: Y/618/5363

Level: 3
GL: 6

Component Summary

The purpose of this Component is to assess the knowledge and skills required to respond to major trauma and patient extrication.

Assessment Guidance

This Component includes knowledge-based and competence-based assessment criteria and is assessed by a multiple-choice assessment and practical observation.

Multiple-choice assessment grading threshold:

Pass: 30 or more correct answers out of 40 (75% or higher)
Fail: 29 or fewer correct answers out of 40 (under 75%)

Learning Outcomes and Content Covered

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Be able to manage a trauma scene	Health and safety of self and others prior to approaching a trauma incident
	The trauma triage tool
	Specialist assistance
2. Be able to assess and manage trauma patients	Assessing a trauma patient
	Time-critical trauma
	Managing a trauma patient
	Manual spinal immobilisation
	Concise trauma pre-alerts
3. Know the factors that influence the extrication of trauma patients	Environmental factors that could impact the extrication of a trauma patient
	Time factors to be considered when extricating a trauma patient
4. Be able to extricate a trauma patient using supporting equipment	Supporting equipment required to extricate a trauma patient
	Own role and associated responsibilities during extrication
	Extricating non-time-critical trauma patients
	Extricating time-critical trauma patients
5. Be able to remove helmets from trauma patients	Circumstances when a helmet should be removed
	The potential risks during helmet removal
	Helmet removal
	In-line immobilisation

Section Four

Centre Information

4.1 Centre Operations Manual

Information regarding centre support, learner registration, certification, reasonable adjustments and special consideration, complaints and appeals can be found in the Centre Operations Manual.

4.2 Initial Assessment and Centre Learner Support

Centres should assess each learner's potential and make a professional judgement about his/her ability to successfully complete the programme of study and achieve the qualification.

This assessment will need to take account of:

- the support available to the learner within the centre during his/her programme of study
- any specific support that might be necessary to allow the learner to access the assessment for the qualification
- diagnoses of the requirements of the learner, making use of specialist advice from external sources, as appropriate.

Details on how to make adjustments for learners to ensure fair access to assessment is set out in the FutureQuals *Reasonable Adjustment and Special Considerations* policy.

4.3 Identification Requirements and Learner Authenticity

Identification Requirements

It is a centre's responsibility to confirm the identity of a learner as part of its registration process. A centre may do this by requesting sufficient personal data and a unique learner number (ULN) to ensure the learner can be clearly and uniquely identified.

The following would be permitted proof of a learner's Identity:

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

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

Learner Authenticity

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

4.4 Legal Considerations

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

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

FAQ LEVEL 3 AWARD FOR

FIRST RESPONDERS ON SCENE: AMBULANCE SERVICE CO-RESPONDER

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