FAQ LEVEL 3 DIPLOMA IN

AMBULANCE EMERGENCY AND URGENT CARE SUPPORT

FULL SPECIFICATION

Qualification Numbers:	**603/2146/5 and C00/2292/9**
Qualification Reference:	**L3DAEUCS**

FutureQuals®

Version Control Information

Document details	
Document name	FAQ Level 3 Diploma in Ambulance Emergency and Urgent Care Support (603/2146/5) Specification
Purpose of document	Qualification specification, Component contents, assessment guidelines and information for centres.
Document owner	The Development Team

Version history			
New version number after amendment	**Date amended**	**Section**	**Details of change/s**
L3DAEUCS_V3_16/08/18	August 2018	2.5, 3.1	Removal of generic Assessment Principles, inclusion of weblink to latest version of Assessment Principles and update to Appendix G.
L3DAEUCS_V4_01/02/19	February 2019	3.1	Minor amendment to Assessment Principles introduction and Appendix title
L3DAEUCS_V5_16/07/20	July 2020	Group M – Mandatory	Changes to Component content
L3DAEUCS_V6_05/09/23	September 2023	Component 17, LO1	Updated to ensure Component stays in line with current practice.
L3DAEUCS_V6.1_19/02/24	February 2024	Component 14, Throughout Component 8, LO 5 Component 19, LO7	Updated to ensure Component stays in line with current practice. Guidance updated regarding the use of chairs.
L3DAEUCS_V6.2_09/09/24	September 2024	Assessment Principles	Updated to L5DIT
L3DAEUCS_V7.0_30/01/25	January 2025	Purpose and Aims	Method of Assessment section updated
		Additional Information	Assessment Principles section updated
		Assessment Principles	Updated to V2

		All Components	Assessment Guidance sections updated

Contents

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 **Level 3 Diploma in Ambulance Emergency and Urgent Care Support**. The aim of this specification is to provide our centres with guidance to assist in the administration, delivery and assessment of this qualification. It is recommended that you study this specification in detail and become fully conversant with the procedures and accompanying documents.

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

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

1.2 Data Protection

FutureQuals is registered with the Data Protection Act and handles all data in accordance with the required procedures of the Act.

1.3 Complaints

FutureQuals aims to constantly monitor the levels of service provided and report on performance indicators on a regular basis. We will endeavour to be open about the levels of service we aim to offer all our customers.
However, if we fall short of expectations or our own standards, we want to give the opportunity for those affected to provide feedback so we can put things right.

Our Complaints Policy, which includes information on how to make a complaint, can be found on the FutureQuals website.

1.4 Enquiries

Any enquires relating to this qualification should be addressed to:

Future (Awards and Qualifications) Ltd
EMP House
Telford Way
Coalville
Leicestershire
LE67 3HE

Tel: 01530 836662

E-mail: AO@futurequals.com
Website: https://www.futurequals.com

Qualification Information

2.1 Qualification Outline

Purpose and Aims

The purpose of this **FAQ Level 3 Diploma in Ambulance Emergency and Urgent Care Support** is to provide the Learner with the skills, knowledge and understanding to be able to work as a part of an emergency ambulance crew, responding to 999 calls supporting the Associate Ambulance Practitioner (AAP) or registered Paramedic.

This role includes supporting the clinician with the care of a patient with varying needs and in a variety of environments and settings, sometimes including very difficult circumstances such as accidents and where time to provide support to patients is critical to their health.

The role may also include attending to patients with colleagues of the same grade to a patient that has been referred by the emergency operations centre, 111 service, GP urgent referrals and other allied healthcare professions within the community.

Emergency and urgent and care support staff have a good understanding of anatomy and physiology, the ability to carry out patient assessment, physiological measurement and continued patient monitoring with a range of skills that support the lead clinician with advanced procedures.

This qualification will be a combination of full-time education with formative and summative assessment and consolidation in the real work environment.

The Total Qualification Time (TQT) for this qualification is: 480
Guided Learning (GL) for this qualification is: 336 hours
Minimum credits required to achieve the qualification: 48

Suitable for age ranges: 18+, 19+

Method of assessment: Portfolio of Evidence. This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs). Assessments must be in line with the *FAQ Level 3 Pre-Hospital Care Qualifications Assessment Strategy.*

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 FutureQuals website.

Grading: There is no specific grading criteria for this qualification.

Entry guidance: There are no formal qualification entry requirements a Learner must have completed before taking this qualification and no requirement for Learners to have prior skills, knowledge or understanding.

2.2 Additional Information

This qualification is regulated by the Office of the Qualifications and Examinations Regulator (Ofqual) in England,Qualifications Wales in Wales, and CCEA Regulation in Northern Ireland.

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

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

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

or, contact your local funding office

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

2.3 Progression

Progression to higher level ambulance service qualifications such as the Level 4 Diploma for Associate Ambulance Practitioners. The full use of RPL is encouraged using skills, knowledge and subsequent experience of the role mapped directly to scope of practice.

2.4 Assessment Principles

The **FAQ Level 3 Diploma in Ambulance Emergency and Urgent Care Support** must be assessed according to the *FutureQuals Assessment Principles* and the *Level 3 Diploma in Ambulance Emergency and Urgent Care Support Assessment Principles.*

2.5 Qualification Structure

To achieve the Level 3 Diploma in Ambulance Emergency and Urgent Care Support Learners must complete all of the Components in the Mandatory Group to a total credit value of 47 and select one of the Components from the optional group.

	Group M – Mandatory			
Component Number	URN	Component Name	Credit Value	Level
1	R/616/0476	Principles of Ambulance Patient Care in Emergency and Urgent Settings	5	3
2	Y/616/0477	Anatomy and Physiology for Ambulance Patient Care	3	3
3	D/616/0478	Assessment, Physiological Measurements and Continued Monitoring of Emergency and Urgent Care Patients	4	3
4	H/616/0479	Airway Management, Basic Life Support and External Defibrillation	3	3
5	Y/616/0480	Support the Clinician in the Management of Surgical and Medical Conditions in the Emergency and Urgent Care Setting	4	3
6	M/507/6431	Care for Older People in the Emergency and Urgent Care Setting	1	3
7	L/505/9734	Support the Emergency Care of Wounds, Bleeding and Burns	3	3
8	D/616/0481	Support the Management of Trauma in the Emergency and Urgent Care Setting	3	3
9	L/507/6369	Support the Senior Clinician with Cannulation, Intraosseous, Infusion and Advanced Airway Management in the Emergency and Urgent Care Setting	3	4
10	H/616/0482	Support the Clinician in the Management of Patients During Pregnancy, Childbirth and Care of Babies and Children	4	3
11	K/616/0483	Support the Senior Clinician in the Administration of Medication in the Emergency and Urgent Care Setting	1	3
12	M/616/0484	Bereavement and End-of-life Care in the Emergency and Urgent Care Setting	1	3
13	L/507/6436	Vehicle Familiarisation	2	3

14	T/616/0485	Support the Clinician in the Management of Hostile and Major Incidents in the Emergency and Urgent Care Setting	1	3
15	A/616/0486	Extrication and Light Rescue in the Emergency and Urgent Care Setting	1	3
16	F/616/0487	Managing Hazardous Materials, Cleaning, Decontamination and Waste Management in the Emergency and Urgent Care Setting	1	3
17	K/507/6430	Conflict Resolution Training	2	3
18	T/507/6432	Conflict Resolution Training for Ambulance Services	1	3
19	K/615/5736	Safe Moving and Handling During Ambulance Patient Care	2	2
20	H/615/5749	Using Communication and Information Systems in Ambulance Patient Care	1	2
21	T/615/5738	Conveyance of Patients with Own Medication and Medical Devices	1	3

Group O1 – Optional Components				
Component Number	URN	Component Name	Credit Value	Level
22	L/615/5745	Administration of Oxygen Therapy in Ambulance Patient Care	1	3
23	F/615/5743	Administration of Medical Gases in Ambulance Patient Care	1	3

2.6 Barred Components and Exemptions

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

Section Three

Assessment Principles and Component Specifications

3.1 Assessment Principles

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

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

Level 3 Diploma in Ambulance Emergency and Urgent Care Support Assessment Principles Appendix_V2.0 January 2025

Assessment Requirements

1. Assessments for knowledge-based criteria must be in line with the *FAQ Level 3 Pre-Hospital Care Qualifications Assessment Strategy* and may be generated outside of the work environment.
2. Assessment decisions for competence-based criteria must be in line with the *FAQ Level 3 Pre-Hospital Care Qualifications Assessment Strategy*, primarily using evidence generated in the workplace during the Learner's normal work activity.

Tutor Requirements

1. Tutors will need to hold, as a minimum, a recognised teaching qualification, such as the Level 4 Certificate in Education and Training or equivalent or above, as detailed in the qualification specification, and be currently occupationally competent. Tutors not currently qualified must be registered and actively working towards a teaching qualification or acceptable equivalent, as listed in the assessment principles, and be mentored by a suitably qualified tutor. Tutors working towards their teaching qualification must achieve this within two years.

Assessor Requirements

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

Internal Quality Assurance

1. All Internal Quality Assurers (IQA) must be currently, occupationally competent and qualified to make quality assurance decisions.
2. The IQA must hold a recognised internal quality assurance qualification. This may be either the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, depending on the role of the individual. Internal quality assurers holding the V1 or D34 legacy qualifications are not required to requalify.
3. 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 currently, occupationally competent in the area they are assuring and be qualified to make quality assurance decisions.
2. The EQA must hold a recognised external quality assurance qualification. This may be either the Level 4 Award in the External Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice, depending on the role of the individual.
3. External Quality Assurers holding the V2 or D35 legacy qualifications are not required to requalify.
4. Any unqualified EQAs will need to have all of their verification decisions countersigned by a fully qualified EQA.

Acceptable Teaching/Training Qualifications

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

Level 4 Teaching Qualifications: Acceptable Equivalents or Higher.
Advanced Diploma Teaching in Further Education - 2006
BTEC Professional Certificate In Instructional Techniques - Level 4
CIPD Certificate in Training Practice - Level 3
City & Guilds 7307 Certificate in Teaching Adult Learners - Stage 1 & 2
City & Guilds 7407 Level 4 Stage 1
City & Guilds 7407 Level 4 Stage 1&2
City & Guilds L3 Certificate for Learning Support Practitioners
City & Guilds L3 Certificate in Learning & Development
City & Guilds L3 Certificate in Supporting Learning
City & Guilds L5 Diploma in Teaching
City and Guilds 7306 Further and Adult Education Teachers Certificate Level 4
Edexcel/BTEC L3 Certificate in Ambulance Driving Instruction
Edexcel L4 Diploma in Learning & development
EDI Level 3 Certificate in Educational Principles and Practice
ENB 998: Teaching and Assessing in Clinical Practice
FETC Stage 1 Level 4 (old NQF)
FETC Stage 2 Level 4 (old NQF)
FETC Stage 3 Level 4 (old NQF)
Generic Certificates in Education (Cert.Eds.), Post Graduate Certificates in Education (PGCEs) or equivalent from English HEIs
Generic Certificates in Education (Cert.Eds.), Post Graduate Certificates in Education (PGCEs) or equivalent from HEIs in Wales
IHCD Ambulance Aid/Clinical Tutor qualification
IHCD Ambulance Driving Tutor qualification
L3/L4 Certificate in Teaching in the Lifelong Learning Sector,
L4 Certificate in Education & Training
L4/L5 Diploma in Teaching in the Lifelong Learning Sector,
L5 Diploma in Teaching
L5 Diploma in Education & Training
Nursing & Paramedic Mentorship Qualifications
NVQ Level 3 in Learning and Development
NVQ Level 3 Training and Development
NVQ Level 4 Co-ordination of Learning & Development Provision
NVQ Level 4 in Learning and Development
NVQ Level 4 in Training and Development
OCR L3 Certificate in Learning & Development
OCR L4 Diploma in Learning & Development

OCR L5 Diploma in Teaching Learners
OCR L7 Diploma in Teaching Learners
Pearson/EDI L3 Certificate in Learning & Development
Pearson/BTEC L5 Diploma in Teaching
Skills for Life jointly endorsed and approved qualifications integrating generic teacher training with a Skills for Life subject specialism
University of Ulster Certificate in Further/Higher Education

3.2 Component Specifications

Component 1: Principles of Ambulance Patient Care in Emergency and Urgent Settings

Component Reference Number: R/616/0476

Level: 3
Credit: 5
GL 40

Component Summary

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

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

Assessment Guidance

This Component must be assessed in line with the *FutureQuals Assessment Principles*, the *FAQ Level 3 Diploma in Ambulance Emergency and Urgent Care Support Assessment Principles* and the *FAQ Level 3 Pre-Hospital Care Qualifications Assessment Strategy.*

Learning outcomes - The Learner will	Assessment criteria - The Learner can:
1. Understand the structure of own organisation	1.1 Explain organisational structures within own organisation
	1.2 Describe the duties and responsibilities of own role in line with organisation's: • Vision statement • Values • Behaviours • **Personal development procedures** • Scope of practice • **Codes of conduct or standards**
	1.3 Describe the roles and responsibilities of stakeholders and agencies who advise and influence own organisation
2. Understand the implications of legislative frameworks in own organisation	2.1 Explain rights and responsibilities relevant to ambulance patient care
	2.2 Explain how to access the up-to-date details regarding the scope of practice relevant to own role
	2.3 Explain the procedure for: • Raising issues or concerns • Dealing with complaints
	2.4 Explain the importance of **being open** and honest when identifying where errors may have occurred
3. Understand working relationships in the ambulance patient care setting	3.1 Explain the difference between a working and a personal relationship
	3.2 Explain how and when to access support and advice as regards partnership working and

	the resolution of conflict in the working environment
4. Understand the individual rights underpinning delivery of ambulance patient care	4.1 Describe the individual rights that underpin best practice
	4.2 Explain the importance of an individual's rights in the ambulance patient care setting
5. Understand requirements for information governance in ambulance patient care settings	5.1 Describe legislation and codes of practice that relate to information governance
	5.2 Explain the meaning of the term: • Data protection • Confidentiality
	5.3 Explain the importance of information governance.
6. Understand how to address a range of communication requirements in own role	6.1 Identify service user types whose communication needs must be addressed in own job role.
	6.2 Explain different means of communication to meet the different needs of individuals
7. Understand how to provide compassionate, safe and high-quality care and support in own role in line with agreed ways of working	7.1 Explain own role in relation to: • Duty of care • Equality, diversity and inclusion • Privacy and dignity • Health, safety and well-being
	7.2 Explain how to work in a person-centred way
	7.3 Explain how the following conditions may influence a patient's care needs: • Mental health • Dementia • Learning disability • Care of the frail • Care of the elderly • Care of the young
	7.4 Explain the **procedures** for safeguarding against harm and abuse of vulnerable: • Adults • Children
	7.5 Explain the actions to take in own organisation if there are suspicions of **Prevent** concerns
	7.6 Describe the following: • Radicalisation • Trafficking • Sexual Exploitation • Social Networking
	7.7 Explain Health and Safety in relation to: • Legislation • Responsibilities • Risk Assessment

	7.8 Explain own responsibilities in the implementation of infection prevention and control including: • Causes and spread of infection • Cleaning, decontamination and waste management • Good personal hygiene • PPE (personal protective equipment)

Additional information

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

Procedures must include own role and responsibilities

Being open must include organisation's procedure for duty of candour

Prevent is a national strategy for counter-terrorism

Codes of conduct and standards:

England   http://www.skillsforhealth.org.uk/standards/item/217-code-of-conduct
Wales   http://www.wales.nhs.uk/nhswalescodeofconductandcodeofpractice
Scotland   http://www.healthworkerstandards.scot.nhs.uk/

Component 2: Anatomy and Physiology for Ambulance Patient Care

Component Reference Number: Y/616/0477

Level: 3
Credit: 3
GL: 20

Component Summary

The purpose of the unit is for Learners to gain the understanding of human anatomy and physiology in relation to ambulance patient care.

Assessment Guidance

This Component must be assessed in line with the *FutureQuals Assessment Principles*, the *FAQ Level 3 Diploma in Ambulance Emergency and Urgent Care Support Assessment Principles* and the *FAQ Level 3 Pre-Hospital Care Qualifications Assessment Strategy*.

Learning outcomes - The Learner will	Assessment criteria - The Learner can:
1. Understand the structures of the human body	1.1 Explain the structure of the following; • Nervous system • Cardiovascular system • Respiratory system • Digestive system • Urinary system • Lymphatic system • Integumentary system • Reproductive system • Musculoskeletal system
2. Understand the functions of the human body	2.1 Explain the functions of the following; • Nervous system • Cardiovascular system • Respiratory system • Digestive system • Urinary system • Lymphatic system • Integumentary system • Reproductive system • Musculoskeletal system

Component 3: Assessment, Physiological Measurements and Continued Monitoring of Emergency and Urgent Care Patients

Level: 3
Credit: 4
GL: 25

Component Summary
The purpose of the Component is for Learners to gain the knowledge, understanding and skills necessary to take and record physiological measurements and the examination of the patients.

Assessment Guidance
This Component must be assessed in line with the *FutureQuals Assessment Principles*, the *FAQ Level 3 Diploma in Ambulance Emergency and Urgent Care Support Assessment Principles* and the *FAQ Level 3 Pre-Hospital Care Qualifications Assessment Strategy*.

Learning outcomes - The Learner will	Assessment criteria - The Learner can:
1. Understand current legislation, national guidelines and agreed ways of working for undertaking patient assessment and examination	1.1 Explain own role and responsibilities when obtaining a patient history with regard to: • Current legislation • National guidelines • Agreed ways of working • **Mental Capacity**
	1.2 Explain the importance of clear, concise reporting of findings in line with agreed ways of working
	1.3 Explain the importance of recording patient observations in line with agreed ways of working
	1.4 Explain what is meant by confidentiality in line with agreed ways of working
2. Understand procedures of patient assessment and management	2.1 Explain the importance of ensuring scene safety prior to approaching the patient for: • The patient • Self • **Co-workers** • Others
	2.2 Explain the Patient Assessment Triangle (PAT) approach to initial patient assessment to include: • Appearance • Work of breathing • Circulation
	2.3 Explain the CABCDE approach to initial patient assessment to include: • Catastrophic haemorrhage • Airway • Breathing

	• Circulatory • Disability • Expose and examine, environment
	2.4 Explain factors that affect: • Airway patency • Breathing • Circulation • Neurological function
	2.5 Explain procedures of a secondary survey to include: • **Level of consciousness** • Blood Pressure • Temperature, capillary refill, colour and texture • Pupillary response • Blood Glucose Monitoring • Peak flow measurement • Electrocardiogram (ECG) • End-tidal capnography • Oxygen saturations • Face, arm, speech, time test • National Early Warning Score
	2.6 Explain importance of patient position in relation to assessed patient condition
	2.7 Explain links between findings of physiological assessment and homeostatic status
3. Be able to carry out a patient assessment	3.1 Ensure safety prior to approaching any patient for: • The patient • Self • Co-workers • Others
	3.2 Communicate with a patient to: • Explain your own role and responsibilities • Establish identity • Assess capacity • Gain consent • Maintain consent
	3.3 Explain the sequence of assessment to detect time-critical disorders for conscious and unconscious patients
	3.4 Assess a patient using the CABCDE approach to initial casualty assessment to include: • Catastrophic haemorrhage • Airway • Breathing • Circulatory

	• Disability
	• Expose and examine, environment
	3.5 Take and record a patient's history
	3.6 Prioritise patient management based on assessed patient's condition
	3.7 Carry out a **secondary survey** in line with agreed ways of working to include: • **Airway adjunct** • Level of consciousness • Blood Pressure • Temperature, capillary refill, colour and texture • Pupillary response • Blood Glucose Monitoring • Peak flow measurement • Oxygen saturations • End-tidal capnography • Electrocardiogram (ECG) • Face, arm, speech, time test • National Early Warning Score
	3.8 Position patients relating to assessed patient's condition
	3.9 Inform the receiving clinician about a patient's condition in line with agreed ways of working
4. Be able to recognise deviations from expected patient physiology	4.1 Describe the expected physiological values for patients to include: • Breathing rate and volume • Pulse rate • Blood Pressure • Blood Glucose Monitoring • Temperature • Pulse oximetry • Pupillary response • Electrocardiogram (ECG) • End-tidal capnography
	4.2 Prepare, measure, record and report physiological measurements in line with agreed ways of working
	4.3 Explain why physiological measurements should be repeated
	4.4 Explain why continued monitoring and observation of the patient is required in line with agreed ways of working
	4.5 Manage deviation from expected physiology
	4.6 Recognise deterioration and exacerbation and respond appropriately in line with agreed ways of working

5. Be able to manage patient's identifiable information in line with agreed ways of working	5.1 Record findings of patient's assessment
	5.2 Gain valid consent to share information
	5.3 Share information with others
	5.4 Maintain confidentiality of patient's information

Additional Information

Mental Capacity must include principles, best interest, diagnostic & functional testing, physical interventions, deprivation of liberty, relevant roles and responsibilities

Secondary survey means head to toe assessment of the casualty

Airway adjunct may include OP, NP or supraglottic in line with agreed ways of working

Co-workers Nurses, paramedics, work colleague, fire, police, highways

Others bystanders, anyone else you ask for assistance

Level of consciousness AVPU (Alert, Voice, Pain, Unresponsive) GCS (Glasgow Coma Scale)

Component 4: Airway Management, Basic Life Support and External Defibrillation

Component Reference Number: H/616/0479

Level: 3
Credit: 3
GL: 20

Component Summary

The purpose of the Component is for Learners to gain the knowledge, understanding and skills necessary to provide Airway Management, Basic Life Support (BLS) and External Defibrillation to current recognised guidelines and procedures.

Assessment Guidance

This Component must be assessed in line with the *FutureQuals Assessment Principles*, the *FAQ Level 3 Diploma in Ambulance Emergency and Urgent Care Support Assessment Principles* and the *FAQ Level 3 Pre-Hospital Care Qualifications Assessment Strategy.*

Learning outcomes - The Learner will	Assessment criteria - The Learner can:
1. Understand how to assess a patient's airway	1.1 Describe airway anatomy
	1.2 Explain stepwise airway management
	1.3 Describe use of airway management methodologies
	1.4 Explain dynamic airway assessment
2. Be able to manage and maintain a patient's airway	2.1 Identify need to clear the airway
	2.2 Clear and maintain airway using: • Postural drainage • Manual techniques • Suctioning equipment • Recovery position
	2.3 Select and insert an airway adjunct
	2.4 Explain use of: • Facial barriers • Bag valve mask device • Mechanical ventilator
	2.5 Use bag valve mask device.
	2.6 Recognise the need for advanced airway management
	2.7 Explain the handling procedures of equipment and consumables used following the management of a patient's airway, to include: • Replacement • Disposal
3. Understand how to manage a responsive patient who is choking	3.1 Explain how to manage a patient with a partially blocked airway
	3.2 Explain how to manage a patient with a completely blocked airway
4. Understand basic life support	4.1 Explain benefits of the chain of survival to basic life support

	4.2 Explain circumstances under which resuscitation is • Performed • Not performed
	4.3 Describe types of cardiopulmonary arrest
	4.4 Explain procedure in the Basic Life Support algorithm
5. Be able to carry out basic life support	5.1 Recognise need to commence cardiopulmonary resuscitation
	5.2 Perform cardiopulmonary resuscitation
	5.3 Recognise the return of spontaneous circulation
	5.4 Explain when to cease a resuscitation attempt
	5.5 Explain procedure for Do Not Attempt CPR (DNACPR) order
	5.6 Explain procedure for recognition of life extinct
6. Be able to use a defibrillator	6.1 Recognise need to use a defibrillator
	6.2 Explain safety considerations when using a defibrillator
	6.3 Manage defibrillator malfunction according to manufacturer's recommendations
	6.4 Use a defibrillator
7. Understand importance of post-resuscitation procedures	7.1 Explain management of the post-resuscitation patient
	7.2 Describe clinical handover procedure to medical professionals
	7.3 Describe procedure for recognition of life extinct in line with agreed ways of working
8. Understand special circumstances related to cardiac arrest.	8.1 Explain resuscitation considerations for a patient during the stages of pregnancy
	8.2 Describe respiratory adaptions for a patient in cardiac arrest with: • Laryngectomy • Tracheostomy • Major maxofacial injury
	8.3 Explain resuscitation considerations of a hypothermic patient
	8.4 Describe post-resuscitation care of a hypothermic patient

Component 5: Support the Clinician in the Management of Medical and Surgical Conditions in the Emergency and Urgent Care Setting

Level: 3
Credit: 4
GL: 30

Component Summary

This Component provides Learners the knowledge, skills and experience of transporting patients with a variety of medical conditions whilst assisting a clinician.

Assessment Guidance

This Component must be assessed in line with the *FutureQuals Assessment Principles*, the *FAQ Level 3 Diploma in Ambulance Emergency and Urgent Care Support Assessment Principles* and the *FAQ Level 3 Pre-Hospital Care Qualifications Assessment Strategy.*

Learning outcomes - The Learner will	Assessment criteria - The Learner can:
1. Understand how to provide patient-centric care	1.1 Explain the importance of patient assessment
	1.2 Explain the importance of timely treatment
	1.3 Explain the importance of the patient experience
2. Understand medical and surgical conditions in accordance with scope of practice.	2.1 Explain what is meant by the following systems • Respiratory • Cardiovascular • Nervous • Digestive • Urinary
	2.2 Describe relevant **respiratory system conditions** and the underlying pathophysiology
	2.3 Describe relevant **cardiovascular system conditions** and the underlying pathophysiology
	2.4 Describe causes of **shock**
	2.5 Describe relevant **neurological conditions** and the underlying pathophysiology
	2.6 Describe causes of unconsciousness
	2.7 Describe relevant **abdominal conditions** and the underlying pathophysiology
	2.8 Describe relevant **urological conditions** and the underlying pathophysiology
	2.9 Describe Diabetes to include: • Types • Causes
	2.10 Describe poisoning to include:

	• Types • Causes
	2.11 Describe chemotherapy and radiotherapy to include: • Common Problems • Common side effects
	2.12 Describe relevant **mental health conditions** to include: • Classification i.e. medical/social model • Signs and symptoms • Risk factors • Prevalence • **Living with mental health** conditions • Impact on the family and carers
	2.13 Describe the management of a patient with **post-operative complications**
3. Be able to manage medical and surgical conditions in accordance with scope of practice.	3.1 Demonstrate the **management** of a patient suffering from **respiratory system conditions**
	3.2 Demonstrate the management of a patient suffering from **cardiovascular system conditions**
	3.3 Demonstrate the management of a patient suffering from a **neurological condition**
	3.4 Demonstrate the management of an unconscious patient
	3.5 Demonstrate the management of a patient suffering from an **abdominal condition**
	3.6 Demonstrate the management of a patient suffering from a **urological condition**
	3.7 Demonstrate the management of a diabetic patient
	3.8 Demonstrate the management of a patient with suspected poisoning
	3.9 Demonstrate the management of a patient with a **mental health condition**
	3.10 Demonstrate the management of a patient suffering from **shock**
	3.11 Demonstrate the management of a patient with **post-operative complications**

Additional Information

Neurological conditions to include:
- Epilepsy, Seizure
- Cerebrovascular event (CVE), i.e. haemorrhagic and ischaemic, and TIA
- Meningitis
- Paralysis conditions, e.g. paraplegia

- Alzheimer's
- Parkinson'
- Multiple Sclerosis
- Ataxia

Respiratory System Conditions to include:
- Basic Chest Infections
- Pneumonia
- Asthma
- Chronic Obstructive Pulmonary Disease (COPD) to include: Bronchitis and Emphysema
- Pulmonary Embolism
- Respiratory Distress

Cardiovascular system conditions to include:
- Coronary Artery Disease
- Acute coronary syndromes
- Stable Angina
- Heart Failure
- Allergic Reaction

Shock to include:
- Hypovolaemic
- Cardiogenic
- Neurogenic
- Distributive
- Anaphylactic

Abdominal Conditions to include:
- Bowel Obstruction
- Triple A
- GI Bleeds
- Appendicitis
- Peptic Ulcers
- Diverticulitis
- Hernias
- Ulcerative Colitis
- Crohn's Disease
- Gastroenteritis

Urological conditions to include:
- Urinary retention
- Urinary tract infection
- Renal calculi
- Acute kidney injury
- Chronic renal failure

Mental health conditions to include:
- Mental Capacity
- Anxiety and Panic Disorders
- Self Harm
- Bipolar disorder
- Depression
- Eating disorders
- Schizophrenia
- Substance Abuse and Addiction
- Dementia with relevant causes and pathophysiology

Living with mental health to include:
- Psychological
- Emotional
- Practical
- Financial
- Social exclusion and discrimination
- Positive impact

Post Operative Complications to include:
- Post Operative haemorrhage to include tonsillectomy
- Post Operative Infection
- Post-operative thrombo-embolism

Management to include:
- Scene Safety
- Scene Situation
- Patient Assessment Triangle (PAT)
- CABCDE

Component 6: Care for Older People in the Emergency and Urgent Care Setting

Component Reference Number: M/507/6431

Level: 3
Credit: 1
GL: 10

Component Summary
This Component is aimed at those who work in the emergency and urgent care and/or the wider health and social care setting. It provides the Learner with the knowledge to understand the agreed ways of working; the physiology of conditions that affect older people and the importance of using person-centred approaches with older people. It also provides the Learner with the necessary skills to care of older people in the emergency and urgent care setting.

Assessment Guidance
This Component must be assessed in line with the *FutureQuals Assessment Principles*, the *FAQ Level 3 Diploma in Ambulance Emergency and Urgent Care Support Assessment Principles* and the *FAQ Level 3 Pre-Hospital Care Qualifications Assessment Strategy.*

Learning Outcome The Learner will:	Assessment Criterion The Learner can:
1 Understand agreed ways of working for the care of older people in the emergency and urgent care setting.	1.1 Outline local and national context of care for older people.
	1.2 Define 'older people'.
2 Understand the impact of the **ageing process** on older people.	2.1 Describe changes that may come with ageing.
	2.2 Explain how the experience of the ageing process is unique to each individual.
	2.3 Explain other factors associated with ageing in older people: • Emotional • Social • Environment • Financial/Economic
	2.4 Describe how a positive approach to ageing can contribute to the health and well-being of an individual.
	2.5 Outline attitudes of society to older people in relation to: • Contribution they make • Age discrimination
	2.6 Discuss strategies that can be used to challenge stereotypes and discriminatory attitudes to older people.
3 Be able to adapt communication techniques when caring for older people in the emergency and urgent care setting.	3.1 Use a range of communication methods and styles to meet individual needs.
	3.2 Identify barriers to effective communication.
	3.3 Minimise barriers to communication.

	3.4 Adapt communication techniques for older people
	3.5 Outline ways additional support can be accessed to enable effective communication.
	3.6 Support older people to communicate their wishes, opinions or requests.
4 Understand the physiology of conditions that affect older people.	4.1 Describe the following conditions and how they may affect older people: • Dementia • Parkinson's disease • Stroke/Transient Ischemic Attack (TIA) • Arthritis • Osteoporosis • Mental health • Learning disability
	4.2 Outline changes to treatment/care plan when dealing with older people who have complex medical conditions.
5 Understand the importance of using person-centred approaches with older people in the emergency and urgent care setting.	5.1 Describe ways of using person-centred approaches to support older people to maintain health and well-being in day-to-day life.
	5.2 Describe how using person-centred approaches can contribute to improved care.
	5.3 Compare a person-centred and non-person-centred approaches to care for older people.
	5.4 Outline the features of good practice in caring for older people.
	5.5 Outline specific techniques or adaptions in approaches to care for older people.

Additional information:

Ageing process may include:
• Communication
• Cognition
• Psychosocial resilience
• Physical
• Injury/illness recovery
• Mobility

Component 7: Support the Emergency Care of Wounds, Bleeding and Burns

Level: 3
Credit: 3
GL: 24

Component Summary

The purpose of the Component is for Learners to gain the knowledge, understanding and skills necessary to support the clinician in the management of wounds, bleeding and burns.

Assessment Guidance

This Component must be assessed in line with the *FutureQuals Assessment Principles*, the *FAQ Level 3 Diploma in Ambulance Emergency and Urgent Care Support Assessment Principles* and the *FAQ Level 3 Pre-Hospital Care Qualifications Assessment Strategy*.

Learning outcomes - The Learner will	Assessment criteria - The Learner can:
1. Understand wound management	1.1 Explain what is meant by the term wounds
	1.2 Recognise types of wound
	1.3 Explain complications associated with wounds
	1.4 Explain how to **treat** wounds
	1.5 Discuss implications of foreign objects in wounds
2. Be able to manage wounds	2.1 Assess a wound
	2.2 Prepare patient prior to treatment
	2.3 Treat a wound
	2.4 Monitor a wound
3. Understand management of bleeding	3.1 Explain what is meant by the term, bleeding
	3.2 Describe types of bleeding
	3.3 Explain how to detect concealed bleeding
	3.4 Describe signs and symptoms of internal bleeding
	3.5 Explain complications associated with bleeding
	3.6 Explain how to estimate blood loss.
	3.7 Explain how to treat bleeding using: • Direct Pressure • Indirect Pressure • Catastrophic haemorrhage control **techniques**
4. Be able to manage bleeding	4.1 Identify type of bleeding
	4.2 Estimate blood loss
	4.3 Prepare patient prior to treatment
	4.4 Treat bleeding using: • Direct Pressure • Indirect Pressure

	• Catastrophic haemorrhage control techniques
	4.5 Monitor blood loss
5. Understand management of burns	5.1 Explain what is meant by the term **burn**
	5.2 Describe causes of burns
	5.3 Describe types of burns
	5.4 Explain safety considerations when dealing with burns for: • Self • Colleague • Patients • Others
	5.5 State rules associated with estimating the size of burns
	5.6 Explain time-critical factors that affect management of burns for: • Children • Adults
	5.7 Explain complications associated with burns
	5.8 Explain treatment of burns
	5.9 Explain why burns patients are transported to definitive care
6. Be able to manage burns	6.1 Recognise cause of burn
	6.2 Identify type of burn
	6.3 Estimate size of burn
	6.4 Prepare patient for treatment
	6.5 Treat patient

Additional Information

Treat guidance must be given in respect of all would types

Burns must include all thermal injuries

Techniques may include tourniquets

Component 8: Support the Management of Trauma in the Emergency and Urgent Care Setting

Component Reference Number: D/616/0481

Level: 3
Credit: 3
GL: 20

Component Summary

This Component is aimed at those who work in the emergency and urgent care setting. It provides the Learner with the knowledge required to understand roles, responsibilities, networks, processes and systems involved in managing trauma. It also provides the Learner with the understanding of multiple casualty incident triaging.

Assessment Guidance

This Component must be assessed in line with the *FutureQuals Assessment Principles*, the *FAQ Level 3 Diploma in Ambulance Emergency and Urgent Care Support Assessment Principles* and the *FAQ Level 3 Pre-Hospital Care Qualifications Assessment Strategy*.

Learning Outcome The Learner will:	Assessment Criterion The Learner can:
1. Understand the role of trauma units in the management of trauma	1.1 Define the term: • Trauma • Major trauma
	1.2 Explain role of the 'Major Trauma Centres'
	1.3 Explain role of the 'Trauma Unit'
2. Understand Mechanisms associated with trauma.	2.1 Define the term, 'mechanism of injury'
	2.2 Explain the mechanisms of injury associated with: • Head Injuries • Maxillo facial injuries • Spinal Injuries • Chest Injuries • Abdominal Injuries • Musculoskeletal injuries
	2.3 Explain the term 'Kinetics' (energy transfer) in relation to traumatic injury
3. Understand trauma scene assessment and management	3.1 Explain factors involved in ensuring safety prior to approaching trauma
	3.2 Explain the Component parts of an initial scene assessment
	3.3 Explain the importance of obtaining a comprehensive scene assessment at a trauma incident
	3.4 Demonstrate initial scene safety and assessment when dealing with a trauma patient ensuring:

	• Scene Safety • Gathering a comprehensive history of the incident
4. Understand the value of multi-disciplinary working in Trauma Management.	4.1 Identify the **multi-disciplinary services and specialist assistance teams available**.
	4.2 Describe the roles and responsibilities of the multi-disciplinary service and specialist teams at a trauma incident
5. Understand the requirement for triage in a multiple casualty incident.	5.1 Define 'Triage'
	5.2 Describe **major incident triage tools**
	5.3 Outline Triage Equipment according to agreed ways of working
6. Understand the importance of Pre-alert and handover systems when dealing with trauma.	6.1 Explain local **pre-alert** and handover systems when dealing with Trauma
	6.2 Describe the importance of an effective and structured handover
7. Be able to assess a trauma patient	7.1 Explain the use of the major trauma tool
	7.2 Explain the primary survey process for trauma patients
	7.3 Explain the secondary survey process for trauma patients
	7.4 Describe the signs and symptoms of: • Head Injuries • Maxillo facial injuries • Spinal Injuries • Chest Injuries • Abdominal Injuries • Musculoskeletal injuries
	7.5 Describe the complications of: • Head Injuries • Maxillo facial injuries • Spinal Injuries • Chest Injuries • Abdominal Injuries • Musculoskeletal injuries
	7.6 Describe the complications of: • Trauma in Pregnancy • Suspension injuries • Blast injuries • Ballistics injuries
	7.7 Demonstrate the primary survey process on a trauma patient
	7.8 Demonstrate a secondary survey on a trauma patient
8. Be able to manage a Trauma Patient	8.1 Explain the treatment for:

	• Head Injuries • Maxillo facial injuries • Spinal Injuries • Chest Injuries • Abdominal Injuries • Musculoskeletal Head Injuries
	8.2 Explain when intervention from a clinician is required for the following injuries: • Head Injuries • Maxillo facial injuries • Spinal Injuries • Chest Injuries Abdominal Injuries
	8.3 Explain manual spinal immobilisation
	8.4 Demonstrate spinal immobilisation
	8.5 Describe time-critical injuries
	8.6 Demonstrate the assessment of time-critical injuries
	8.7 Describe actions taken when time-critical injuries are identified
	8.8 Demonstrate the treatment of a trauma patient
	8.9 Demonstrate the delivery of a concise pre-alert

Additional information

Pre-alert systems may include:
- Revised trauma score
- ASHICE – Age, Sex, History, Injuries/illness, Condition, ETA — Estimated Time of Arrival
- ATMIST - Age, Time of incident, Mechanism of injury, Injuries top to toe, Signs, Treatment, ETA, mode of transport (land vs air) and which specialist resources you need standing by (e.g. resuscitation, trauma)

Multi-disciplinary services and specialist assistance teams available.
- HART - Hazardous Area Response Team
- SORT – Special Operations Response Team

Major incident triage tools – to include the major incident triage tools relevant to the country the Learner is operating in.

Component 9: Support the Senior Clinician with Cannulation, Intraosseous, Infusion and Advanced Airway Management in the Emergency and Urgent Care Setting

Level: 4
Credit: 3
GLH: 25

Component Summary
This Component is aimed at those who work in the emergency and urgent care setting. It provides the Learner with the knowledge and skills required to understand and support a senior clinician with cannulation, intraosseous, infusion and advanced airway management.

Assessment Guidance
This Component must be assessed in line with the *FutureQuals Assessment Principles*, the *FAQ Level 3 Diploma in Ambulance Emergency and Urgent Care Support Assessment Principles* and the *FAQ Level 3 Pre-Hospital Care Qualifications Assessment Strategy.*

Simulation is permitted in this Component for LOs 3 and 4. However, it should not be the only form of evidence presented.

Learning outcomes - The Learner will	Assessment criteria - The Learner can:
1. Understand current legislation, national guidelines and agreed ways of working in the emergency and urgent care setting	1.1 Outline the current legislation, national guidelines and agreed ways of working for: • Cannulation • Intraosseous • Infusion • Advanced Airway Management
	1.2 Explain own role in supporting a senior clinician with: • Cannulation • Intraosseous • Infusion • Advanced Airway Management
	1.3 Describe safety checks prior to: • Cannulation • Intraosseous • Infusion • Advanced Airway Management
	1.4 Explain own role in Infection Prevention & Control (IP&C) during: • Cannulation • Intraosseous • Infusion • Advanced Airway Management

	1.5 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual
	1.6 Explain the importance of ensuring an individual's privacy and dignity is maintained at all times
2. Understand the purpose and functions of intravenous cannulation, intraosseous, infusion and advanced airway management in the emergency and urgent care setting.	2.1 Outline the purpose and rationale for: • Cannulation • Intraosseous • Infusion • Advanced Airway Management
	2.2 Explain the function of equipment used during: • Cannulation • Intraosseous • Infusion • Advanced Airway Management
	2.3 Outline the required equipment available for: • Cannulation • Intraosseous • Infusion • Advanced Airway Management
	2.4 Explain the preparation and positioning of an individual for: • Cannulation • Intraosseous • Infusion • Advanced Airway Management
	2.5 Summarise the risks associated with: • Cannulation • Intraosseous • Infusion • Advanced Airway Management
	2.6 Outline agreed ways of working should problems arise
3. Be able to support a senior clinician in cannulation, intraosseous, infusion and Advanced Airway Management in the emergency and urgent care setting.	3.1 Confirm the individual's identity and record valid or implied consent
	3.2 Ensure an individual's privacy and dignity is maintained at all times
	3.3 Assemble equipment required for: • Cannulation • Intraosseous • Infusion • Advanced Airway Management
	3.4 Carry out equipment safety checks

	3.5 Prepare equipment for: • Cannulation • Intraosseous • Infusion • Advanced Airway Management
	3.6 Support the senior clinician in securing the: • Cannula • Giving Set to Luer lock • Endotracheal Tube • Endotracheal Tube holder
	3.7 Safely dispose of: • Sharps • Clinical Waste • Single-patient use items • General Waste
4. Be able to monitor and report changes to condition or behaviour in cannulation, intraosseous, infusion and advanced airway management in line with agreed ways of working.	4.1 Describe common conditions or behaviours which may signify adverse reactions to: • Cannulation • Intraosseous • Infusion • Advanced Airway Management
	4.2 Report to the senior clinician any condition or behaviour which may signify adverse reactions to the procedure
	4.3 Assist the senior clinician in monitoring changes to condition or behaviour
	4.4 Record the procedure of: • Cannulation • Intraosseous • Infusion • Advanced Airway Management

Component 10: Support the Clinician in the Management of Patients During Pregnancy, Childbirth and Care of Babies and Children

Level: 3
Credit: 4
GL: 25

Component Summary
The aim of this Component is to enable Learners with the knowledge and skills required to support the clinician in managing patients during pregnancy and childbirth, and the care of babies and children.

Assessment Guidance
This Component must be assessed in line with the *FutureQuals Assessment Principles*, the *FAQ Level 3 Diploma in Ambulance Emergency and Urgent Care Support Assessment Principles* and the *FAQ Level 3 Pre-Hospital Care Qualifications Assessment Strategy.*

Learning outcomes - The Learner will	Assessment criteria - The Learner can:
1. Be able to recognise a seriously ill child	1.1 Conduct an initial assessment of a child
	1.2 Identify deficiencies in a child's; • Airway • Breathing • Circulation • Neurological status
2. Be able to recognise a seriously ill baby	2.1 Conduct an initial assessment of a baby
	2.2 Identify deficiencies in a baby's; • Airway • Breathing • Circulation • Neurological status
3. Be able to assist the clinician in the management of seriously ill babies and children	3.1 Describe the principles that underpin the support of a seriously ill baby/child
	3.2 Demonstrate the procedures to support a clinician to manage a seriously ill baby/child
4. Know how to support the clinician in the management of pregnancy-related conditions	4.1 Explain pregnancy-related conditions: • pre-eclampsia • ectopic pregnancy • haemorrhage • placenta praevia
	4.2 Explain ways to support the clinician in the management of pregnancy-related conditions
5. Understand how to support the clinician in delivering a baby	5.1 Describe the stages of labour
	5.2 Identify equipment required for delivering a baby
	5.3 Describe how to support a woman in labour to ensure maintenance of health of mother and child

	5.4 Describe ways to support the clinician during childbirth to ensure maintenance of health of mother and child
6. Be able to carry out basic life support for a newborn	6.1 Demonstrate resuscitation of a newborn in line with current national guidelines
	6.2 Demonstrate the use of airway adjuncts on a newborn including: • A bag-valve mask (BVM), • Oropharyngeal airways • Suction
7. Be able to carry out basic paediatric life support	7.1 Demonstrate basic life support of a paediatric in line with current national guidelines
	7.2 Demonstrate the use of airway adjuncts on a child, including: • A bag-valve mask (BVM) • Suction • Orophyaryngeal airways
8. Be able to manage a choking paediatric	8.1 Demonstrate how to manage a choking paediatric in line with current national guidelines
	8.2 Describe the management of Sudden Infant Death Syndrome guidelines
9. Know how to support the clinician in the management of complications of labour	9.1 Describe complications of labour: • cord prolapse • mal presentations • haemorrhage • multiple births • pre-term labour
	9.2 Describe ways to support the clinician in the management of complications of labour
10. Understand the gynaecological conditions and their management in line with the scope of practice	10.1 Describe relevant **gynaecological system conditions** and the underlying pathophysiology
	10.2 Describe the management of a patient suffering from **gynaecological system conditions**

Additional information

Gynaecological system conditions to include:
• Vaginal tissue damage
• Prolapsed uterus
• Excess menstrual period
• Surgical/Medical therapeutic abortion
• Post gynaecological surgery

Component 11: Support the Senior Clinician in the Administration of Medication in the Emergency and Urgent Care Setting

Component Reference Number: K/616/0483

Level: 3
Credit: 1
GLH: 5

Component Summary

This Component is aimed at those who work in the emergency and urgent care and/or the wider health and social care setting. It provides the Learner with the knowledge to understand national and local agreed ways of working; their own role in assisting with the administration of medications; the requirements and procedures for the administration of medication and the requirements for patient safety.

Assessment Guidance

This Component must be assessed in line with the *FutureQuals Assessment Principles*, the *FAQ Level 3 Diploma in Ambulance Emergency and Urgent Care Support Assessment Principles* and the *FAQ Level 3 Pre-Hospital Care Qualifications Assessment Strategy*.

Learning outcomes - The Learner will	Assessment criteria - The Learner can:
1 Understand the current legislation and agreed ways of working for the administration of medicines	1.1 Identify the current legislation and agreed ways of working for the administration of medicines.
	1.2 Explain agreed ways of working for: • Storage of medication • Stocking of medication • Restocking of medication • Disposal of medication
	1.3 Explain the different classes of medications prescribed/administrated.
	1.4 Explain the routes of administration.
2 Understand own role in assisting with the administration of medication	2.1 Describe own **responsibilities and accountabilities in relation to the administration of medication** in line with agreed ways of working.
	2.2 Explain the importance of practice under agreed ways of working when administrating medication.
3 Understand the requirements and procedures for the administration of medication	3.1 Explain information provided on the label of a medication by its: • Purpose • Significance
	3.2 Explain the types of equipment needed for the administration of medication within agreed ways of working.
	3.3 Describe aids to assist individuals to take their medication.

	3.4 Explain the importance of applying standard precautions for infection prevention and control
	3.5 Explain the consequences of poor infection prevention and control for the: • Patient • Healthcare Provider • Friends/family • Organisation • Economy
4 Understand the requirements and safety procedures for ensuring patient safety	4.1 Explain the importance of identifying the individual for whom the medications are prescribed.
	4.2 Explain the **safety procedures** before the administration of medications.
	4.3 Explain the importance of confirming the medication against agreed ways of working before administering it.
5 Be able to produce healthcare records relevant to administration of medications	5.1 Explain the importance of keeping up-to-date and accurate records
	5.2 Complete records in line with agreed ways of working.
	5.3 Maintain confidentiality of healthcare records.
	5.4 Stock take and restock medications in line with agreed ways of working.

Additional information

Responsibilities and accountabilities in relation to the administration of medication and Safety procedures must include:
- Identify patient
- Identify medication
- Integrity of pack
- Integrity of content
- In date

Safety Procedures to include:
- Patient allergies to medication
- Is it the correct drug
- Is it the correct presentation
- Is it the correct dosage
- Is the packaging intact/ampoule intact
- If it is a fluid, is the fluid clear
- Is it within the expiry date
- what is the local medication checking process

Component 12: Bereavement and End-of-Life Care in the Emergency and Urgent Care Setting

Component Reference Number: M/616/0484

Level: 3
Credit: 1
GLH: 5

Component Summary
This Component is aimed at those who work in the emergency and urgent care setting. It provides the Learner with the knowledge to understand the agreed ways of working and factors that influence the support of individuals in end of life care and those that are bereaved.

Assessment Guidance
This Component must be assessed in line with the *FutureQuals Assessment Principles*, the *FAQ Level 3 Diploma in Ambulance Emergency and Urgent Care Support Assessment Principles* and the *FAQ Level 3 Pre-Hospital Care Qualifications Assessment Strategy.*

Learning Outcome The Learner will:	Assessment Criterion The Learner can:
1. Understand legal requirements and agreed ways of working to protect the rights of individuals at the end of life.	1.1 Define the following: - End of life care - Palliative care
	1.2 Outline **legal requirements** and agreed ways of working to protect the rights of individuals in end of life care.
	1.3 Explain how **legal requirements** designed to protect the rights of individuals in end of life care applies to own role.
	1.4 Outline the six-step end of life care pathway
2. Understand advance care planning in relation to end of life care.	2.1 Explain the purpose of advance care planning in relation to end of life care.
	2.2 Describe types of advance care plan: - Living will/advance statement of preferences - Advance Decision to Refuse Treatment (ADRT)
	2.3 Explain ethical and legal issues that may arise in relation to advance care planning.
	2.4 Explain the benefits of an individual in having control over their end of life care plan.
3. Be able to provide support to individuals according to their end of life care plan.	3.1 Demonstrate the provision of end of life support for the individual within scope of practice.
	3.2 Demonstrate the provision of support to **key people** immediately following an individual's death.

	3.3 Explain the importance of respecting the individual's beliefs, religion and culture when supporting them in relation to end of life care.
4. Understand the action to take following the death of individuals.	4.1 Explain why it is important to know about an individual's wishes for their after-death care.
	4.2 Describe the actions required following the death of an individual in line with agreed ways of working.
5. Understand how to manage own feelings in relation to the dying or death of individuals	5.1 Identify ways to manage own feelings in relation to a patient's dying or death.
	5.2 Describe support mechanisms in place to deal with own feelings in relation to a patient's dying or death.
6. Understand the effects of bereavement on individuals	6.1 Define the following: • Bereavement • Bereaved • Grief
	6.2 Describe the **four stages** of bereavement and the **factors that might influence it.**
	6.3 Describe the **grieving process.**
7. Be able to support individuals that are bereaved	7.1 Explain techniques for supporting a bereaved individual.
	7.2 Demonstrate the ability to create an environment where the individual has privacy to express their emotions.
	7.3 Demonstrate the support of an individual using active listening and empathy to express their loss.

Additional Information

Legal requirements to include:
- Mental Capacity Act 2005
- Human Rights Act 1998
- Lasting power of Attorney
- Advance care planning

Key people may include:
- Relatives
- Friends
- Care staff
- Self

Four stages to include:
- Accepting that the loss is real
- Experiencing the pain of grief
- Adjusting to life without the person
- Putting less emotional energy into grieving and moving on

Factors that might influence it may include:
- Nature of the loss
- Upbringing of the bereaved person
- Religious or spiritual beliefs
- Age of the bereaved person
- Relationship to the deceased
- Mental and physical health of the bereaved person

Grieving process may include:
- Shock and numbness
- Sadness
- Tiredness or exhaustion
- Anger
- Guilt

Component 13: Vehicle Familiarisation

Component Reference Number: L/507/6436

Level: 3
Credit: 2
GLH: 16

Component Summary

This Component is aimed at those who work in the emergency and urgent care setting. It provides the Learner with the knowledge to understand the range of vehicles operated within the fleet; how to decontaminate and clean a vehicle; the safe use of access and egress equipment on the vehicle; the safe use of stretchers, chairs and associated equipment. It also provides the Learner with the necessary skills to safely secure stretchers, chairs and associated equipment.

Assessment Guidance

This Component must be assessed in line with the *FutureQuals Assessment Principles*, the *FAQ Level 3 Diploma in Ambulance Emergency and Urgent Care Support Assessment Principles* and the *FAQ Level 3 Pre-Hospital Care Qualifications Assessment Strategy.*

Learning Outcome The Learner will:	Assessment Criterion The Learner can:
1. Understand the range of vehicles within the fleet.	1.1 Identify the range of vehicles
	1.2 Identify the vehicles: • Internal controls • External controls
	1.3 Identify vehicle safety features
	1.4 Identify vehicle fuel type
	1.5 Describe documentation • Fuel card • Defect book • Accident reporting
2. Understand how to decontaminate and clean a vehicle.	2.1 Describe how to decontaminate a vehicle following body fluid spillage
	2.2 Describe how to decontaminate a vehicle following transportation of individuals with infectious diseases
	2.3 Identify appropriate devices and cleaning fluids when cleaning a vehicle
3. Understand the safe use of access and egress equipment on the vehicle.	3.1 Identify how to safely operate a vehicle's: • Tail lift • Side step • Ramp • Winch
4. Understand the safe use of stretchers.	4.1 Identify stretchers used in **own organisation**
	4.2 Describe different stretcher positions
	4.3 Describe the different safety features on each stretcher type

	4.4 Describe how to safely operate each stretcher type
5. Understand the safe use of chairs.	5.1 Identify types of **chairs** used in own organisation
	5.2 Describe the different safety features on each chair type
	5.3 Describe how to safely operate each chair type
6. Be able to safely secure stretchers, chairs and associated equipment.	6.1 Identify restraining points
	6.2 Safely secure: • Chairs • Stretchers • Associated equipment

Additional information

Own organisation - Locality

Chairs to include:
• Carry Chairs used to transport patients, with or without tracks

Component 14: Support the Clinician in the Management of Hostile and Major Incidents in the Emergency and Urgent Care Setting

Component Reference Number: T/616/0485

Level: 3
Credit: 1
GLH: 5

Component Summary

This Component is aimed at those who work in the emergency and urgent care setting. It provides the Learner with the knowledge to understand the national and local agreed ways of working; the importance of Emergency Preparedness, Resilience and Recovery (EPRR); the command and control structure and the various ranges of major incidents and interoperability with other emergency services. It also provides further knowledge for the Learner to understand the range of Chemical, Biological, Radioactive, Nuclear and Explosive (CBRNE) threats and the necessary personal protective equipment requirements when attending major, hostile, EPRR and CBRNE incidences.

Assessment Guidance

This Component must be assessed in line with the *FutureQuals Assessment Principles*, the *FAQ Level 3 Diploma in Ambulance Emergency and Urgent Care Support Assessment Principles* and the *FAQ Level 3 Pre-Hospital Care Qualifications Assessment Strategy.*

Learning outcomes - The Learner will	Assessment criteria - The Learner can:
1. Understand legislative and frameworks for Emergency Preparedness, Resilience and Recovery	1.1 Describe the relevant aspects of the Civil Contingencies Act and local major incident plans
	1.2 Describe the following **EPRR** Models: • The Dynamic Decision-Making Cycle • The Joint Decision Model • Dynamic Operational Risk Assessment
2. Understand the importance of communication in EPRR	2.1 Describe the barriers to EPRR communication
	2.2 Describe the mechanisms to manage EPRR communication effectively at local level
3. Understand the command and control at an incident	3.1 Describe the command-and-control mechanisms in place at an incident to include: • Strategic Commander • Tactical Commander • Operational Commander
	3.2 Describe the role and responsibilities in command-and-control of the: • Strategic Commander • Tactical Commander • Operational Commander
	3.3 Describe own role and responsibilities in command-and-control to include: • First crew on scene • Subsequent crews on scene

4. Understand the range of major incidents and interoperability with the other emergency services	4.1 Define the following: • Major Incident • Hostile Incident • Interoperability • Joint emergency services interoperability programme (JESIP)
	4.2 Outline major incidents by: • Classification • **Presentation** • Scale
	4.3 Describe **the different on scene command roles** of the Ambulance Service response to a major incident
	4.4 Outine the principles of JESIP
5 Understand the range of Chemical, Biological, Radioactive, Nuclear and Explosive (CBRNE) threats	5.1 Outline the types of CBRNE threats that you might be exposed to
	5.2 Outline the **effects of agents on the body**
	5.3 Describe a **Hazard Assessment**
	5.4 Describe the Operational **STEP 1-2-3 Plus** process
	5.5 Describe the **METHANE** reporting mechanisms used in an incident
6 Understand the Personal Protective Equipment (PPE) requirements when attending a major, hostile, EPRR and CBRNE incident	6.1 Explain own PPE in line with agreed ways of working
	6.2 Outline the reporting of defects in line with agreed ways of working
7 Understand the Triage processes required when attending a major, hostile, EPRR and CBRNE incident	7.1 Define 'Triage'
	7.2 Describe the different categories used in Triage
	7.3 Describe own organisation's **triage tools** in line with agreed ways of working
	7.4 Describe the use of Mass Casualty Triage Tag, and the importance of record keeping

Additional Information

Presentation to include:
• Big bang
• Rising tide
• Cloud on the horizon
• Headline news
• Internal incidents
• Deliberate
• Mass casualties
• Planned major events

Different on scene command roles to include:
- Safety Officer
- Parking Officer
- Loading Officer
- Primary Triage Officer
- Casualty Clearing officer
- Equipment officer
- Hazardous Are Response (HART) Team Leader
- Special Operations Response Team (SORT)

Effects of agents on the body to include:
- Skin
- Eyes
- Airway
- Breathing
- Circulation
- Disability
- Other

Hazard Assessment to include:
- CBRNE release indicators
- Patient Numbers
- Signs and Symptoms of casualties
- Weather conditions
- Hazards present or suspected
- Location – likely target for terrorist or hazardous materials incident
- Presence of perpetrators

EPRR Emergency Preparedness, Resilience and Recovery

STEP 1-2-3 Plus Approach to casualty management

METHANE Major Incident Declared, Exact location, Type of incident, Hazards, Access, Number and type of casualties, and Emergency services present and required.

Triage tools – to include triage tools relevant to the country the Learner is operating in

Component 15: Extrication and Light Rescue in the Emergency and Urgent Care Setting

Component Reference Number: A/616/0486

Level: 3
Credit: 1
GLH: 5

Component Summary
This Component is aimed at those who work in the emergency and urgent care setting. It provides the Learner with the knowledge to understand the agreed ways of working and factors that influence extrication and light rescue. It also provides the Learner with the necessary skills to use extrication and light rescue equipment in the emergency and urgent care setting.

Assessment Guidance
This Component must be assessed in line with the *FutureQuals Assessment Principles*, the *FAQ Level 3 Diploma in Ambulance Emergency and Urgent Care Support Assessment Principles* and the *FAQ Level 3 Pre-Hospital Care Qualifications Assessment Strategy.*

Learning outcomes - The Learner will	Assessment criteria - The Learner can:
1 Understand current guidelines for extrication and light rescue.	1.1 Describe local and national guidelines in relation to best practice for extrication and light rescue.
2 Understand factors that influence extrication.	2.1 Describe own role in extrication in line with agreed ways of working
	2.2 Describe the **factors** that would impact on extrication.
	2.3 Describe the **equipment** required for extrication.
	2.4 Describe the time constraints/considerations of extrication.
	2.5 Describe **safe working practices** with **specialist and other emergency services**.
3 Be able to use extrication equipment.	3.1 Demonstrate the use of equipment to extricate a non-time-critical patient.
	3.2 Demonstrate the use of equipment to extricate a time-critical patient.
	3.3 Demonstrate the ability to work in partnership with others when using extrication techniques.
4 Be able to remove a crash helmet safely.	4.1 Explain the importance of maintaining manual in line stabilisation (MILS).
	4.2 Demonstrate manual in-line stabilisation techniques.
	4.3 Describe the circumstances when a crash helmet should be removed.
	4.4 Explain the potential risks in removing a crash helmet.

	4.5 Demonstrate safe removal of a crash helmet.

Additional Information

Factors to include:
- Type of vehicle
- Position of vehicle
- Condition of patient
- Presence of hazardous materials
- Weather conditions

Equipment to include:
- Hard Collar
- Orthopaedic Stretcher and straps
- Head Block and straps
- Long Board and straps
- Vacuum Mattress

Safe working practices to include:
- Dynamic risk assessment
- Health and safety at work

Specialist and other emergency services to include:
- Fire and Rescue Services
- Police
- Medical Emergency Response Incident Team (MERIT)
- Hazardous Area Response Teams (HART)
- Special Operations Response Teams (SORT)
- Others

Component 16: Managing Hazardous Materials, Cleaning, Decontamination and Waste Management in the Emergency and Urgent Care Setting

Component Reference Number: F/616/0487

Level: 3
Credit: 1
GLH: 5

Component Summary

This Component is aimed at those who work in the emergency and urgent care settings. It provides the Learner with the knowledge to understand the agreed ways of working relating to hazardous materials; how risk assessments contribute to safe use of hazardous materials; the effects of hazardous materials in the workplace. It further providers the Learner with the knowledge to understand the use of CS spray and the precautions required.

This Component also aims to provide the Learner with the knowledge and skills required to understand good waste management practices; ways of maintaining a clean environment in accordance with national policies and agreed ways of working; to understand the decontamination process; and to explain good practice when handling sharps and waste All of which are fundamental to roles within the emergency and urgent care setting.

Assessment Guidance
This Component must be assessed in line with the *FutureQuals Assessment Principles*, the *FAQ Level 3 Diploma in Ambulance Emergency and Urgent Care Support Assessment Principles* and the *FAQ Level 3 Pre-Hospital Care Qualifications Assessment Strategy.*

Learning Outcome The Learner will:	Assessment Criterion The Learner can:
1. Understand the legislation relating to hazardous materials in the workplace.	1.1 Outline the legislation and agreed ways of working for Hazards Substances with regard to Control of Major Accident and Hazard Regulations
	1.2 Explain own and organisational responsibilities when dealing with hazardous materials at work.
	1.3 Describe the consequences for non-compliance when dealing with hazardous substances at work.
2. Understand how to contribute to the safe interaction with hazardous materials and biological spillages in the workplace.	2.1 Define the following: - Hazard - Risk
	2.2 Describe the types of information available included in HAZCHEM labels.
	2.3 Outline the procedure for dealing with an accident/spill involving hazardous materials and biological spillages in line with agreed ways of working.

	2.4 Identify health and safety issues arising from:
	- Exposure to hazardous materials - Release of hazardous materials - Handling and disposal of hazardous materials - Safe use of hazardous materials
	2.5 Outline the process of dynamic risk assessment for HazChem and contamination situations in line with agreed ways of working.
	2.6 Define 'Chemsafe'.
	2.7 Describe safe working practices when dealing with HazChem situations with: - Fire and Rescue Service - Police - Hazardous Area Response Team (HART) - Special Operations Response Team (SORT) - Other agencies
3.Understand the effects of hazardous materials to health.	3.1 Describe entry routes into the body.
	3.2 Describe the forms and effects of hazardous materials to health.
4. Understand the impact of the use of **CS Spray** and the precautions required in the pre-hospital Emergency and Urgent Care environment.	4.1 Explain the precautions needed to be taken when dealing with a situation where CS Gas has been used.
	4.2 Describe the signs and symptoms of CS Spray exposure.
	4.3 Explain the treatment used when exposed to CS spray.
5. Understand the importance of good waste management practice in the prevention of the spread of infection.	5.1 Outline current legislation and legal responsibilities relating to waste management.
	5.2 Identify the different **categories of waste** and the associated risks.
	5.3 Describe how to store and dispose of the different categories of waste safely and without risk to others.
6. Understand how to maintain a clean environment to prevent the spread of infection.	6.1 Describe the general principles for environmental cleaning.
	6.2 Explain how the correct management of the environment minimises the spread of infection.
	6.3 Describe the national policy for colour coding of cleaning equipment.
7. Understand the principles and steps of the decontamination process.	7.1 Define the term 'decontamination'.
	7.2 Explain the importance of decontamination.
	7.3 Describe the three steps of the decontamination process.

	7.4 Explain the difference between cleaning agents and disinfecting agents.
	7.5 Explain how the level of risk determines the type of agent that may be used to decontaminate.
	7.6 Explain the role of personal protective equipment (PPE) during the decontamination process.
8. Understand how to safely handle sharps.	8.1 Define what is meant by the term 'sharps'.
	8.2 Describe how to: • Use sharps • Safely open a glass ampoule • Dispose of a sharp • Deal with a sharp incident/accident
9. Understand why the safe handling of laundry is important in minimising the spread of infection.	9.1 Describe safe working procedures that help to minimise the spread of infection when handling: • Contaminated laundry • Soiled laundry
	9.2 Explain reasons why clean, contaminated and soiled linen is kept separate.
	9.3 Explain the importance of changing linen to control and prevent infection.

Assessment Guidance

Categories of waste to include:
- Infectious
- Non Infectious
- Domestic
- Recyclable
- Pathological
- Sharps

CS Spray O-chlorobenzylidene malonontrite

Component 17: Conflict Resolution Training

Level: 3
Credit: 2
GLH: 15

Component Summary

This Component is aimed at those who work in the emergency and urgent care setting and/or the wider health and social care setting. It provides the Learner with the knowledge to understand the roles of all those involved in security management within the NHS; what constitutes conflict; the role of communication and the procedural, environmental and legal context of violence; organisations and own requirements following conflict in the workplace.

Assessment Guidance

This Component must be assessed in line with the *FutureQuals Assessment Principles*, the *FAQ Level 3 Diploma in Ambulance Emergency and Urgent Care Support Assessment Principles* and the *FAQ Level 3 Pre-Hospital Care Qualifications Assessment Strategy.*

Learning outcomes - The Learner will	Assessment criteria - The Learner can:
1. Understand the role of key organisations in relation to trafficking, radicalisation and terrorism, crime and fraud	1.1 Outline current regulations and legislation linked to trafficking, radicalisation and terrorism, crime and fraud
	1.2 Identify the key organisations in relation to trafficking, radicalisation and terrorism, crime and fraud
	1.3 Explain the roles of key people involved in the key organisations in relation to trafficking, radicalisation and terrorism, crime and fraud
2. Understand what constitutes conflict	2.1 Describe the common causes of conflict
	2.2 Identify the different stages of conflict
	2.3 Reflect on experience of conflict situations.
3. Understand strategies to manage and reduce conflict	3.1 Explain how to develop strategies to reduce the opportunity for conflict to occur
	3.2 Explain how to manage conflict situations to agreed ways of working
	3.3 Outline the methods and action appropriate for conflict situations
4. Understand the role of communication in conflict situations	4.1 Describe different forms of communication
	4.2 Explain verbal and non-verbal communication in conflict situations
	4.3 Analyse the impact that cultural differences may have in relation to communication
	4.4 Identify the cause of communication breakdown
	4.5 Identify the right conditions for communications

	4.6 Explain the importance of creating the right conditions for communication to succeed
	4.7 Explain the behavioural patterns of individuals during conflict
	4.8 Explain different communication models in relation to conflict
	4.9 Explain the warning and danger signals displayed by individuals during conflict situations
	4.10 Explain the signs that may indicate the possibility of a physical attack
5. Understand the procedural, environmental and legal context of violence in the workplace.	5.1 Explain procedural and environmental factors in decision making
	5.2 Explain the importance of keeping a safe distance in conflict situations
	5.3 Explain the use of 'reasonable force' as describe in law and its limitations
6. Understand own responsibilities following a conflict situation.	6.1 Outline the range of support, both short and long-term, available to those affected by a conflict situation
	6.2 Explain incident reporting using agreed ways of working
7. Understand the support available following a conflict situation	7.1 Explain the need to provide support to those directly affected
	7.2 Explain the wider organisational benefits of providing support to those affected by conflict
8. Understand the requirements of organisations following conflict	8.1 Explain the process to follow after a conflict situation

Component 18: Conflict Resolution Training for Ambulance Services

Component Reference Number: T/507/6432

Level: 3
Credit: 1
GLH: 10

Component Summary
This Component is aimed at those who work in the emergency and urgent care setting. It provides the Learner with the knowledge to understand the how to assess and reduce the risk of conflict in the work environment. It further provides the Learner to understand behaviours indicating an escalation towards conflict.

Assessment Guidance
This Component must be assessed in line with the *FutureQuals Assessment Principles*, the *FAQ Level 3 Diploma in Ambulance Emergency and Urgent Care Support Assessment Principles* and the *FAQ Level 3 Pre-Hospital Care Qualifications Assessment Strategy*.

Learning outcomes - The Learner will	Assessment criteria - The Learner can:
1. Understand how to assess and reduce the risk of violence in the work environment	1.1 Outline current regulations and legislation linked to risk assessment
	1.2 Explain the responsibilities of employers and employees in current regulation and legislation associated with risk assessment
	1.3 Outline the hazards and risks that exist in the working environment
	1.4 Explain how hazards and risks can be reduced in the working environment
	1.5 Explain organisational policies and procedures relating to work related violence
	1.6 Explain ways of reducing or eliminating risk
	1.7 Identify the key risks of violence faced by ambulance personnel
	1.8 Explain precautions to be taken when lone working
	1.9 Explain how ambulance personnel can assess threat levels
	1.10 Explain the importance of providing proactive services
	1.11 Explain agreed ways of working when dealing with complaints
2. Understand behaviour indicating an escalation towards violence	2.1 Explain the common triggers and situations where there is a risk of escalating into violence in the emergency and urgent care setting
	2.2 Outline communication considerations relating to acutely unwell individuals in terms of: • Mental health • Individuals with learning difficulties

	2.3 Identify appropriate assertive actions for confronting obstructive and unacceptable behaviour

Component 19: Safe Moving and Handling During Ambulance Patient Care

Component Reference Number: K/615/5736

Level: 2
Credit: 2
GLH: 15

Component Summary

This Component is aimed at those working in a wide range of settings.
It provides the Learner with the knowledge and skills required to move and position patients as part of their plan of care according to their specific needs.

Assessment Guidance

This Component must be assessed in line with the *FutureQuals Assessment Principles*, the *FAQ Level 3 Diploma in Ambulance Emergency and Urgent Care Support Assessment Principles* and the *FAQ Level 3 Pre-Hospital Care Qualifications Assessment Strategy.*

Learning outcomes - The Learner will	Assessment criteria - The Learner can:
1. Understand legislation and agreed ways of working when moving and positioning patients	1.1 Describe how legislation and agreed ways of working affect working practices related to moving and positioning patients
	1.2 Describe what health and safety factors need to be taken into account when moving and positioning patients and any equipment used to do this
2. Understand anatomy and physiology in relation to moving and positioning patients	2.1 Describe what health and safety factors need to be taken into account when moving and positioning patients and any equipment used to do this
	2.2 Describe the impact of **specific conditions** on the correct movement and positioning of a patient
3. Be able to minimise risk before moving and positioning patients	3.1 Describe how to access up-to-date copies of risk assessment documentation
	3.2 Carry out preparatory checks using: • The patient's care needs • The moving and handling risk assessment
	3.3 Identify any immediate risks to the patient
	3.4 Describe actions to take in relation to identified risks
	3.5 Explain what action should be taken if the patient requests a change to their plan of care in relation to • Health and safety • Risk assessment

	3.6 Prepare the immediate environment ensuring • Adequate space for the move in agreement with all concerned • That potential hazards are removed
	3.7 Apply standard precautions for infection prevention and control
4. Be able to prepare patients before moving and positioning	4.1 Demonstrate effective communication with the patient to ensure that they: • Understand the details and reasons for the action/activity being undertaken • Agree the level of support required
	4.2 Obtain valid consent for the planned activity
5. Be able to move and position a patient in accordance with agreed ways of working	5.1 Follow the care plan to ensure that the patient is positioned: • Using the agreed technique in a way that will avoid causing undue pain or discomfort • Moved with dignity
	5.2 Demonstrate effective communication with any others involved in the manoeuvre
	5.3 Describe the aids and equipment that may be used for moving and positioning
	5.4 Use equipment to maintain the patient in the appropriate position
	5.5 Encourage the patient's active participation in the manoeuvre
	5.6 Monitor the patient throughout the activity so that the procedure can be stopped if there is any adverse reaction
	5.7 Demonstrate how to report and record the activity noting when the next positioning manoeuvre is due
6. Know when to seek advice from and/or involve others when moving and positioning a patient	6.1 Describe when advice and/or assistance should be sought to move or handle a patient safely
	6.2 Describe what sources of information are available about moving and positioning patients
	6.3 Explain procedures for moving a bariatric patient in line with agreed ways of working
	6.4 Assess tissue viability in relation to prevention of damage during moving procedure
7. Be able to secure a chair and stretcher to the vehicle in accordance with agreed ways of working	7.1 Inspect mobility aids and equipment after use
	7.2 Secure a **chair** to the vehicle
	7.3 Secure a stretcher trolley to the vehicle
	7.4 Clean and prepare equipment

	7.5 Record the activity noting:
	• Equipment used
	• Technique used

Additional information

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

Chair - May include carry chairs (and the use of blanketing), evac chairs and wheelchairs. May also include hospital chairs.

Component 20: Using Communication and Information Systems in Ambulance Patient Care

Component Reference Number: H/615/5749

Level: 2
Credit: 1
GLH: 4

Component Summary

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

Assessment Guidance

This Component must be assessed in line with the *FutureQuals Assessment Principles*, the *FAQ Level 3 Diploma in Ambulance Emergency and Urgent Care Support Assessment Principles* and the *FAQ Level 3 Pre-Hospital Care Qualifications Assessment Strategy.*

Learning outcomes - The Learner will	Assessment criteria - The Learner can:
1. Understand the use of communication systems and devices	1.1 Describe the different types of communication systems and devices available
	1.2 Explain communication systems and devices: • Benefits • Health and safety issues • Capacity issues linked with network use
	1.3 Explain agreed ways of working on communication device security
	1.4 Explain the following: • Power management process • Battery management • Screen layout • Messaging functionality • Warning displays • Routing and navigating options
	1.5 Describe agreed ways of working in relating to: • Loss or theft • Concerns or defects
2. Be able to operate communication systems and devices	2.1 Ensure systems and devices are in safe and good working order
	2.2 Show how to navigate using screen layout, including sign in and out
	2.3 Demonstrate **functionality** of the systems and devices
	2.4 Demonstrate how to operate the system when:

	• Receiving a new allocation • Receiving allocations when mobile • Receiving a revised allocation • Booking events • Running completions • End of day sequence
	2.5 Demonstrate how to set **statuses** and understand warning messages received
	2.6 Show how to send and receive messages
	2.7 Navigate and use **map functions and options**
	2.8 Demonstrate a: • Voice request • Emergency call

Additional information

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

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

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

Component 21: Conveyance of Patients with Own Medication and Medical Devices

Level: 3
Credit: 1
GLH: 6

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

Assessment Guidance
This Component must be assessed in line with the *FutureQuals Assessment Principles*, the *FAQ Level 3 Diploma in Ambulance Emergency and Urgent Care Support Assessment Principles* and the *FAQ Level 3 Pre-Hospital Care Qualifications Assessment Strategy.*

Learning outcomes - The Learner will	Assessment criteria - The Learner can:
1. Understand current legislation, national guidelines, policies and procedures relating to transportation of patients own medication	1.1 Explain own role and responsibilities when transporting patient's own medication with regard to: • Current legislation • National guidelines • Agreed ways of working
	1.2 Describe the **importance** of transporting patient's own medication
	1.3 Explain the procedures used to transport a patient's own medication in accordance with agreed ways of working
2. Understand importance of following correct procedures for patients who have Intravenous (IV) access	2.1 Explain the purpose of an IV **access**
	2.2 Describe the procedure to be followed for conveyance of a patient with a IV access
	2.3 Describe the procedure to be followed in relation to the management of an IV access site if visible haemorrhage occurs at or adjacent to the access site
3. Understand how to manage the conveyance of a patient with a catheter	3.1 Explain the purpose of catheterisation
	3.2 Identify the difference between intermittent catheter and indwelling catheter
	3.3 Describe the procedures to be followed when transporting a catheterised patient
	3.4 Describe the procedure to be followed in the event of: • Bleeding • Device pulled out • Device leaking • Device torn or damaged • Device blocked

4. Understand how to manage the conveyance of a patient with a syringe driver or **other medical devices**	4.1 Explain the purpose of a syringe driver or other medical devices
	4.2 Describe common uses of a syringe driver or other medical devices
	4.3 Identify syringe driver positioning sites
	4.4 Explain the procedure to be followed when a warning alarm or error occurs within a syringe driver or other medical devices

Additional information

Importance – Medication compliance, medication review, prescription governance.

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

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

Component 22: Administration of Oxygen Therapy in Ambulance Patient Care

Component Reference Number: L/615/5745

Level: 3
Credit: 1
GLH: 6

Component Summary

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

Assessment Guidance

This Component must be assessed in line with the *FutureQuals Assessment Principles*, the *FAQ Level 3 Diploma in Ambulance Emergency and Urgent Care Support Assessment Principles* and the *FAQ Level 3 Pre-Hospital Care Qualifications Assessment Strategy*.

Learning Outcomes	Assessment Criteria
The Learner will:	The Learner can:
1. Understand the guidelines for the use oxygen therapy.	1.1 Explain benefits of oxygen therapy
	1.2 Explain contraindications prohibiting use of oxygen
	1.3 Explain dangers of using compressed gas
	1.4 Outline health and safety rules for the: • Identification • Use • Storage • Handling of oxygen
2. Be able to administer oxygen therapy in accordance with agreed ways of working	2.1 Carry out operational checks in preparation for use of oxygen therapy equipment
	2.2 Identify when oxygen therapy is required
	2.3 Administer oxygen using the required flow rate for the following oxygen delivery devices: • Non re-breather mask • Bag, valve and mask
	2.4 Administer oxygen to a patient
	2.5 Complete required documentation for: • Prescribed use • Emergency use

Component 23: Administration of Medical Gases in Ambulance Patient Care

Component Reference Number: F/615/5743

Level: 3
Credit: 1
GLH: 7

Component Summary
This Component provides the knowledge, understanding and skills required to provide medical oxygen and Entonox to a patient in line with medical gases administration guidelines and service protocols.

Assessment Guidance
This Component must be assessed in line with the *FutureQuals Assessment Principles*, the *FAQ Level 3 Diploma in Ambulance Emergency and Urgent Care Support Assessment Principles* and the *FAQ Level 3 Pre-Hospital Care Qualifications Assessment Strategy.*

Learning outcomes The Learner will:	Assessment criteria The Learner can:
1. Understand the guidelines for the use oxygen therapy.	1.1 Explain benefits of oxygen therapy
	1.2 Identify indications for the use of oxygen
	1.3 Explain contraindications prohibiting use of oxygen
	1.4 Describe dangers of using compressed gas
	1.5 Outline health and safety rules for the: • Identification • Use • Storage • Handling of oxygen
2. Be able to administer oxygen therapy in line with agreed ways of working.	2.1 Carry out operational checks in preparation for use of oxygen therapy equipment
	2.2 Identify when oxygen therapy is required
	2.3 Administer oxygen using the required flow rate for the following oxygen delivery devices: • Nasal cannula • Simple/venturi mask • Non re-breather mask • Bag, valve and mask
	2.4 Administer oxygen to a patient
	2.5 Complete required documentation for • Prescribed use • Emergency use
3. Understand the guidelines for the use Entonox therapy.	3.1 Describe properties of Entonox
	3.2 Explain complications of environmental temperature
	3.3 Explain benefits of Entonox therapy
	3.4 Identify the indications for the use of Entonox
	3.5 Explain cautions and contraindications for

	use of Entonox
4. Be able to administer Entonox therapy in line with agreed ways of working.	4.1 Carry out operational checks in preparation for use of Entonox therapy equipment.
	4.2 Identify when Entonox therapy is required
	4.3 Administer Entonox to a patient
	4.4 Complete required documentation

Section Four

Centre Information

4.1 Centre Operations Manual

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

4.2 Initial Assessment and Centre Learner Support

It is important that centres carry out some form of initial assessment that identifies what competence and knowledge a Learner already has and any proven and documented needs which should be taken into account. This may include an assessment of minimum core personal skills in English, Mathematics and ICT.

This can be recorded so that centres can identify any associated needs and record this in appropriate plans. This will help in planning the learning programme. It is important at the initial assessment stage to ensure that Learners commence a programme at the appropriate level.

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

This assessment will need to take account of:

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

Centres should identify any Learner requirements and how they may affect successful completion of the particular programme. Programme teams should refer closely to the qualification specifications when discussing possible options for Learners. They should advise Learners on the appropriateness of the qualification to the Learner and identify more suitable qualifications if necessary.

It is our intention that there should be no discrimination on the grounds of a protected characteristic. FutureQuals and approved centres have a responsibility to ensure that the process of assessment is robust and fair and allows a Learner to show what they know and can do without compromising the assessment criteria.

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

4.3 Indentification Requirements and Learner Authenticty

Identification Requirements

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

The use of a ULN is now a mandatory requirement for publicly funded education and when submitting Individualised Learner Record (ILR) returns.

Centres must have systems in place to ensure that an individual completing an assessment is the person he/she is claiming to be.

Therefore, centres are required to ensure that each Learner's identification is checked and that the type of identification provided by each Learner is recorded before assessments are undertaken. FutureQuals External Quality Assurers will check this record during quality assurance monitoring activities.

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

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

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

Learner Authenticity

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

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

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

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

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

Statement of confirmation of authenticity

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

The Learner must sign and date the declaration.

4.4 Legal Considerations

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

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

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

Section Five

Care Certificate (England)

5.1 Care Certificate (England)

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

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

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

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

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

Achievement of the qualification requires that the relevant Components of the Care Certificate have been achieved in line with guidance provided.
http://www.skillsforhealth.org.uk/standards/item/216-the-care-certificate

The Care Certificate was developed, as part of the Cavendish Review work, jointly by Skills for Health, Health Education England and Skills for Care It:
• applies across health and social care in England
• good practice for devolved nations
• links to National Occupational Standards and units in qualifications
• covers what is required to be caring, giving workers a good basis from which they can further develop their knowledge and skills

FAQ LEVEL 3 DIPLOMA IN

AMBULANCE EMERGENCY AND URGENT CARE SUPPORT

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