



QA Level 3 Certificate in  
**First Response  
Emergency Care (QCF)**  
Qualification Specification

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## Key qualification information

Qualification Accreditation Number (QAN)	601/5910/8
Operational start date	1 Apr 2015
Review date	31 Mar 2018
Guided learning hours (GLH):	35
Contact learning hours (CLH):	35 (minimum)
Credit value:	15
Number of units:	3 mandatory units
Assessment methods:	<ul style="list-style-type: none"> <li>• Formative assessment conducted by the Trainer throughout the course</li> <li>• Theory assessment/multiple choice question paper: <ul style="list-style-type: none"> <li>1 x 20 question paper (minimum score 14)</li> <li>1 x 30 question paper (minimum score 21)</li> <li>1 x 30 question paper (minimum score 21)</li> </ul> </li> <li>• Practical assessment and skills test – 13 and 4 completed throughout the course</li> </ul>



## Qualsafe Awards

As the UK's largest Awarding Organisation (AO) for first aid, Qualsafe Awards (QA) is the most widely recognisable and trusted name that employers look for when selecting their training provider.

Qualsafe Awards is recognised and regulated by the Office of Qualifications and Examinations Regulation (Ofqual), Credit and Qualification Framework for Wales (CQFW)/Qualifications Wales (from Sep 2015) and the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA). This means we can offer Centres an extensive range of qualification suites including First Aid, Prehospital Care, Health and Safety, Food Safety, Fire Safety and Manual Handling.

With a specialist team of first aid and safety professionals on hand to support our Centres, including A&E Consultants, doctors, paramedics, nurses, physiotherapists and experts in the Health and Safety sector, you can be confident that you are truly working with the industry experts.

## Qualification overview

This qualification forms part of the QA Prehospital Care suite of qualifications. The qualification and learning outcomes are based on the recommendations of:

- Resuscitation Council (UK)
- Skills for Health Assessment Principles for First Aid Qualifications
- The Royal College of Surgeons of Edinburgh - Faculty of Pre Hospital Care

### **Statement of Endorsement**

*The QA Level 3 Certificate in First Response Emergency Care (QCF) has been endorsed by the Faculty of Pre Hospital Care of the Royal College of Surgeons of Edinburgh. The Qualsafe Awards designed course also complies with the teaching and educational standards of the Faculty as described in the regulations.*

This QA qualification is:

- For people who work or hope to work as emergency care providers in various healthcare settings
- Based on the Health and Safety Executive (HSE) training standard for delivery of First Aid at Work (FAW) courses for the purposes of the Health and Safety (First Aid) Regulations 1981

This qualification should give Learners a foundation level of prehospital care knowledge and clinical practice to deal with a range of prehospital care situations.

This qualification specification provides information for Centres about the delivery of the QA Level 3 Certificate in First Response Emergency Care (QCF) and includes the unit information, assessment methods and quality assurance arrangements.

## Objective

The objective of the qualification is to benefit Learners by enabling them to attain the knowledge and practical competencies needed to deal with a range of prehospital emergency situations.

## Purpose

The purpose of this qualification is to prepare Learners to be able to demonstrate the practical administration of safe, prompt, effective prehospital care in situations which can arise when providing emergency treatment and/or management.



## Intended audience

This qualification is for people who have a specific responsibility at work, or in voluntary and community activities, to provide prehospital care to patients requiring emergency care/treatment.

## Structure

This qualification comprises 3 mandatory units with a total value of 15 credits. Full details of these are in *Appendix 1*.

Learners must complete all assessments/skills tests in the units successfully within the registration period to achieve the qualification. The minimum time to complete this qualification is 3 weeks and the maximum is 20 weeks.

Each credit is equivalent to 10 hours learning time. Learning time consists of guided learning hours (GLH) and self-directed study. GLH are a measure of the contact time a typical Learner will require in direct guidance – from a Trainer – to complete their programme of learning successfully, which for this qualification should be a minimum of 35 hours over 5 days (excluding breaks). Sessions should be a minimum of 2 hours. Learners should be encouraged to do a minimum of 118 hours of self-directed study, which should include additional reading and applied practice.

## Other units

No other units can be combined to count towards the QA Level 3 Certificate in First Response Emergency Care (QCF).

## Relationship with other related qualifications

The QA Level 3 Certificate in First Response Emergency Care (QCF) can be transferred to other qualifications under Recognition of Prior Learning (RPL) towards achievement of that qualification providing it is achieved within its registration period.

## Recognition of Prior Learning

RPL is a process for recognising learning from previous training, qualifications or experience to avoid duplication of learning. It considers whether a Learner can demonstrate and prove that they meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

RPL must be: valid, reliable, authentic, current, sufficient.

It is the Centres responsibility to make sure they do not disadvantage a Learner or compromise the integrity of the qualification when using the RPL process. If sufficient understanding of a subject is in doubt training must take place.

RPL must be current, i.e. within 3 years. RPL should only be used as rationale for a reduction in contact/guided learning hours, the Learner must still undertake assessment of all learning outcomes and criteria of the qualification in order to gain an up-to-date qualification certificate.

Evidence of prior training submitted for RPL consideration must be authenticated by the Centre; a certificate is not valid without referenced learning outcomes or evidence from the original training provider.



### Entry requirements

Learners must be at least 17 years old on the first day of the training.

There are no other formal entry requirements but to benefit from the learning we advise that Learners have a minimum of Level 2 in literacy and numeracy or equivalent and a basic understanding of first aid.

### Progression

The QA Level 3 Certificate in First Response Emergency Care (QCF) qualification may be used towards other qualifications at the same and higher levels, plus aid career progression in a relevant profession.

### Requalification requirements

This qualification is valid for a period of 3 years. The Learner needs to retake the qualification before the certificate expiry date to remain qualified.

Requalification training should be delivered in no less than 21 hours (3 days) excluding breaks.

Note: Requalification requires successful completion of the original qualification.

## Qualification approval requirements

Quallsafe Awards requires the Centre:

- To have appropriate policies, systems and procedures in place
- To appoint suitable individuals from their personnel team to train, assess and quality assure their QA qualifications
- To have suitable and adequate venues, equipment and learning resources

In order to secure and maintain approval from QA, Centres need a minimum staffing requirement for each qualification suite they deliver, which for this qualification is:

<b>One Trainer/Assessor</b>	Responsible for the delivery and assessment of qualifications
<b>One Internal Quality Assurer</b>	Responsible for quality assuring the delivery, assessment and awarding of this qualification

Quallsafe Awards requires the Centre staff to read and understand QA's key policies and procedures, and to abide by their contents.

### Trainer/Assessor

People delivering and assessing this qualification must have:

- Occupational knowledge and competency in prehospital care (as shown in *Appendix 2*) **and**
- An acceptable training qualification (as shown in *Appendix 3*) **and**
- Hold or be working towards an acceptable assessing qualification (as shown in *Appendix 3*)



## Internal Quality Assurers

Internal Quality Assurers (IQAs) of this qualification must have knowledge and competency in prehospital care as well as knowledge and competency in internal quality assurance practice. An acceptable portfolio must show:

- i. Occupational knowledge and competence in prehospital care – evidenced by holding a recognised qualification as shown in *Appendix 2*
- ii. Knowledge and competency in internal quality assurance – evidenced by holding or working towards a qualification as shown in *Appendix 4*

They must also:

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

Full details of the Centre’s requirements for internal quality assurance are in the *QA Centre Quality Assurance Guidance*.

Note: IQAs cannot quality assure a course for which they were the Trainer and/or Assessor.

## Venue and equipment

Quality training involves using premises conducive to learning and it is a Centre’s responsibility to make sure all venues used for training and assessment purposes are suitable and adequate – whether these are hired or in-house training rooms. They must also comply with all current legislation.

In addition, it is important there is a wide range of learning resources to support delivery.

As a minimum, Centres should make sure their venues, equipment and other resources include:

Area:	Requirements:
<b>CPR Adult manikins</b>	A minimum of 1 adult manikin to every 4 learners (as per the European Resuscitation Council guidelines).
<b>CPR Child manikins</b>	A minimum of 1 child manikin to every 4 learners (as per the European Resuscitation Council guidelines).
<b>CPR Infant manikins</b>	A minimum of 1 infant manikin to every 4 learners (as per the European Resuscitation Council guidelines).
<b>Choking trainer</b>	A manikin or vest that Learners can use to demonstrate treatment of choking.
<b>Airway manikin</b>	The manikin must be suitable to demonstrate the airway manoeuvres and accept oropharyngeal, nasopharyngeal and supra-glottic airways. 1 manikin to every 4 learners.
<b>AED trainers</b>	At least 1 AED trainer to every 4 learners. If fewer AED trainers are provided, adjust learning hours/ lesson plans accordingly to make sure Learners are not disadvantaged.
<b>Suction devices</b>	A minimum of 1 suction device to every 4 Learners.
<b>Dressings/bandages</b>	Sufficient trauma bandages: various sizes and types. A variety of tourniquets and haemostatic agents for management of catastrophic bleeding.
<b>Oxygen/accessories</b>	CD/D size cylinders with the relevant equipment for use. A variety of non-re-breather masks, pocket masks and bag valve masks.



<b>Oropharyngeal (OPA) and nasopharyngeal (NPA) airways</b>	A full set of OPA (sizes 00 to 4). A full set of NPA (sizes 6 to 8).
<b>Burn dressings</b>	Sufficient burn dressings.
<b>Adrenaline auto-injector</b>	A minimum of 1 adrenaline auto-injector to every 4 Learners.
<b>Reliever inhaler</b>	A minimum of 1 reliever inhaler to every 4 Learners.
<b>Spacer device</b>	A minimum of 1 spacer device to every 4 Learners.
<b>Glucose gel</b>	A minimum of 1 glucose gel (sample).
<b>Safety helmet</b>	Various sizes and types relevant to their setting, which must include <b>motorcycle helmet</b> and may include: <ul style="list-style-type: none"> <li>• Ballistic helmet</li> <li>• Nato helmet</li> <li>• Cycle helmet</li> <li>• Emergency services helmet</li> <li>• Construction industry helmet</li> </ul>
<b>Immobilisation devices</b>	Pelvic splints/slings. Flexible metal covered foam splint e.g. SAM® splints. Cervical collars (multi-adjust).
<b>Audio visual (AV) equipment and training aids</b>	Sufficient AV equipment and training aids to facilitate learning using varying teaching methods.
<b>Learning materials</b>	Provide Learners with clear and accurate reference books/handouts covering the topics included in the qualification.
<b>Training venue</b>	The training venue must meet acceptable health and safety standards and be conducive to learning, with sufficient: Size, floor surfaces, seating, writing surfaces, toilet facilities, ventilation, lighting, heating, access, exits, cleanliness, absence of distracting noise.

Note: Learners should sit at least 1 metre apart to prevent collusion during the multiple choice question paper/theory assessment.

## Course/Centre administration

### Registering Learners

Register Learners with Qualsafe Awards in accordance with the guidance in the QA Centre Handbook.

### Certification

After a Learner has completed an assessment, unit or qualification, whether they have passed or not, Centres must enter the details and assessment results on the Customer Portal at: [www.qualsafeawards.org](http://www.qualsafeawards.org)

Centres will be given login details and guidance on using the Customer Portal when they are approved to deliver a QCF qualification.

The Learner receives 2 certificates on achieving this qualification:

- The qualification
- A list of the units in the qualification

The certificate date is the date the Learner achieves the final unit. This qualification is valid for 3 years. The Learner needs to re-take the qualification and the assessments before the end of the 3 years to remain qualified.

Qualsafe Awards recommend Learners also complete annual basic life support or immediate life support training to maintain their basic skills and keep up to date with any changes to prehospital care practice.

## Delivery and support

### Learner to Trainer ratio

To maintain the quality of training and assessment, make sure the class ratio is no more than 6 Learners to 1 Trainer. The assessment space should allow Learners to sit at least 1 metre apart to prevent collusion during the theory/multiple choice question paper assessment. Never allow more Learners on the course than you can cater for during the assessment.

### Delivery plan

Qualsafe Awards provides Centres with a complimentary course programme and detailed lesson plans, which are:

- Carefully designed to meet the objective of this qualification and the needs of Learners, making sure Learners are adequately prepared for the assessments
- Endorsed by the Faculty of Pre Hospital Care of the Royal College of Surgeons of Edinburgh

Note: If Centres use their own lesson plans they are not endorsed and will not achieve the FPHC endorsement on their certificate.

Centres not using QA lesson plans, which are created and provided free on qualification approval, must submit their own delivery plan and have it approved by us **before** delivering this qualification. The delivery plan should:

- Include a course timetable, clearly showing the required subjects and criteria/learning outcomes are covered and the minimum 35 contact learning hours are met
- Be emailed to: [info@qualsafeawards.org](mailto:info@qualsafeawards.org)

### Learning materials

Centres should provide each Learner with access to suitable learning materials to support their progress through the qualification. As a minimum we recommend:

- *Generic Core Material - Prehospital Emergency Care Course* by Faculty of Prehospital Care, Royal College of Surgeons of Edinburgh

We would also recommend further reading in the areas of anatomy, physiology and first aid such as:

- *Anatomy and Physiology in Health and Illness, 11th edition* by Ross and Wilson
- *First Aid Made Easy* by Nigel Barraclough

Centres can choose alternative books or other learning materials but these **must be approved** by Qualsafe Awards prior to use.

### Ongoing support

Qualsafe Awards Centres should provide appropriate levels of support to Learners, before, during and after the training. The purpose of the support is to:

- Assess knowledge and competence in relation to learning outcomes and the detailed assessment criteria of the units within the qualification, see *Appendix 1*
- Give Learners feedback on their progress and how they might be able to improve



# Assessment

## Overview

The QA Level 3 Certificate in First Response Emergency Care (QCF) skills and knowledge should be taught and assessed in accordance with currently accepted or prehospital care practice in the UK.

## Methods

Quasafe Awards has devised assessment tools to make sure Learners gain the required knowledge, skills and understanding, as detailed in the learning outcomes and assessment criteria shown in the *Appendix 1*. Centres should download all assessment papers from the Customer Portal in advance of the course. For each unit there are:

- Practical assessments/skills tests – observed by the Trainer throughout the course, with the results of each learning outcome recorded on the practical assessment paperwork, see *QA Guide to Assessing Prehospital Qualifications*. There are 17 practical assessments/skills tests for this qualification:
  - Adult CPR and AED (FREC)
  - Airway anatomy
  - Airway management
  - Burn severity
  - Catastrophic bleeding
  - Child cardiopulmonary resuscitation (FREC)
  - Choking patient (FREC)
  - Circulatory system
  - ECG recognition
  - Infant cardiopulmonary resuscitation
  - Management of fractures (FREC)
  - Medical emergencies
  - Patient report form (FREC)
  - Respiratory system
  - Secondary survey (FREC)
  - Unconscious patient
  - Wounds, bleeding and shock (FREC)
- Formative assessments – a range of informal assessment procedures employed by the Trainer/Assessor during the learning process to measure each Learner's knowledge, skills and understanding related to the assessment criteria
- Theory assessment/multiple choice question papers – there is 1 paper per unit for each Learner and Learners should answer all the questions under 'examination' conditions, see *QA Multiple Choice Question Paper Guidelines*:
  - Maximum time for Unit 1 is 30 minutes, for Unit 2 it is 45 minutes and for Unit 3 it is 45 minutes
  - Minimum mark for Unit 1 is 14 out of 20, for Unit 2 it is 21 out of 30 and for Unit 3 it is 21 out of 30 to be considered for an overall 'Pass'. However, even when a Learner achieves this minimum, Trainers are expected to make a professional judgement as to whether that Learner has achieved all the assessment criteria. Trainers should use all assessment evidence available, including formative and practical assessments, to reach this judgement

**Note:** Centres should download all assessment papers from the Customer Portal in advance of the course.



## Access to assessment

Quasafe Awards is committed to equality and when designing the assessments for this qualification has made sure they are:

- As accessible as reasonably possible
- Able to permit reasonable adjustments to be made, while minimising the need for them

Note: If you have any suggestions for improvements, please let us know.

Centres should make sure all Learners have access to assessment and are given equal opportunities to demonstrate their competence, see *QA Multiple Choice Question Paper Guidelines*.

If a reasonable adjustment or special consideration has been made, e.g. written/theory assessments may be completed verbally if required, Centres must mitigate risk in line with QA policies and complete a Record of Reasonable Adjustments/Special Considerations Form, available to download from the Customer Portal. For more details see *QA Access to Assessment Policy*.

Note: Upload completed Record of Reasonable Adjustments/Special Considerations Forms to the Customer Portal when requesting certification.

Learners should be informed about Centre's and QA's appeals procedures and how they can access these.

## Specific equality issues relevant to this qualification

It is important no Learner is turned away from a training course due to disabilities or impairments. To assess competence and gain certification however, the Learner will need to demonstrate certain practical skills. For instance, for first aid qualifications the Learner must be assessed performing practical tasks such as CPR, as per *QA Guide to Assessing Prehospital Care Qualifications*. To pass the assessment, the Learner must demonstrate the required practical skills without assistance from a third party (unless authorised by QA following a reasonable adjustment request).

## Informal record of achievement

If a Learner with disabilities cannot perform 1 or more of the practical tasks required, it may be possible for the Centre to provide a letter recording the learning outcomes that the Learner achieved. For example, a Learner may be able to demonstrate 'chest compression only CPR', instruct a third party how to place a patient in the recovery position and pass the theoretical assessments. The letter should clearly state that "this record of achievement does **not** constitute a QA Level 3 Certificate in First Response Emergency Care (QCF)".

# Quality assurance

## Centre internal quality assurance

The Centre is required to sample a reasonable amount of assessments as part of the quality of the qualification. This standardisation of assessment across Learners and Trainers is to make sure there is fairness and consistency in assessment practices. The arrangements for this should be included in the Centre's approved internal quality assurance policy.

Centres must retain all Learner documents and records for a period of 3 years and make sure these are available for review by QA or their representatives, e.g. External Quality Assurers (EQAs), on request.



### Qualsafe Awards external quality assurance

Qualsafe Awards operates a system of ongoing monitoring, support and feedback for approved Centres across the United Kingdom.

Centres are required to inform Qualsafe Awards (via email to: [qualityassurance@qualsafeawards.org](mailto:qualityassurance@qualsafeawards.org)) of the first course date, prior to delivery, to enable implementation of the EQA strategy for this qualification. A Centre's approval status for this qualification is dependent upon 3 successful QA audits. A minimum of 1 EQA visit must be carried out within 12 months of the first course date.

Further details of the Qualsafe Awards' external quality assurance programme are available in the *QA Centre Quality Assurance Guidance*.

## Further information

### Contact us

If you have any queries or comments we would be happy to help you, contact us:

Email: [info@qualsafeawards.org](mailto:info@qualsafeawards.org)

Tel: 0845 644 3305

### Useful addresses and websites

- Qualsafe Awards, City View, 3 Wapping Road, Bradford, BD3 0ED  
[www.qualsafeawards.org/home](http://www.qualsafeawards.org/home)
- Office of Qualifications and Examinations Regulation (Ofqual):  
[www.gov.uk/government/organisations/ofqual](http://www.gov.uk/government/organisations/ofqual)
- Scottish Qualifications Authority (SQA): [www.sqa.org.uk](http://www.sqa.org.uk)
- Faculty of Pre Hospital Care The Royal College of Surgeons of Edinburgh: [www.fphc.co.uk](http://www.fphc.co.uk)
- Health & Safety Executive (HSE): [www.hse.gov.uk](http://www.hse.gov.uk)
- Skills for Health: [www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)
- Resuscitation Council (UK): [www.resus.org.uk](http://www.resus.org.uk)



# Appendix 1 - Qualification Unit

## Qualification unit 1

The QA Level 3 Certificate in First Response Emergency Care (QCF) has 3 units that Learners are required to complete in order to achieve the qualification.

<b>Title:</b>	Unit 1 First Response Emergency Care
<b>Unit ref:</b>	T/507/1005
<b>GLH:</b>	10
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>Learning outcomes</b> <i>The Learner will:</i>	<b>Assessment criteria</b> <i>The Learner can:</i>
<b>1. Understand the role and responsibilities of a first responder providing emergency care</b>	1.1 Summarise role and responsibilities of a first responder providing emergency care 1.2 Apply methods to minimise the risk of infection to self and others 1.3 Identify need for establishing consent to provide first response emergency care 1.4 Identify first response emergency care equipment 1.5 Demonstrate safe use of first response emergency care equipment 1.6 Use an appropriate method to record an incident 1.7 Identify patient specific <b>medical documents</b>
<b>2. Be able to assess an incident</b>	2.1 Perform a dynamic scene risk assessment 2.2 Demonstrate initial management of a scene 2.3 Give examples of when and how to call for help
<b>3. Be able to assess a patient</b>	3.1 Perform a <b>primary survey</b> 3.2 Assess a patient's <b>level of consciousness</b> 3.3 Perform a secondary survey
<b>4. Be able to assess a patient's airway</b>	4.1 Identify airway anatomy 4.2 Implement stepwise airway management methodologies 4.3 Demonstrate dynamic airway assessment
<b>5. Be able to manage a patient's airway</b>	5.1 Explain need to clear the airway 5.2 Demonstrate how to clear the airway using: <ul style="list-style-type: none"> <li>• Postural drainage</li> <li>• Manual techniques</li> <li>• Recovery position</li> <li>• Suctioning equipment</li> </ul> 5.3 Demonstrate how to select and insert an: <ul style="list-style-type: none"> <li>• Oropharyngeal airway adjunct</li> <li>• Nasopharyngeal airway adjunct</li> </ul> 5.4 Demonstrate removal of an: <ul style="list-style-type: none"> <li>• Oropharyngeal airway adjunct</li> <li>• Nasopharyngeal airway adjunct</li> </ul> 5.5 Differentiate between a patient with a partially blocked airway and a completely blocked airway 5.6 Demonstrate how to manage a patient with a: <ul style="list-style-type: none"> <li>• Partially blocked airway</li> <li>• Completely blocked airway</li> </ul>



<p><b>6. Be able to manage an unresponsive patient who is not breathing normally</b></p>	<p>6.1 Demonstrate how to open patient's airway and check for breathing</p> <p>6.2 Justify <b>when to commence cardiopulmonary resuscitation</b></p> <p>6.3 Demonstrate cardiopulmonary resuscitation for an adult on a manikin</p> <p>6.4 Demonstrate cardiopulmonary resuscitation for a child on a manikin</p> <p>6.5 Demonstrate cardiopulmonary resuscitation for an infant on a manikin</p> <p>6.6 Perform a patient handover</p> <p>6.7 Explain modifications required during cardiac arrest for:</p> <ul style="list-style-type: none"> <li>• Third trimester pregnancy</li> <li>• Neck stoma</li> </ul> <p>6.8 Clarify when <b>resuscitation should not be attempted</b></p>
<p><b>7. Be able to use appropriate equipment during a resuscitation attempt</b></p>	<p>7.1 Justify when to use an automated external defibrillator</p> <p>7.2 Demonstrate effective use of an automated external defibrillator</p> <p>7.3 Summarise safety considerations when using an automated external defibrillator</p> <p>7.4 Identify shockable and non-shockable ECG rhythms</p> <p>7.5 Demonstrate use of:</p> <ul style="list-style-type: none"> <li>• Bag valve mask device (BVM)</li> <li>• Pocket mask</li> <li>• Oxygen connected to BVM or pocket mask</li> </ul> <p>7.6 Explain modifications for child defibrillation</p>
<p><b>8. Be able to administer emergency oxygen</b></p>	<p>8.1 Identify indications for emergency oxygen therapy</p> <p>8.2 Identify health and safety principles for the use of oxygen</p> <p>8.3 Demonstrate how to administer emergency oxygen using a non-re-breather mask</p>
<p><b>Other information</b></p>	<p><b>Medical documents</b></p> <p>May be specific to the Learners' setting and can include:</p> <ul style="list-style-type: none"> <li>• Do not attempt CPR forms</li> <li>• Advanced decisions</li> <li>• Living wills</li> <li>• Prescriptions</li> <li>• No known drug allergy patches</li> </ul> <p>(this list is not exhaustive)</p> <p><b>Primary survey</b></p> <p>Should include prioritised assessment of &lt;C&gt; AcBCDE (Catastrophic bleeding, Airway, c-spine, Breathing, Circulation, Disability, Environment/Exposure)</p> <p><b>Level of consciousness</b></p> <p>Can be measured using the AVPU or Glasgow Coma Scale method</p> <p><b>When to commence cardiopulmonary resuscitation</b></p> <p>Should include recognition of agonal gasps</p> <p><b>Resuscitation should not be attempted:</b></p> <ul style="list-style-type: none"> <li>• Clinician tells you to stop</li> <li>• Massive cranial and cerebral destruction</li> <li>• Hemicorporectomy or similar massive injury</li> <li>• Decomposition/putrefaction</li> <li>• Incineration</li> <li>• Hypostasis</li> <li>• Rigor mortis</li> <li>• Exceptional circumstances/remote location/Search and rescue environment</li> </ul> <p>(this list is not exhaustive)</p>



## Qualification unit 2

<b>Title:</b>	Unit 2 First Response Emergency Care of Trauma
<b>Unit ref:</b>	K/507/1017
<b>GLH:</b>	14
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>Learning outcomes The Learner will:</b>	<b>Assessment criteria The Learner can:</b>
<b>1. Be able to manage catastrophic bleeding</b>	1.1 Recognise catastrophic bleeding 1.2 Demonstrate management of catastrophic bleeding using: <ul style="list-style-type: none"> <li>• Direct pressure</li> <li>• Indirect pressure</li> <li>• Tourniquets</li> <li>• Haemostatic agents</li> </ul>
<b>2. Be able to manage a patient who is in shock</b>	2.1 Summarise recognition features of shock 2.2 Demonstrate management of a patient who is in shock
<b>3. Be able to manage a patient who is bleeding</b>	3.1 Identify the major components of the circulatory system 3.2 Differentiate between types of bleeding 3.3 Apply <b>methods to treat external bleeding</b> 3.4 Explain recognition features of internal bleeding
<b>4. Know how to manage a patient with burns or scalds</b>	4.1 Classify the severity of burns and scalds 4.2 Explain methods to treat burns and scalds involving: <ul style="list-style-type: none"> <li>• Dry heat</li> <li>• Wet heat</li> <li>• Electricity</li> <li>• Chemicals</li> </ul>
<b>5. Know how to manage a patient with minor injuries</b>	5.1 Describe the management of: <ul style="list-style-type: none"> <li>• Small cuts</li> <li>• Grazes</li> <li>• Bruises</li> <li>• Splinters</li> </ul> 5.2 Summarise management of an eye injury involving: <ul style="list-style-type: none"> <li>• Dust</li> <li>• Chemicals</li> <li>• Embedded object</li> </ul>
<b>6. Know how to manage a patient with sudden poisoning</b>	6.1 Identify routes that poisons can take to enter the body 6.2 Identify sources of information for treating those affected by sudden poisoning 6.3 Recognise effects of <b>intoxicating substances</b> 6.4 Summarise management of a patient affected by: <ul style="list-style-type: none"> <li>• Sudden poisoning</li> <li>• <b>Intoxicating substances</b></li> </ul>



<p><b>7. Be able to provide emergency care to a patient with head and spinal injuries</b></p>	<p>7.1 Recognise suspected:</p> <ul style="list-style-type: none"> <li>• Concussion</li> <li>• Skull fracture</li> <li>• Cerebral compression</li> <li>• Spinal injury</li> </ul> <p>7.2 Demonstrate how to provide emergency care for suspected:</p> <ul style="list-style-type: none"> <li>• Concussion</li> <li>• Skull fracture</li> <li>• Cerebral compression</li> <li>• Spinal injury</li> </ul> <p>7.3 Demonstrate how to remove a <b>safety helmet</b> from a patient</p> <p>7.4 Demonstrate how to correctly size a:</p> <ul style="list-style-type: none"> <li>• Cervical collar</li> <li>• Pelvic splint</li> </ul> <p>7.5 Demonstrate how to apply a:</p> <ul style="list-style-type: none"> <li>• Cervical collar</li> <li>• Pelvic splint</li> </ul>
<p><b>8. Be able to provide emergency care to a patient with injuries to bones, muscles and joints</b></p>	<p>8.1 Recognise suspected:</p> <ul style="list-style-type: none"> <li>• Fractures</li> <li>• Dislocations</li> <li>• Sprains and strains</li> </ul> <p>8.2 Demonstrate how to provide emergency care for suspected:</p> <ul style="list-style-type: none"> <li>• Fractures</li> <li>• Dislocations</li> <li>• Sprains and strains</li> </ul>
<p><b>Other information</b></p>	<p><b>Methods to treat external bleeding</b></p> <p>Should include:</p> <ul style="list-style-type: none"> <li>• Direct pressure</li> <li>• Indirect pressure</li> <li>• Embedded object</li> </ul> <p><b>Intoxicating substances</b></p> <p>Should include:</p> <ul style="list-style-type: none"> <li>• Caffeine</li> <li>• Illegal highs</li> <li>• Illegal drugs</li> <li>• Alcohol</li> <li>• Viagra</li> </ul> <p>(this list is not exhaustive)</p> <p><b>Safety helmet</b></p> <p>Must include:</p> <ul style="list-style-type: none"> <li>• Motorcycle helmet</li> </ul> <p>Should include:</p> <ul style="list-style-type: none"> <li>• Ballistic helmet</li> <li>• Nato helmet</li> <li>• Cycle helmet</li> <li>• Emergency service issue helmet</li> <li>• Construction industry helmet</li> </ul> <p>(this list is not exhaustive)</p>



### Qualification unit 3

<b>Title:</b>	Unit 3 First Response Emergency Care of Medical Conditions
<b>Unit ref:</b>	L/507/1026
<b>GLH:</b>	11
<b>Level:</b>	3
<b>Credit value:</b>	5
<b>Learning outcomes The Learner will:</b>	<b>Assessment criteria The Learner can:</b>
<b>1. Understand how to identify a patient with breathing difficulties</b>	1.1 Identify major components of the respiratory system 1.2 Explain recognition features of hypoxia 1.3 Explain recognition features of asthma 1.4 Explain recognition features of hyperventilation 1.5 Explain recognition features of a chest injury 1.6 Explain recognition features of positional asphyxia
<b>2. Understand how to manage a patient with breathing difficulties</b>	2.1 Explain how to manage a patient with acute asthma 2.2 Assemble spacer device with reliever inhaler 2.3 Summarise how to manage a patient who is hyperventilating 2.4 Summarise the management of an open chest injury 2.5 Manage a positional asphyxiated patient
<b>3. Know how to manage a patient with anaphylaxis</b>	3.1 Identify common triggers of anaphylaxis 3.2 Identify life-threatening features of anaphylaxis 3.3 Distinguish between allergic reaction and anaphylaxis 3.4 Demonstrate management of a patient with anaphylaxis 3.5 Demonstrate safe use of an adrenaline auto-injector
<b>4. Know how to manage a patient with suspected major illness</b>	4.1 Summarise recognition features of major illnesses including: <ul style="list-style-type: none"> <li>• Heart Attack</li> <li>• Angina</li> <li>• Stroke</li> <li>• <b>Diabetes</b></li> <li>• Meningitis</li> </ul> 4.2 Explain how to manage major illnesses including: <ul style="list-style-type: none"> <li>• Heart Attack</li> <li>• Angina</li> <li>• Stroke</li> <li>• <b>Diabetes</b></li> <li>• Meningitis</li> </ul>
<b>5. Know how to manage a patient who is in seizure</b>	5.1 Recognise seizures including: <ul style="list-style-type: none"> <li>• Partial seizure</li> <li>• Generalised seizure</li> </ul> 5.2 Explain how to manage a patient in seizure



<p><b>6. Understand how to provide emergency care for the effects of environmental exposure</b></p>	<p>6.1 Recognise suspected:</p> <ul style="list-style-type: none"> <li>• Hypothermia</li> <li>• Hyperthermia</li> <li>• Sun stroke</li> <li>• Dehydration</li> <li>• Exhaustion</li> <li>• Food poisoning</li> </ul> <p>6.2 Identify how to provide emergency care for suspected:</p> <ul style="list-style-type: none"> <li>• Hypothermia</li> <li>• Hyperthermia</li> <li>• Sun stroke</li> <li>• Dehydration</li> <li>• Exhaustion</li> <li>• Food poisoning</li> </ul>
<p><b>Other information</b></p>	<p><b>Diabetes</b> Treatment of hypoglycaemia should include the provision of the appropriate dose of oral glucose gel</p>

## Appendix 2 – Occupational knowledge and competence in prehospital care

All Trainers, Assessors, IQAs and EQAs must have occupational knowledge and competence in prehospital emergency care.

Acceptable evidence includes:

- Current registration as a Doctor with the General Medical Council (GMC) **or**
- Current registration as a Nurse with the Nursing and Midwifery Council (NMC) **or**
- Current registration as a Paramedic with the Health and Care Professions Council (HCPC) **or**
- Institute of Health and Care Development (IHCD) Ambulance Technician **or**
- Military – CMT 1, RAF MA, Navy LMA **or**
- NHS Ambulance Service – Emergency Care Assistant **or**
- IHCD First Person on Scene – enhanced **or**
- Voluntary Aid Society – Emergency Ambulance Grade **or**
- Equivalent\*

**and**

- Provide an up-to-date portfolio showing recent experience (within the last 2 years) of working in an emergency care environment.

\*Other equivalent qualifications must be submitted to Quallsafe Awards with detailed evidence of course/qualification content, learning outcomes and assessment criteria.

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

## Appendix 3 - Acceptable training/assessing qualifications

This list is not exhaustive but provides a guide to acceptable training and/or assessing qualifications. Trainers who also assess Learner competence must also hold or be working towards an acceptable assessor qualification, as identified in the table below:

Qualification	Train	Assess
Cert Ed/PGCE/B Ed/M Ed	√	√
CTLLS/DTLLS	√	√
PTLLS with unit 'Principles and Practice of Assessment' (12 credits)	√	√
Further and Adult Education Teacher's Certificate	√	√
IHCD Instructional Methods	√	√
IHCD Instructor Certificate	√	√
S/NVQ level 3 in training and development	√	√
S/NVQ level 4 in training and development	√	√
TQFE (Teaching Qualification for Further Education)	√	√
English National Board 998	√	√
Nursing mentorship qualifications	√	√
NOCN Tutor Assessor Award	√	√
Level 3 Award in Education and Training (QCF)	√	√
Level 4 Certificate in Education and Training (QCF)	√	√
Level 5 Diploma in Education and Training (QCF)	√	√
PTLLS (6 credits)	√	
Accredited Qualifications based on the Learning and Development NOS 7 Facilitate Individual Learning and Development	√	
Training Group A22, B22, C21, C23, C24	√	
SQA Accredited Planning and Delivering Learning Sessions to Groups	√	
A1 (D32/33) – Assess candidates using a range of methods		√
A2 (D32) – Assess candidates' performance through observation		√
Regulated Qualifications based on the Learning and Development NOS 9 Assess Learner Achievement		√
SQA Accredited Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods – replacing Units A1 and D32/33		√
SQA Accredited Learning and Development Unit 9D – Assess workplace competence using direct methods – replacing Units A2 and D32		√
SQA Carry Out the Assessment Process		√
Level 3 Award in Assessing Competence in the Work Environment (QCF)		√
Level 3 Award in Assessing Vocationally Related Achievement (QCF)		√
Level 3 Award in Understanding the Principles and Practices of Assessment (QCF)		√
Level 3 Certificate in Assessing Vocational Achievement (QCF)		√



## Appendix 4 - Qualifications suitable for internal quality assurance

Internal quality assurers must:

- follow the principles set out in the current Learning and Development NOS 11 internally monitor and maintain the quality of assessment

And hold or be working towards either:

- an assessor's qualification (see *Appendix 3*) **or**
- an acceptable quality assurance qualification:

SQA Accredited Learning and Development Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment

Regulated Qualifications based on the Learning and Development NOS 11 Internally Monitor and Maintain the Quality of Assessment

Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF)

Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF)

V1 or D34

SQA Internally Verify the Assessment Process



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