



QA Level 4 Certificate in
**First Response
Emergency Care (QCF)**
Qualification Specification

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Key qualification information

Qualification Accreditation Number (QAN)	601/6932/1
Operational start date	01/08/2015
Review date	01/08/2018
Guided learning hours (GLH):	35
Contact learning hours (CLH):	35 (minimum)
Credit value:	16
Number of units:	3 mandatory units
Assessment methods:	<ul style="list-style-type: none">• Formative assessment conducted by the Trainer throughout the course• Practical assessment and skills test – 5 and 5 to be completed throughout the course• Assessment workbook - 1 per unit



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), Qualifications Wales 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
- Faculty of PreHospital Care (RCSEd)

This QA qualification is:

- For people who work as emergency care providers in various healthcare settings who would be expected to assess patients using a variety of methods including physiological measures and be able to act on their findings
- Based on skillset E of the prehospital provider competencies Faculty of Prehospital Care RCSEd framework

This qualification should give Learners an intermediate 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 4 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. The qualification is designed to act as proof the Learner has undergone a programme of learning and assessment to demonstrate competency in the area of prehospital care to gain employment and a 'licence to practice' from an employer.

Purpose

The purpose of this qualification is to prepare Learners to be able to administer 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 contains 3 mandatory units with a total value of 16 credits. Full details of these are in *Appendix 1*.

Learners must complete all assessments/skills tests in all the units successfully 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 125 hours of self-directed study, which should include additional reading and may include applied practice.

Other units

No other units can be combined to count towards the QA Level 4 Certificate in First Response Emergency Care (QCF).

Relationship with other related qualifications

The QA Level 4 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 Centre's 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 18 years old on the first day of the training.

Learners must have successfully completed the QA Level 3 Certificate in First Response Emergency Care (QCF) qualification or a QA recognised equivalent before they can begin the QA Level 4 Certificate in First Response Emergency Care (QCF) qualification.

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.

Progression

The QA Level 4 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

Qualsafe 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:

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

Qualsafe 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 or assessing this qualification must have:

- Occupational knowledge and competency in prehospital care (as shown in *Appendix 2*) **and**
- An acceptable teaching 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:

- Occupational knowledge and competence in prehospital care – evidenced by holding a recognised qualification as shown in *Appendix 2*
- 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
- Know and understand 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:

Resource/area:	Requirements:
CPR Adult manikins	A minimum of 1 adult manikin to every 4 Learners (as per the European Resuscitation Council guidelines).
CPR Child manikins	A minimum of 1 child manikin to every 4 Learners (as per the European Resuscitation Council guidelines).
CPR Infant manikins	A minimum of 1 infant manikin to every 4 Learners (as per the European Resuscitation Council guidelines).
Choking trainer	A manikin or vest that Learners can use to demonstrate treatment of choking.
Airway manikin	The manikin must be suitable to demonstrate the airway manoeuvres and accept oropharyngeal, nasopharyngeal and supra-glottic airways. 1 manikin to every 4 Learners.
AED trainers	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.
Suction devices	A minimum of 1 suction device to every 4 Learners.
Dressings/bandages	Sufficient trauma bandages: various sizes and types. A variety of tourniquets and haemostatic agents for management of catastrophic bleeding.
Oxygen/accessories	CD/D size cylinders with the relevant equipment for use. A variety of non-re-breather masks, pocket masks and bag valve masks.



Resource/area:	Requirements:
Oropharyngeal (OPA) and nasopharyngeal (NPA) airways	A full set of OPA (sizes 00 to 4). A full set of NPA (sizes 6 to 8).
Burn dressings	Sufficient burn dressings.
Adrenaline auto-injector	A minimum of 1 adrenaline auto-injector to every 4 Learners.
Reliever inhaler	A minimum of 1 reliever inhaler to every 4 Learners.
Spacer device	A minimum of 1 spacer device to every 4 Learners.
Glucose gel	A minimum of 1 glucose gel (sample).
Fracture immobilisation devices	Various types of prehospital immobilisation device: <ul style="list-style-type: none">• Cervical collar• Pelvic splint• Vacuum splint• Box splint• Traction splint
Extraction devices and spinal immobilisation stretchers	Various types of current prehospital spinal immobilisation device: <ul style="list-style-type: none">• Long spinal board• Vacuum mattress stretcher• Orthopaedic stretcher• Kendrick extrication device
N₂O₂ and Oxygen therapy	N ₂ O ₂ cylinder Demand valve, hose and probe Mouthpieces Face mask Bacterial/viral filter Multi flow rate masks (Ventura type or similar) Nasal cannulae
Supraglottic airways (SGS)	A variety of current Resuscitation Council UK approved SGS: <ul style="list-style-type: none">• i-gel• Laryngeal mask
Electrocardiograph (ECG) monitor	An ECG monitor that is capable of providing 3 and 12 lead ECG traces Razor Sufficient electrodes



Resource/area:	Requirements:
Advanced procedures assist equipment	<p>Intravenous (IV) cannulation equipment:</p> <ul style="list-style-type: none">• Various sizes of cannula• IV dressings• Chloraprep or similar• Sharps container• IV giving sets• IV flushes• Syringes• IV tourniquet• IV training arm <p>Intraosseous (IO) infusion system:</p> <ul style="list-style-type: none">• Various sizes of intraosseous needles• IO needle securing device or dressing• IO training bone or device <p>Intubation equipment:</p> <ul style="list-style-type: none">• Laryngoscope (handle and various blades)• Magill forceps• Various sizes of endotracheal tubes• Bougie• Tube holder or securing device• Syringe• End-tidal CO₂ detector or Lifepak 15 <p>Cricothyroidotomy equipment:</p> <ul style="list-style-type: none">• Cricothyroidotomy kit or alternative <p>Infusion equipment:</p> <ul style="list-style-type: none">• IV bag (sample)
Monitoring and assessment equipment	<p>Various monitoring and assessment equipment, including:</p> <ul style="list-style-type: none">• Manual sphygmomanometer• Stethoscopes• Pulse oximeter• Thermometer and consumables• Blood glucose monitor and consumables• Peak flow meter and consumables
Chest seal	<p>A variety of manufactured occlusive chest dressings, which may include:</p> <ul style="list-style-type: none">• Russell chest seal• Foxseal chest seal• SAM[®] chest seal• Bolin chest seal• Asherman chest seal <p>(this is not an exhaustive list)</p>



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

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 to 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. 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.

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



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
- *Anatomy and Physiology in Health and Illness, 11th edition* by Ross and Wilson
- *UK Ambulance Services Clinical Practice Guidelines 2013* by JRCALC, AACE and University of Warwick

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

- *Emergency Care in the Streets* by Nancy Caroline
- *Practical Prehospital Care* by Greaves, Porter and Smith
- *Assessment Skills for Paramedics* edited by Blaber and Harris

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

Ongoing support

Quasafe Awards Centres should provide appropriate levels of support to Learners throughout the qualification. 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 4 Certificate in First Response Emergency Care (QCF) skills and knowledge should be taught and assessed in accordance with currently accepted 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 Care Qualifications*. There are 10 practical assessments/skills tests for this qualification:
 - Adult cardiopulmonary resuscitation (L4FREC)
 - Child cardiopulmonary resuscitation (L4FREC)
 - Infant cardiopulmonary resuscitation (L4FREC)
 - Management of fractures (L4FREC)
 - Electrocardiogram recognition (L4FREC)
 - Assisting advanced procedures (L4FREC)
 - Airway management (L4FREC)
 - Immobilisation and extrication equipment (L4FREC)
 - Patient assessment (L4FREC)
 - Thoracic trauma and assessment (L4FREC)



- 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 assessments – a workbook per unit for each Learner and Learners should answer all the questions/activities successfully post course

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/theory 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

Qualsafe 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 Guide to Assessing Prehospital Care Qualifications*.

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

Note: Upload completed Reasonable Adjustment Form/Special Consideration Request 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 prehospital care 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 4 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 assurance 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) 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

Tel: 0845 644 3305

Useful addresses and websites

- Qualsafe Awards, City View, 3 Wapping Road, Bradford, BD3 0ED
www.qualsafeawards.org
- Office of Qualifications and Examinations Regulation (Ofqual):
www.gov.uk/government/organisations/ofqual
- Scottish Qualifications Authority (SQA):
www.sqa.org.uk
- Health & Safety Executive (HSE):
www.hse.gov.uk
- Skills for Health:
www.skillsforhealth.org.uk
- Resuscitation Council (UK):
www.resus.org.uk
- Faculty of Pre Hospital Care:
www.fphc.co.uk
- Joint Royal Colleges Ambulance Liaison Committee:
www.jrcalc.org.uk
- Joint Emergency Service Operability Principles:
www.jesip.org.uk



Appendix 1 - Qualification unit

Qualification unit 1

The QA Level 4 Certificate in First Response Emergency Care (QCF) has 3 units that Learners are required to complete in order to achieve the qualification.

Title:	First Response Emergency Care Assessment Skills and Medical Gases
Unit ref:	H/507/4479
GLH:	11
Level:	4
Credit value:	5
Learning outcomes The Learner will:	Assessment criteria The Learner can:
1. Be able to conduct patient assessment and physiological measures	<p>1.1 Explain the five components of the ABCDE approach to conducting an initial patient assessment</p> <p>1.2 Perform a patient assessment on a patient with a:</p> <ul style="list-style-type: none"> • Life threatening illness/injury • Non-life threatening illness/injury <p>1.3 Assess a major incident involving multiple patients with a range of minor and major injuries</p> <p>1.4 Justify the need to carry out physiological measures</p> <p>1.5 Assess a patient's:</p> <ul style="list-style-type: none"> • Level of consciousness • Blood pressure • Skin temperature, colour and texture • Temperature • Pupillary response • Blood glucose measurement • Peak flow measure • Saturation of peripheral oxygen (SpO₂) • Face, arm and speech
2. Understand the structure and function of the heart including the cardiac conduction system	<p>2.1 Summarise the structure of the heart</p> <p>2.2 Summarise the function of the heart</p> <p>2.3 Define the cardiac conduction system</p> <p>2.4 Explain the functions of the:</p> <ul style="list-style-type: none"> • Sinoatrial node • Atrioventricular node • Autonomic nervous system
3. Understand pathological changes associated with heart disease	<p>3.1 Explain how coronary artery disease can compromise heart functionality</p> <p>3.2 Explain how heart failure can compromise heart functionality</p> <p>3.3 Explain how arrhythmias can compromise heart functionality</p>



<p>4. Know how to use electrocardiogram (ECG) monitoring on a patient</p>	<p>4.1 Describe an ECG</p> <p>4.2 Justify the need to carry out an ECG</p> <p>4.3 Apply a 3 lead ECG to a patient</p> <p>4.4 Interpret a 3 lead ECG trace</p> <p>4.5 Distinguish between:</p> <ul style="list-style-type: none"> • Normal sinus rhythm • Ventricular fibrillation • Ventricular tachycardia • Asystole • Pulseless electrical activity • Bradycardia • Tachycardia <p>4.6 Demonstrate how to use a 12 lead ECG on a patient</p> <p>4.7 Recognise other basic ECG rhythms</p> <p>4.8 Distinguish when to use shockable and non-shockable cardiac arrest management</p>
<p>5. Be able to manage a patient's airway</p>	<p>5.1 Explain the following characteristics of supraglottic airway devices:</p> <ul style="list-style-type: none"> • Indications • Contraindications • Problems • Cautions <p>5.2 Demonstrate how to manage a patient's airway using a range of supraglottic airway devices</p> <p>5.3 Demonstrate how to select, insert, secure and remove a supraglottic airway device</p>
<p>6. Know how to manage a patient using medical gases</p>	<p>6.1 Distinguish between the dosage and administration of:</p> <ul style="list-style-type: none"> • High levels of supplemental oxygen for adults with a critical illness • Moderate levels of supplemental oxygen for adults with serious illnesses if the patient is hypoxaemic • Controlled or low-dose supplemental oxygen for adults with Chronic Obstructive Pulmonary Disease (COPD) and other conditions requiring controlled or low-dose oxygen therapy <p>6.2 Explain the cautions and contra-indications of using oxygen</p> <p>6.3 Explain the contra-indications of administering 50:50 mixture of nitrous oxide and oxygen</p> <p>6.4 Summarise the cautions of administering 50:50 mixture of nitrous oxide and oxygen</p> <p>6.5 Describe the health and safety principles when using 50:50 mixture of nitrous oxide and oxygen</p> <p>6.6 Administer 50:50 mixture of nitrous oxide and oxygen to a patient in line with agreed ways of working</p> <p>6.7 Monitor the effects of administering 50:50 mixture of nitrous oxide and oxygen</p>
<p>Assessment guidance</p>	<p>LO1 Patient assessment</p> <p>Includes taking a detailed history and conducting a physical examination. Simulation allowed</p> <p>LO4</p> <p>Simulation allowed. ECG electrodes can be applied to a person or a manikin</p> <p>Other basic ECG rhythms</p> <p>Must include:</p> <ul style="list-style-type: none"> • Premature ventricular contractions • ST elevation • R on T • Supraventricular tachycardia • Atrial fibrillation



Qualification unit 2

Title:	First Response Emergency Care Trauma Life Support
Unit ref:	J/507/4491
GLH:	13
Level:	4
Credit value:	5
Learning outcomes The Learner will:	Assessment criteria The Learner can:
1. Understand the function of components in the thoracic cavity	<p>1.1 Summarise the function of organs in the thoracic cavity including:</p> <ul style="list-style-type: none"> • Lungs • Diaphragm • Intercostal muscles • Accessory muscles of respiration • Visceral pleura • Parietal pleura • Plural cavity <p>1.2 Explain the cycle of breathing</p> <p>1.3 Explain physiological variables affecting breathing</p>
2. Be able to assess and manage thoracic trauma	<p>2.1 Assess the following chest injuries:</p> <ul style="list-style-type: none"> • Open chest wound • Pneumothorax • Tension pneumothorax • Haemothorax • Flail chest <p>2.2 Manage chest injuries</p>
3. Understand the function of the musculoskeletal system	<p>3.1 Identify key components of the skeletal system</p> <p>3.2 Identify the primary functions of the musculoskeletal system</p> <p>3.3 Summarise functions of the key components of the musculoskeletal system including:</p> <ul style="list-style-type: none"> • Bones • Muscles • Cartilage • Tendons • Ligaments • Joints
4. Understand the key characteristics of the nervous system	<p>4.1 Identify key components of the nervous system</p> <p>4.2 Summarise the basic functions of the nervous system</p> <p>4.3 Describe key characteristics of the:</p> <ul style="list-style-type: none"> • Central nervous system • Peripheral nervous system



5. Understand mechanisms of injury and kinetics	5.1 Assess a trauma scene using: <ul style="list-style-type: none"> • Mechanisms of injury • Kinetics 5.2 Use kinetics and mechanisms of injury to predict injury patterns in: <ul style="list-style-type: none"> • Traffic collisions • Falls • Sporting injuries • Blast injuries • Ballistic injuries
6. Be able to provide first response emergency care for a range of trauma incidents	6.1 Perform a primary survey on a trauma patient 6.2 Classify patients with actual or potential time critical injuries 6.3 Perform a secondary survey on a trauma patient 6.4 Demonstrate triage on multiple patients 6.5 Demonstrate emergency care to a patient with a suspected limb injury using: <ul style="list-style-type: none"> • Box splints • Vacuum splints • Traction splints 6.6 Demonstrate emergency care to a patient with a suspected spinal injury using: <ul style="list-style-type: none"> • Long spine board • Kendrick Extrication Device • Orthopaedic stretcher • Vacuum stretcher
7. Know how to manage cases of actual or suspected sexual assault	7.1 Define sexual assault: <ul style="list-style-type: none"> • Rape • Sexual assault • Serious sexual assault 7.2 Recognise psychological signs of sexual assault 7.3 Recognise physiological signs of sexual assault 7.4 Manage patients displaying signs of sexual assault
8. Know how to provide first response emergency care at a major incident	8.1 Define a major incident 8.2 Describe the four main types of hazard associated with Chemical, Biological, Radiological, Nuclear and Explosive incidents (CBRNE) 8.3 Identify the four main stages of a major incident 8.4 Summarise the main functions of the emergency services and other agencies at a major incident 8.5 Identify the considerations when being the first responder at the scene of a major incident 8.6 Explain the role of a first responder at a major incident when: <ul style="list-style-type: none"> • Assessing the scene • Identifying hazards/dangers • Reporting from the scene 8.7 Summarise initial actions when dealing with a suspicious package 8.8 Summarise initial actions in a terrorist incident 8.9 Apply the METHANE mnemonic when reporting from the scene to ambulance control



Assessment guidance

Skeletal system

Must include:

- Bone
- Muscle
- Ligament
- Tendon
- Skull
- Mandible
- C-spine
- Clavicle
- Scapula
- Ribs
- Sternum
- Humerus
- Radius
- Ulna
- Pelvis
- Femur
- Patella
- Tibia
- Fibula

Nervous system

Must include:

- Brain
- Spinal cord
- Peripheral nervous system:
 - Spinal nerves
 - Thoracic nerves
 - Cranial nerves
 - Autonomic nervous system

Emergency and other services

May include:

- Police
 - Fire and Rescue
 - Ambulance Service
 - Maritime and Coastguard Agency
 - Event medical providers
 - Mountain Rescue
 - Search and Rescue
 - Mine Rescue
 - Cave Rescue
 - BASICS Doctors
 - Local authority
 - Environment Agency
 - Utility companies
 - Voluntary Aid Societies
- (this list is not exhaustive)

METHANE

Includes:

- Major incident
- Exact location
- Type of incident
- Hazards present
- Access
- Number of patients
- Emergency services on scene



Qualification unit 3

Title:	First Response Emergency Care and Assisting Advanced Procedures
Unit ref:	L/507/4492
GLH:	11
Level:	4
Credit value:	6
Learning outcomes The Learner will:	Assessment criteria The Learner can:
1. Understand the physical and psychosocial development in children	1.1 Explain the physical and psychosocial development in children 1.2 Identify the normal respiratory and heart rates for children aged: <ul style="list-style-type: none"> • <1 • 1-2 • 2-5 • 5-12 • >12
2. Know how to provide emergency care to sick and injured children	2.1 Distinguish between the signs of impending respiratory failure and the signs of impending circulatory failure in a child 2.2 Summarise the following common childhood illnesses: <ul style="list-style-type: none"> • Bronchiolitis • Croup • Epiglottitis • Sepsis – meningococcal septicaemia • Viral wheeze 2.3 List the recognition features of the common childhood illnesses 2.4 Explain how to manage the common childhood illnesses 2.5 Justify when to refer a child to a health care professional
3. Understand how to deal with a patient displaying signs of mental health problems	3.1 Summarise key signs of: <ul style="list-style-type: none"> • Acute behavioural disturbance • Mania • Psychosis • Schizophrenia 3.2 Describe how to deal with a patient displaying signs of: <ul style="list-style-type: none"> • Acute behavioural disturbance • Mania • Psychosis • Schizophrenia 3.3 Justify when to refer a patient to a health care professional
4. Be able to assist a clinician performing advanced airway management	4.1 Identify equipment required for advanced airway management 4.2 Demonstrate equipment safety checks 4.3 Prepare advanced airway management equipment 4.4 Apply infection control measures 4.5 Demonstrate how to assist a clinician with advanced airway management



<p>5. Be able to assist a clinician gaining vascular access</p>	<p>5.1 Identify equipment required for gaining vascular access</p> <p>5.2 Demonstrate equipment safety checks</p> <p>5.3 Prepare equipment for vascular access</p> <p>5.4 Assist in securing vascular access site with a device or dressing</p> <p>5.5 Apply infection control measures</p> <p>5.6 Demonstrate safe disposal of clinical waste</p>
<p>6. Be able to assist a clinician performing infusion</p>	<p>6.1 Identify equipment required for infusion</p> <p>6.3 Demonstrate equipment safety checks</p> <p>6.3 Prepare an infusion</p> <p>6.4 Apply infection control measures</p> <p>6.5 Demonstrate safe disposal of clinical waste</p>
<p>Assessment guidance</p>	<p>Respiratory rates</p> <ul style="list-style-type: none"> • <1 = 30 – 40 • 1 - 2 = 25 – 35 • 2 - 5 = 25 – 30 • 5 – 12 = 20 – 25 • > 12 = 15 – 20 <p>Heart rates</p> <ul style="list-style-type: none"> • <1 = 110 – 160 • 1 – 2 = 100 – 150 • 2 – 5 = 95 – 140 • 5 – 12 = 80 – 120 • >12 = 60 - 100 <p>Advanced Airway Management</p> <p>May include:</p> <ul style="list-style-type: none"> • Endotracheal intubation • Rapid sequence induction • Cricothyroidotomy <p>(this list is not exhaustive)</p> <p>Vascular access</p> <p>May include:</p> <ul style="list-style-type: none"> • Cannulation • Intraosseous • Intramuscular



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 Aid (Ambulance Technician)

and

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

This list is not exhaustive but provides a guide to acceptable qualifications. Trainers who also assess Learner 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	√	√
CTLTS/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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