



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

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## Key qualification information

Qualification number:	603/2759/5
Operational start date:	13 December 2017
Guided learning hours (GLH):	39 hrs (minimum)
Total Qualification Time (TQT):	180 hrs
Credit value:	18
Number of units (components):	1 (3 components)
Assessment methods:	<ul style="list-style-type: none"> <li>• Formative assessment conducted by the Trainer throughout the course</li> <li>• Practical assessment – 3 to be completed throughout the course</li> <li>• Skills test – 2 to be completed throughout the course</li> <li>• Assignments –3 workbooks, i.e. 1 per component to be completed throughout the programme (off course)</li> <li>• Invigilated exam – 2 to be completed throughout the course</li> </ul>



## Qualsafe Awards

Not only is Qualsafe Awards (QA) one of the largest Awarding Organisations (AO) in the UK, we are also the biggest AO for First Aid qualifications, making us an extremely trusted and recognisable name that employers look for when selecting a training provider.

We are 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; Education and Training; Manual Handling; and Health and Social Care.

With a specialist team of subject matter experts on hand to support our Centres, including A&E Consultants, doctors, paramedics, nurses, physiotherapists and specialists in the other sectors, 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 Qualifications that Assess Occupational Competence
- Faculty of Pre Hospital Care (RCS Ed)

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 RCS Ed 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 (RQF) 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 and urgent situations.

### Purpose

The purpose of this qualification is to provide Learners with the ability to meet a 'licence to practice' requirement that allows them to act within their scope of practice to administer safe, prompt, effective prehospital care in situations which can arise when providing emergency and urgent 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 and urgent care/treatment. It is ideal for those looking to progress their careers within the NHS or private ambulance services as an emergency care assistant, intermediate ambulance practitioner, event medical provider, associate practitioner, healthcare assistant and supports specialist medical roles within the military, police and fire services.

## Structure

This qualification contains 1 mandatory unit (split into 3 components) with a Total Qualification Time (TQT) of 180 hours. Full details of these components are in *Appendix 1*.

Learners must complete all assessments successfully within the registration period to achieve the qualification. The maximum period to achieve this qualification, including any referrals is 12 months.

TQT is the total number of hours required for a Learner to achieve this qualification. It has 2 elements:

- Guided Learning Hours (GLH) is the time a Learner is being taught and assessed under the immediate guidance of a Trainer/Assessor, which for this qualification is 39 GLH (minimum), and
- The number of hours a Learner will reasonably be likely to spend in preparation and study, including assessment, as directed by, but not under the immediate guidance or supervision of a Trainer,

e.g. pre-course reading, research, assignment completion, mentored practice/work experience, etc. which for this qualification is 141 hours

## Other units

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

## Relationship with other related qualifications

The QA Level 4 Certificate in First Response Emergency Care (RQF) is part of a progressive suite of prehospital care qualifications. However the unit and components do not form part of any other qualification.

## 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. Centres should inform QA prior to undertaking this process.

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 and approved by QA; 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 or RQF) qualification or a QA recognised equivalent before they can begin the QA Level 4 Certificate in First Response Emergency Care (RQF) 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 (RQF) qualification may be used towards other qualifications at the same and higher levels, plus aid career progression in a relevant profession.

### Requalification requirements

Once achieved this qualification is valid while the Learner maintains a CPD portfolio and has attended annual refresher training. Training should include the assessment and treatment of cardiorespiratory arrest and life-threatening injury/illness. This may include an Immediate Life Support 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:

<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

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 competency in prehospital care as shown in *Appendix 2 and*
- Hold or be working towards an acceptable internal quality assurance 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:
Immediate life support equipment	<p>Immediate Life Support manikins (must be suitable to demonstrate airway manoeuvres and accept oropharyngeal (OPA), nasopharyngeal (NPA) and supraglottic airways). 1 manikin to every 4 Learners.</p> <p><b>Or</b></p> <p>CPR Adult manikins, minimum of 1 adult manikin to every 4 Learners <b>and</b></p> <p>Airway manikins (must be suitable to demonstrate airway manoeuvres and accept oropharyngeal, nasopharyngeal and supraglottic airways). 1 manikin to every 4 Learners.</p> <p><b>Also</b></p> <p>Full set of OPA (sizes 00 to 4). Full set of NPA (sizes 6 to 8).</p> <p>Variety of current Resuscitation Council UK approved supraglottic airway devices for example:</p> <ul style="list-style-type: none"> <li>• i-gel</li> <li>• Laryngeal mask</li> </ul> <p>Suction devices, minimum of 1 suction device to every 4 Learners.</p> <p>AED or defibrillator trainers, minimum 1 AED trainer to every 4 Learners.</p> <p>Oxygen cylinder with the relevant equipment for use.</p> <p>Bag-valve-mask.</p> <p>Adult non-rebreather mask.</p> <p>Multi flow rate masks (Ventura type or similar).</p> <p>Nasal cannulae.</p> <p>SpO<sub>2</sub> monitor.</p> <p>ETCO<sub>2</sub> monitor (optional).</p>



Resource/area:	Requirements:
<b>Electrocardiograph (ECG) monitor</b>	An ECG monitor capable of providing 3 and 12 lead ECG traces. Razor. Sufficient electrodes.
<b>Physiological observations equipment</b>	Various monitoring and assessment equipment, including: <ul style="list-style-type: none"> <li>• Manual sphygmomanometer</li> <li>• Stethoscopes</li> <li>• Pulse oximeter</li> <li>• Thermometer and consumables</li> <li>• Blood glucose monitor and consumables</li> <li>• Peak flow meter and consumables</li> </ul>
<b>N<sub>2</sub>O<sub>2</sub> therapy</b>	N <sub>2</sub> O <sub>2</sub> cylinder. Demand valve, hose and probe. Mouthpieces. Face mask. Bacterial/viral filter.
<b>Fracture immobilisation and extrication devices</b>	Various types of prehospital immobilisation devices: <ul style="list-style-type: none"> <li>• Cervical collar</li> <li>• Pelvic splint</li> <li>• Vacuum splint</li> <li>• Box splint</li> <li>• Traction splint</li> </ul> Various types of current prehospital spinal immobilisation device: <ul style="list-style-type: none"> <li>• Extrication long board and accessories</li> <li>• Orthopaedic stretcher and accessories</li> <li>• Kendrick extrication device</li> <li>• Vacuum mattress stretcher (optional)</li> </ul>
<b>Trauma consumables</b>	A variety of manufactured non-occlusive and occlusive chest dressings. A variety of manufactured tourniquets and haemostatic agents. Sufficient trauma bandages: various sizes and types, including triangular bandages and clingfilm. A variety of blankets: various sizes and types, including cellular and foil.
<b>Assisting the clinician equipment</b>	Intravenous (IV) cannulation equipment: <ul style="list-style-type: none"> <li>• Various sizes of cannula</li> <li>• IV dressings</li> <li>• Chloraprep or similar</li> <li>• Sharps container</li> <li>• IV giving sets</li> <li>• IV flushes</li> <li>• Syringes</li> <li>• IV tourniquet</li> <li>• IV training arm</li> </ul> Intraosseous (IO) infusion system: <ul style="list-style-type: none"> <li>• Various sizes of intraosseous needles</li> <li>• IO needle securing device or dressing</li> <li>• IO training bone or device</li> </ul> Infusion equipment: <ul style="list-style-type: none"> <li>• IV bag (sample)</li> </ul> Intubation equipment: <ul style="list-style-type: none"> <li>• Laryngoscope (handle and various blades)</li> <li>• Magill forceps</li> <li>• Various sizes of endotracheal tubes</li> <li>• Bougie</li> <li>• Tube holder or securing device</li> <li>• Syringe</li> <li>• End-tidal CO<sub>2</sub> detector</li> </ul> Cricothyroidotomy equipment (optional): <ul style="list-style-type: none"> <li>• Cricothyroidotomy kit or alternative</li> </ul>



## Course/Centre administration

### Registering Learners

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

### Certification

After a Learner has completed an assessment, component or qualification, whether they have passed or not, Centres must enter the details and assessment results on the Customer Portal at:

[www.quallsafeawards.org](http://www.quallsafeawards.org)

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

The Learner receives a certificate on achieving this qualification.

The certificate date is the date the Learner successfully achieves all assessments/components of the qualification. This qualification is valid for 1 year, unless the Learner maintains a CPD portfolio and holds a valid Immediate Life Support (ILS) qualification.

## 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

Quallsafe 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.

Pre-course reading is an essential component of successfully delivering the course programme. We strongly advise Learners are provided with suitable Learning materials (below) in advance of the course start date, to complete approximately 20hrs worth of study in the following areas:

- Patient assessment strategy
- 'Normal' physiological parameters for children and adults
- Oxygen/entonox administration guidelines
- Anatomy physiology (respiratory, cardiovascular, nervous and digestive systems)
- Spotting the sick child
- Sepsis

Similarly, off-course study and assessment time (to complete assignments) is just as important. Learners should be given the opportunity to reflect on and consolidate their learning, carry out their own exploration and research, refine and practice their skills, develop their knowledge and understanding through additional reading, completing assignments and preparing for summative assessment. Therefore we recommend a 5 days (minimum) course programme, with additional consolidation days between, see below.



To accommodate all key elements we recommend the course programme is delivered in the following phases:

1. Pre-course reading – 20hrs
2. Face-to-face delivery of days 1 and 2 – 16hrs
3. 1-2 weeks off-course study including completion of Workbook 1 – 40hrs
4. Face-to-face delivery of days 3 and 4 – 16hrs
5. 3-4 weeks off-course study including completion of Workbooks 2 and 3 and revision time in preparation for invigilated exams – 81hrs
6. Face-to-face delivery of day 5 – 8hrs

Centres wishing to adopt a different approach, such as a 5-day intensive learning programme (with the extended study and assignment completion bolted on at the end), can do so but they must submit their course programme to us, clearly outlining how Learner progress (away from the course) will be monitored and supported, prior to implementation.

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 39 contact learning hours are met
- Clearly demonstrate all phases (above) are embedded within the overall course programme
- Be emailed to: [info@quallsafeawards.org](mailto:info@quallsafeawards.org)

## Learning materials

Centres must 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

**Or**

- *Ambulance Care Practice, 1st edition* by Richard Pilbery and Kris Lethbridge

**Also**

- *Anatomy and Physiology in Health and Illness, 12th edition* by Ross and Wilson
- *UK Ambulance Services Clinical Practice Guidelines (current edition)* by JRCALC, AACE and University of Warwick

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

## Ongoing support

Quallsafe 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 (RQF) skills and knowledge should be taught and assessed in accordance with currently accepted prehospital care practice in the UK.

### Methods

Qualsafe 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 component 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 *Guide to Assessing QA Level 4 Certificate in First Response Emergency Care (RQF)*. There are 2 practical assessments and 3 skills tests for this qualification:
  - Immediate Life Support (Adult) practical assessment
  - Assessment and treatment of trauma practical assessment
  - Physiological observations skills test
  - Assisting with clinical interventions skills test
  - Immobilisation and extrication equipment skills test
- 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
- Assignments – 3 workbooks (1 per component) to be completed throughout the programme (off course)
- Invigilated exam – 2 to be completed throughout the course:
  - *ECG recognition* has 100% pass mark and a time limit of 15 minutes to complete
  - *Anatomy, physiology, pathophysiology and applied practice* has 70% pass mark every question and a time limit of 45 minutes to complete

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 when designing the assessments for this qualification. Centres can make sure they do not unfairly exclude the assessment needs of a particular Learner by following the QA *Access to Assessment Policy* to determine whether it is appropriate to make a:

- Reasonable adjustment or
- Special consideration

When a reasonable adjustment is made or requested, e.g. written or theory assessment delivered verbally, Centres must complete a Reasonable Adjustment Form and send it to QA with any relevant supporting evidence. Centres should retain a copy of this form for their own records.

Learners may be eligible for special consideration if they have been affected by adverse circumstances beyond their control. A Special Consideration Request Form should be completed and sent to QA for consideration with along supporting evidence prior to implementation. Centres should retain a copy of this form for their own records.

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 *Guide to Assessing QA Level 4 Certificate in First Response Emergency Care (RQF)*.

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: Forward completed Reasonable Adjustment Form/Special Consideration Request Forms to Qualsafe Awards before 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 Immediate Life Support as per *Guide to Assessing QA Level 4 Certificate in First Response Emergency Care (RQF)*. 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 administering medical gases, instruct a third party how to apply a splint 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 (RQF)".



## 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 Qualsafe Awards or our 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 all courses using the Course Notification Form, prior to delivery (ideally a minimum of 7 working days), to enable implementation of the EQA strategy for this qualification. The Course Notification Form can be found in the Downloads Sections of both the QA Portal and QA Website.

Direct Claims Status (DCS) for this qualification will only be granted on 3 successful QA desk based audits across 3 courses.

QA employs a risk based model to decide the frequency of EQA visits and each approved Centre will receive at least 1 EQA visit within a 3 year cycle.

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) Accreditation: <http://accreditation.sqa.org.uk>
- Qualifications Wales: [www.qualificationswales.org](http://www.qualificationswales.org)
- 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)
- Faculty of Pre Hospital Care:  
[www.fphc.co.uk](http://www.fphc.co.uk)



## Appendix 1 – Qualification unit

The QA Level 4 Certificate in First Response Emergency Care (RQF) has 1 unit (Intermediate First Response Emergency Care) made up of 3 components that Learners are required to complete in order to achieve the qualification:

- Patient assessment and management
- Emergency Trauma Care
- Focused Emergency and Urgent Care

<b>Title:</b>	Patient assessment and management
<b>Level:</b>	4
<b>Learning outcomes The Learner will:</b>	<b>Assessment criteria The Learner can:</b>
<b>1. Be able to assess and manage injury and illness</b>	1.1 Explain the components of the <C>ABCDE approach to conducting an initial <b>patient assessment</b> 1.2 Perform a <b>patient assessment</b> on a patient with a: <ul style="list-style-type: none"> <li>• Life threatening illness/injury</li> <li>• Non-life threatening illness/injury</li> </ul> 1.3 Demonstrate <b>management</b> of a patient with a: <ul style="list-style-type: none"> <li>• Life threatening illness/injury</li> <li>• Non-life threatening illness/injury</li> </ul> 1.4 Classify multiple patients using a triage sieve 1.5 Justify the need to carry out physiological measures 1.6 Assess a patient's: <ul style="list-style-type: none"> <li>• Level of consciousness</li> <li>• Blood pressure</li> <li>• Skin temperature, colour and texture</li> <li>• Temperature</li> <li>• Pupillary response</li> <li>• Blood glucose measurement</li> <li>• Peak flow measure</li> <li>• Saturation of peripheral oxygen (SpO<sub>2</sub>)</li> <li>• Face, arm and speech</li> </ul>
<b>2. Understand the structure and function of the heart including the cardiac conduction system</b>	2.1 Identify the structure of the heart 2.2 Explain the electrical conduction system of the heart relating to the cardiac cycle
<b>3. Understand pathological changes associated with heart disease</b>	3.1 Explain the development of coronary artery disease 3.2 Explain how the function of the heart is affected by: <ul style="list-style-type: none"> <li>• Arrhythmias</li> <li>• Heart failure</li> </ul>



<p><b>4. Know how to use electrocardiogram (ECG) monitoring on a patient</b></p>	<p>4.1 Explain what an electrocardiogram is and what it measures</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 Recognise key characteristics on a 3 lead ECG trace</p> <p>4.5 Distinguish between:</p> <ul style="list-style-type: none"> <li>• Normal sinus rhythm</li> <li>• Ventricular fibrillation</li> <li>• Ventricular tachycardia</li> <li>• Asystole</li> <li>• Bradycardia</li> <li>• Tachycardia</li> </ul> <p>4.6 Demonstrate how to use a 12 lead ECG on a patient</p> <p>4.7 Recognise <b>other basic ECG rhythms</b></p> <p>4.8 Distinguish when to use shockable and non-shockable cardiac arrest management</p>
<p><b>5. Be able to manage a patient's airway</b></p>	<p>5.1 Explain the following characteristics of supraglottic airway devices:</p> <ul style="list-style-type: none"> <li>• Indications</li> <li>• Contraindications</li> <li>• Cautions</li> <li>• Problems</li> </ul> <p>5.2 Demonstrate safe use of a supraglottic airway device</p> <p>5.3 Demonstrate how to select, insert, secure and remove a supraglottic airway device</p>
<p><b>6. Know how to manage a patient using medical gases</b></p>	<p>6.1 Clarify the dosage and method of administering <b>medical gases</b> to a range of patients</p> <p>6.2 State the cautions and contra-indications of using <b>medical gases</b></p> <p>6.3 List the health and safety principles when using <b>medical gases</b></p>
<p><b>7. Be able to administer medical gases in line with current practice</b></p>	<p>7.1 Demonstrate the <b>safe administration</b> of oxygen</p> <p>7.2 Demonstrate the <b>safe administration</b> of 50:50 mixture of nitrous oxide and oxygen</p> <p>7.3 Monitor the effects of administering <b>medical gases</b></p>



<b>Assessment guidance</b>	<p><b>LO1</b></p> <p><b>Patient assessment</b></p> <p>Includes taking a detailed history and conducting a physical examination. Simulation allowed</p> <p><b>Management</b></p> <p>Should include:</p> <ul style="list-style-type: none"><li>• Infection control and prevention</li><li>• Maintaining consent</li><li>• Patient history</li><li>• Managing deviation from 'normal' physiological parameters</li><li>• Continual assessment</li><li>• Optimum patient position</li></ul> <p>(this list is not exhaustive)</p> <p><b>LO4</b></p> <p>Simulation allowed. ECG electrodes can be applied to a person or a manikin</p> <p><b>Other basic ECG rhythms</b></p> <p>Must include:</p> <ul style="list-style-type: none"><li>• Atrial fibrillation</li><li>• ST elevation</li><li>• Supraventricular tachycardia</li><li>• Premature ventricular contractions</li></ul> <p><b>LO6</b></p> <p><b>Medical gases</b></p> <p>Must include:</p> <ul style="list-style-type: none"><li>• Oxygen</li><li>• 50:50 mixture of nitrous oxide and oxygen</li></ul> <p><b>LO7</b></p> <p><b>Safe administration</b></p> <p>Should include checking prior to administration the medical gas is:</p> <ul style="list-style-type: none"><li>• Indicated for administration</li><li>• NOT contraindicated</li><li>• Cautions are considered</li><li>• Continually assessed</li><li>• Pain scores are obtain, prior and post administration (if applicable)</li><li>• In line with current practice</li></ul> <p>(this list is not exhaustive)</p>
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## Component 2 Emergency Trauma Care

<b>Title:</b>	Emergency Trauma Care
<b>Level:</b>	4
<b>Learning outcomes</b> <i>The Learner will:</i>	<b>Assessment criteria</b> <i>The Learner can:</i>
<b>1. Understand the function of components of the respiratory system</b>	<p>1.1 Explain the function of components of the respiratory system including:</p> <ul style="list-style-type: none"> <li>• Lungs</li> <li>• Diaphragm</li> <li>• Intercostal muscles</li> <li>• Accessory muscles of respiration</li> <li>• Visceral pleura</li> <li>• Parietal pleura</li> <li>• Plural cavity</li> </ul> <p>1.2 Explain the cycle of breathing</p> <p>1.3 Explain physiological variables affecting breathing</p>
<b>2. Be able to assess and treat thoracic trauma</b>	<p>2.1 Carry out a respiratory assessment</p> <p>2.2 Provide treatment for <b>chest injuries</b></p> <p>2.3 Produce a treatment plan for a patient in respiratory distress</p>
<b>3. Understand the function of the musculoskeletal system</b>	<p>3.1 Identify key components of the <b>skeletal system</b></p> <p>3.2 Explain the primary functions of the <b>musculoskeletal system</b></p> <p>3.3 Explain functions of the key components of the <b>musculoskeletal system</b></p>
<b>4. Understand the key characteristics of the nervous system</b>	<p>4.1 Identify key components of the <b>nervous system</b></p> <p>4.2 Summarise the basic functions of the <b>nervous system</b></p> <p>4.3 Describe key characteristics of the:</p> <ul style="list-style-type: none"> <li>• Central nervous system</li> <li>• Peripheral nervous system</li> </ul>
<b>5. Understand mechanisms of injury and kinetics</b>	<p>5.1 Assess a <b>trauma scene</b> considering:</p> <ul style="list-style-type: none"> <li>• Mechanisms of injury</li> <li>• Kinetics</li> <li>• Injury prediction</li> </ul>
<b>6. Be able to provide emergency care to traumatically injured patients</b>	<p>6.1 Perform a primary survey on a trauma patient</p> <p>6.2 Classify patients with actual or potential time critical injuries</p> <p>6.3 Perform a secondary survey on a trauma patient</p> <p>6.4 Demonstrate immobilisation of a suspected <b>limb injury</b></p> <p>6.5 Demonstrate immobilisation of a suspected <b>spinal injury</b></p>
<b>7. Know how to manage cases of actual or suspected sexual assault</b>	<p>7.1 Define <b>sexual assault</b></p> <p>7.2 Recognise psychological signs of <b>sexual assault</b></p> <p>7.3 Recognise physiological signs of <b>sexual assault</b></p> <p>7.4 Explain the <b>management</b> of patients displaying signs of <b>sexual assault</b></p>



<p><b>8. Know how to provide first response emergency care at a major incident</b></p>	<p>8.1 Define a major incident</p> <p>8.2 Describe the routes of entry and effects associated with Chemical, Biological, Radiological, Nuclear and Explosive (CBRNE) incidents</p> <p>8.3 Explain the four main stages of a major incident</p> <p>8.4 Summarise the main functions of the <b>emergency services and other agencies</b> at a major incident</p> <p>8.5 Identify the considerations when being the first responder at the scene of a major incident</p> <p>8.6 Explain the role of a first responder at a major incident when:</p> <ul style="list-style-type: none"> <li>• Assessing the scene</li> <li>• Identifying hazards/dangers</li> <li>• Reporting from the scene</li> </ul> <p>8.7 Summarise initial actions when dealing with a suspicious package</p> <p>8.8 Summarise initial actions in a terrorist incident</p> <p>8.9 Demonstrate use of the <b>METHANE</b> mnemonic when reporting from the scene to ambulance control</p>
<p><b>Assessment guidance</b></p>	<p><b>LO2</b></p> <p><b>Chest injuries</b></p> <p>Should include:</p> <ul style="list-style-type: none"> <li>• Open chest wound</li> <li>• Pneumothorax</li> <li>• Tension pneumothorax</li> <li>• Haemothorax</li> <li>• Flail chest</li> </ul> <p>(this list is not exhaustive)</p> <p><b>LO3</b></p> <p><b>Skeletal system</b></p> <p>Must include:</p> <ul style="list-style-type: none"> <li>• Bone</li> <li>• Muscle</li> <li>• Ligament</li> <li>• Tendon</li> <li>• Skull</li> <li>• Mandible</li> <li>• C-spine</li> <li>• Clavicle</li> <li>• Scapula</li> <li>• Ribs</li> <li>• Sternum</li> <li>• Humerus</li> <li>• Radius</li> <li>• Ulna</li> <li>• Pelvis</li> <li>• Femur</li> <li>• Patella</li> <li>• Tibia</li> <li>• Fibula</li> </ul> <p>(this list is not exhaustive)</p>



**Assessment guidance**

**Musculoskeletal system**

Must include:

- Bones
- Muscles
- Cartilage
- Tendons
- Ligaments
- Joints

(this list is not exhaustive)

**LO4**

**Nervous system**

Must include:

- Brain
- Spinal cord
- Peripheral nervous system:
  - o Spinal nerves
  - o Thoracic nerves
  - o Cranial nerves
  - o Autonomic nervous system
  - o (this list is not exhaustive)

**LO5**

**Trauma scene**

May include:

- Traffic collisions
- Falls
- Sporting injuries
- Blast injuries
- Ballistic injuries

(this list is not exhaustive)

**LO6**

**Limb injury**

Should include:

- Box splints
- Vacuum splints
- Traction splint

(this list is not exhaustive)

**Spinal injury**

Should include:

- Extrinsic long board
- Orthopaedic stretcher
- Kendrick extrication device

May include:

- Vacuum stretcher

(this list is not exhaustive)



<b>Assessment guidance</b>	<p><b>LO7</b></p> <p><b>Sexual assault</b></p> <p>Should include:</p> <ul style="list-style-type: none"><li>• Rape</li><li>• Sexual assault</li><li>• Serious sexual assault</li></ul> <p>(this list is not exhaustive)</p> <p><b>Management</b> must include safeguarding procedures</p> <p><b>LO8</b></p> <p><b>Emergency and other services</b></p> <p>May include:</p> <ul style="list-style-type: none"><li>• Police</li><li>• Fire and Rescue</li><li>• Ambulance Service</li><li>• Maritime and Coastguard Agency</li><li>• Event medical providers</li><li>• Mountain Rescue</li><li>• Search and Rescue</li><li>• Mine Rescue</li><li>• Cave Rescue</li><li>• BASICS Doctors</li><li>• Local authority</li><li>• Environment Agency</li><li>• Utility companies</li><li>• Voluntary Aid Societies</li></ul> <p>(this list is not exhaustive)</p> <p><b>METHANE</b></p> <p>Includes:</p> <ul style="list-style-type: none"><li>• Major incident</li><li>• Exact location</li><li>• Type of incident</li><li>• Hazards present</li><li>• Access</li><li>• Number of patients</li><li>• Emergency services on scene</li></ul>
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### Component 3 Focused Emergency and Urgent Care

<b>Title:</b>	Focused Emergency and Urgent Care
<b>Level:</b>	4
<b>Learning outcomes The Learner will:</b>	<b>Assessment criteria The Learner can:</b>
<b>1. Understand the physical and psychosocial development in children</b>	1.1 Explain the <b>physical and psychosocial development in children</b> 1.2 Identify the normal physiological values for children
<b>2. Know how to provide emergency care to sick and injured children</b>	2.1 Distinguish between the signs of impending respiratory failure and the signs of impending circulatory failure in a child 2.2 Summarise <b>common childhood illnesses</b> 2.3 List the recognition features of the <b>common childhood illnesses</b> 2.4 Explain each component of the paediatric assessment triangle 2.5 Summarise safeguarding considerations when assessing children 2.6 Explain how to manage the <b>common childhood illnesses</b>
<b>3. Understand how to deal with a patient displaying signs of mental health problems</b>	3.1 Identify key signs of mental health crisis 3.2 Describe how to deal with a patient displaying signs of mental health crisis
<b>4. Understand how to deal with common respiratory conditions</b>	4.1 Explain the pathophysiology of <b>common respiratory disorders and infections</b> 4.2 Identify the recognition features of <b>common respiratory disorders and infections</b> 4.3 Explain the assessment and management of respiratory distress 4.4 Differentiate between respiratory disease in patients across the age range
<b>5. Understand the structure and function of the digestive system</b>	5.1 Identify the key components of the digestive system 5.2 Summarise the function of the digestive system 5.3 Explain common conditions requiring urgent or emergency treatment
<b>6. Know how to assess and initially manage sepsis</b>	6.1 Explain the pathophysiology of <b>sepsis</b> 6.2 Identify the recognition features of <b>sepsis</b> 6.3 Explain the assessment and management of <b>sepsis</b>
<b>7. Know how to manage childbirth</b>	7.1 Identify the stages of labour 7.2 Identify complications during childbirth 7.3 State the care required immediately following childbirth
<b>8. Be able to assist a clinician performing clinical interventions</b>	8.1 Identify equipment required for <b>clinical interventions</b> 8.2 Demonstrate preparation and safety checks of equipment 8.3 Apply infection, prevention and control measures 8.4 Demonstrate how to assist a clinician with <b>clinical interventions</b>
<b>Assessment guidance</b>	<b>LO1</b> <b>Physical and psychosocial development in children</b> Should include <1 to >12 years old: <ul style="list-style-type: none"> <li>• Head</li> <li>• Neck and airway</li> <li>• Chest and lungs</li> <li>• Heart</li> <li>• Abdomen</li> <li>• Musculoskeletal system</li> <li>• Brain and nervous system</li> <li>• Emotions</li> <li>• Communication</li> <li>• Comprehension</li> </ul> (this list is not exhaustive)



<b>Assessment guidance</b>	<p><b>LO2</b></p> <p><b>Common childhood illnesses</b></p> <p>Should include:</p> <ul style="list-style-type: none"><li>• Bronchiolitis</li><li>• Croup</li><li>• Epiglottitis</li><li>• Sepsis – meningococcal septicaemia</li><li>• Viral wheeze</li></ul> <p>(this list is not exhaustive)</p> <p><b>LO3</b></p> <p><b>Common respiratory disorders and infections</b></p> <p>Should include:</p> <ul style="list-style-type: none"><li>• Bronchitis</li><li>• Emphysema</li><li>• Asthma</li><li>• Pneumonia</li><li>• Cystic fibrosis</li></ul> <p>(this list is not exhaustive)</p> <p><b>LO6</b></p> <p><b>Sepsis</b></p> <p>Should include:</p> <ul style="list-style-type: none"><li>• Systemic inflammatory response syndrome (SIRS)</li><li>• Septic shock</li><li>• Multiple Organ Dysfunction Syndrome (MODS)</li></ul> <p><b>LO8</b></p> <p><b>Clinical interventions</b></p> <p>Should include:</p> <ul style="list-style-type: none"><li>• Endotracheal intubation</li><li>• Cannulation</li><li>• Intraosseous</li><li>• Infusion</li></ul> <p>May include:</p> <ul style="list-style-type: none"><li>• Cricothyroidotomy</li><li>• Needle thoracentesis</li><li>• Intramuscular injection</li><li>• Rapid sequence induction</li></ul> <p>(this list is not exhaustive)</p>
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## 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.

- Current registration as a Doctor with the General Medical Council (GMC) **or**
- Current registration as a Nurse with the Nursing and Midwifery Council (NMC) and have suitable pre-hospital care experience **or**
- Current registration as a Paramedic with the Health and Care Professions Council (HCPC) **or**
- QA Level 5 Diploma in First Response Emergency and Urgent Care (RQF) **or**
- Institute of Health and Care Development (IHCD) Ambulance Aid (Ambulance Technician) **or**
- Level 4 Diploma for Associate Ambulance Practitioners (QCF or RQF)

**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:

Current Qualifications	Train	Assess
Level 3 Award in Education and Training (QCF or RQF)	√	
Level 4 Certificate in Education and Training (QCF or RQF)	√	
Level 5 Diploma in Education and Training (QCF or RQF)	√	
Cert Ed/PGCE/B Ed/M Ed	√	
SVQ 3 Learning and Development SCQF Level 8	√	
SVQ 4 Learning and Development SCQF Level 9	√	
TQFE (Teaching Qualification for Further Education)	√	
Planning and Delivering Learning Sessions to Groups SCQF Level 6 (SQA Unit)	√	
L&D Unit 6 Manage Learning and Development in Groups SCQF Level 8 (SQA Accredited)	√	
L&D Unit 7 Facilitate Individual Learning and Development in Groups SCQF Level 8 (SQA Accredited)	√	
L&D Unit 8 Engage and Support Learners in the Learning and Development Process SCQF Level 8 (SQA Accredited)	√	
Carry Out the Assessment Process SCQF Level 7 (SQA Unit)		√
Level 3 Certificate in Assessing Vocational Achievement (QCF or RQF)		√
L&D Unit 9DI - Assess workplace competences using direct and indirect methods SCQF Level 8(SQA Accredited) - replacing Units A1 and D32/33		√
L&D Unit 9D - Assess workplace competence using direct methods SCQF Level7 (SQA Accredited) – replacing Units A2 and D32		√
<b>OTHER ACCEPTABLE QUALIFICATIONS:</b>		
CTLLS/DTLLS	√	
PTLLS with unit 'Principles and Practice of Assessment' (12 credits)	√	
Further and Adult Education Teacher's Certificate	√	
IHCD Instructional Methods	√	
IHCD Instructor Certificate	√	
English National Board 998	√	
Nursing mentorship qualifications	√	
S/NVQ level 3 in training and development	√	
S/NVQ level 4 in training and development	√	
PDA Developing Teaching Practice in Scotland's Colleges SCQF Level 9 (SQA Qualification)	√	
PDA Teaching Practice in Scotland's Colleges SCQF Level 9 (SQA Qualification)	√	
PTLLS (6 credits)	√	
Training Group A22, B22, C21, C23, C24	√	
Learning and Teaching – Assessment and Quality Standards SCQF Level 9 (SQA Unit)		√
A1 (D32/33) – Assess candidates using a range of methods		√
Conduct the Assessment Process SCQF Level 7 ((SQA Unit)		√
A2 (D32) – Assess candidates' performance through observation		√



## 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 an acceptable quality assurance qualification

PDA in Internal Verification of Workplace Assessment at SCQF level 8 (SQA Qualification)

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

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

V1 or D34

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



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