



QA Level 2 Award for  
**Community  
First Responders (RQF)**

Qualification Specification

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## Key Qualification Information

Qualification Accreditation Number (QAN):

Operational start date: **31<sup>st</sup> January 2017**

Number of units: **2 mandatory units**

Guided Learning Hours (GLH): **12 hours**

Total Qualification Time (TQT): **15 hours**

Credit value: **2**

Assessment methods:

- Formative assessment conducted by Trainer throughout the course
- Theory assessment/multiple choice question paper:
  - 1 x 15 question paper (minimum score 11)
  - 1 x 15 question paper (minimum score 11)
- Practical assessment and skills test – 8 completed throughout the course



## 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 First Aid Qualifications

This QA qualification is for people who will respond to emergency or life-threatening incidents.

Effective early interventions by community first responders have been shown to have a positive impact on patient outcomes, and are reflected in the qualification content.

This qualification specification provides information for Centres about the delivery of the QA Level 2 Award for Community First Responders (RQF) and includes the unit information, assessment methods and quality assurance arrangements.

### Objective

The objective of the qualification is to benefit Learners by providing them with the knowledge and skills to administer initial emergency care at life-threatening incidents prior to the arrival of further medical assistance. Learners will gain the necessary skills associated with assessment, treatment and stabilisation of patients.

### Purpose

The purpose of the QA Level 2 Award for Community First Responders (RQF) qualification is to develop learner's knowledge and skills in order to provide prehospital care to a patient pending the arrival of a clinician.

Whilst achievement of this qualification confirms Learners have met both the theoretical and practical requirements, this does not imply a 'license to practice' – the scope of practice for which will be determined by the organisation responsible for emergency first responders.

### Intended audience

This qualification is for people who are performing or aspiring to perform as a community first responder.



## Structure

This qualification contains 2 mandatory units with a Total Qualification Time (TQT) of 15 hours. Full details of these units are in *Appendix 1*.

Learners must complete all assessments in both units successfully within the registration period to achieve the qualification. The maximum period to achieve this qualification, including any referrals is 10 weeks.

TQT is the number of notional hours which represents the total amount of time required for a Learner to achieve this qualification. It is comprised of the following two elements:

- Guided Learning Hours (GLH) – GLH is the time a Learner is being taught and assessed under the immediate guidance of a trainer/assessor, which for this qualification is 12 GLH, and
- the number of hours a Learner will reasonably be likely to spend in preparation, study, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of a trainer, which for this qualification is 3 hours

The credit value for this qualification is 2 credits. 1 credit is equivalent to 10 hours TQT as the TQT for this qualification is 15 the value is rounded up to 2 credits.

## Other units

No other units can be combined to count towards the QA Level 2 Award for Community First Responders (RQF) qualification.

## Relationship with other related qualifications

The QA Level 2 Award for Community First Responders (RQF) 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 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 1 in literacy or numeracy or equivalent.



### Progression

The QA Level 2 Award for Community First Responders (RQF) qualification can be used as a stepping-stone to progress onto higher levels of prehospital care qualifications, such as the QA Level 3 Certificate in First Response Emergency Care (QCF), which will provide Learner’s with further knowledge and skills to deal with a broader range of emergency incidents.

This qualification also offers those achieving it greater opportunities to progress their career into other areas of prehospital emergency care, such as the ambulance service. Furthermore the qualification can be used a stepping-stone in an individual’s career and may lead to various employment opportunities in a range of different healthcare settings.

### 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 6 hours (1 day) 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.

### Trainers/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:

Resource/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>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 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>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 (BVM).
<b>Airway adjunct</b>	Supraglottic airways
<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>Monitoring Equipment</b>	Glucometer, Sphygmomanometer, Thermometer, Urine Dip Sampling Kit
<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.



## 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 1 certificate on achieving this 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 12 Learners to 1 Trainer. Never allow more Learners on the course than you can cater for during the assessment.

### Delivery plan

Centres must create their own lesson plans and have them approved by us **before** delivering this qualification. The lesson plans should:

- Include a course timetable, clearly showing the required subjects and criteria/learning outcomes are covered and the minimum 12 guided learning hours are met
- Be carefully designed to meet the objective of this qualification and the needs of Learners, making sure Learners are adequately prepared for the assessments
- Demonstrate full coverage of all learning outcomes and assessment criteria for this qualification
- Meet the requirements as set out in the *Guide to Assessing* for this qualification
- 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.

Centres can choose 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 2 Award for Community First Responders (RQF) skills and knowledge should be taught and assessed in accordance with currently accepted or prehospital care practice in the UK.

### Methods

Qualsafe Awards has identified appropriate assessment methods 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. There are 8 practical assessments/skills tests for this qualification:
  - Adult CPR and AED (CFR)
  - Airway management, oxygen therapy and support (CFR)
  - Anaphylaxis
  - Base Line observations
  - Breathing difficulties
  - Choking patient (CFR)
  - Heart attack (CFR)
  - Wounds, bleeding and shock (CFR)
- 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 (2 in total) for each Learner and Learners should answer all the questions under 'examination' conditions, see *QA Multiple Choice Question Paper Guidelines*. The maximum time allowed is 25 minutes per paper. The minimum mark is 10 out of 15 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 to reach this judgement

### 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.



If a reasonable adjustment or special consideration is needed, e.g. written/theory assessments may be completed verbally if required, Centres must mitigate risk in line with QA policies and 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, or
- Special Consideration Request Form and send to QA for consideration with along supporting evidence prior to implementation

For more details, see *QA Access to Assessment Policy*.

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. 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 2 Award for Community First Responders (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 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 on 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)
- 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 2 Award for Community First Responders (RQF) has 2 units that Learners are required to complete in order to achieve the qualification.

<b>Title:</b>	Unit 1 Principles of First Responding
<b>Unit Ref:</b>	
<b>GLH:</b>	
<b>Credit:</b>	
<b>Level:</b>	2
<b>Learning outcomes The Learner will:</b>	<b>Assessment criteria The Learner can:</b>
<b>1. Understand the role and responsibilities of a community first responder</b>	1.1 Identify the role and responsibilities of a first responder 1.2 Describe how to minimise the risk of infection to self and others 1.3 State the importance of establishing consent 1.4 State the importance of maintaining confidentiality 1.5 Identify patient specific medical documents
<b>2. Be able to assess a scene at an emergency incident</b>	2.1 State safety considerations at an emergency 2.2 Perform a dynamic scene risk assessment 2.3 Demonstrate initial management of a scene
<b>3. Be able to assess a patient</b>	3.1 Perform a <b>primary survey</b> 3.2 Demonstrate how to place a patient in the recovery position 3.3 Perform a <b>secondary survey</b> 3.4 Perform a <b>patient handover</b>
<b>4. Be able to assess and manage a patient's airway</b>	4.1 Clarify when to clear the airway 4.2 Demonstrate dynamic airway assessment 4.3 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> 4.4 State contraindication for using suctioning equipment 4.5 State difference between a partially blocked airway and a completely blocked airway 4.6 Implement stepwise airway management 4.7 Demonstrate airway reassessment 4.8 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>
<b>5. Be able to manage an unresponsive patient who is not breathing normally</b>	5.1 Identify <b>when to commence cardiopulmonary resuscitation</b> 5.2 Demonstrate cardiopulmonary resuscitation for an adult 5.3 Identify when <b>cardiopulmonary resuscitation should not be attempted</b>



<b>6. Be able to use an automated external defibrillator during a cardiopulmonary resuscitation attempt</b>	6.1 Identify when to use an automated external defibrillator 6.2 Demonstrate safe use of an automated external defibrillator 6.3 State safety considerations when using an automated external defibrillator
<b>7. Be able to administer emergency oxygen</b>	7.1 Use emergency oxygen within agreed ways of working 7.2 State indications for emergency oxygen therapy within agreed ways of working 7.3 Outline health and safety principles for use of oxygen 7.4 Carry out operational checks on community first response equipment within agreed ways of working 7.5 Demonstrate how to administer <b>emergency oxygen</b>
<b>Other information</b>	<p>Simulation is allowed for this unit.</p> <p><b>Community first response equipment</b> Should include oxygen and suction equipment.</p> <p><b>Primary survey</b> Should include prioritised assessment of &lt;C&gt; ABCDE (catastrophic bleeding, Airway, c-spine, Breathing, Circulation, Disability, Environment/Exposure). Surveying skills demonstrate should include looking, listening, feeling and smelling.</p> <p><b>Secondary survey</b> Should include SAMPLE history.</p> <p><b>Patient handover</b> Should be accurate, clear, concise and delivered in a sequential manner. Learners should use the ASHICE or ATMISTR method of handover.</p> <p><b>When to commence cardiopulmonary resuscitation</b> 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> <p><b>Emergency oxygen</b> Should include as a minimum: Pocket mask Simple face mask Non-rebreather Venturi mask</p>

**Qualification unit 2**

<b>Title:</b>	Unit 2 Responding to medical emergencies
<b>Unit Ref:</b>	
<b>GLH:</b>	
<b>Credit:</b>	
<b>Level:</b>	2
	<b>Assessment criteria</b> <i>The Learner can:</i>
<b>1. Be able to manage a patient who is in shock</b>	1.1 Identify recognition features of <b>shock</b> 1.2 Demonstrate management of a patient who is in <b>shock</b>
<b>2. Be able to manage a patient with breathing difficulties</b>	2.1 Describe recognition features of a patient with breathing difficulties <ul style="list-style-type: none"> <li>• Asthma chronic and acute</li> <li>• Hyperventilating</li> <li>• Hypoxia</li> <li>• COPD</li> </ul> 2.2 Demonstrate how to manage a patient with: <ul style="list-style-type: none"> <li>• Chronic and acute Asthma</li> <li>• Hyperventilation</li> <li>• Hypoxia</li> <li>• COPD</li> </ul>
<b>3. Be able to manage a patient with anaphylaxis</b>	3.1 State common triggers of anaphylaxis 3.2 Identify life-threatening features of anaphylaxis 3.3 State difference between an 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. Be able to manage a patient with suspected major illness</b>	4.1 Identify recognition features of major illnesses including: <ul style="list-style-type: none"> <li>• Heart Attack</li> <li>• Angina</li> <li>• Stroke</li> <li>• Diabetes</li> <li>• Seizures</li> <li>• Faints</li> </ul> 4.2 Demonstrate how to manage major illnesses including: <ul style="list-style-type: none"> <li>• Heart Attack</li> <li>• Angina</li> <li>• Stroke</li> <li>• Diabetes</li> <li>• Seizures</li> <li>• Faints</li> </ul>
<b>5. Be able to conduct and record base line observations</b>	5.1 Demonstrate how to take <b>Base Line Observations</b> 5.2 Demonstrate how to record <b>Base Line Observations</b>



<b>Other information</b>	<b>Shock</b> Should include: <ul style="list-style-type: none"><li>• cardiogenic shock</li><li>• hypovolaemic shock</li><li>• anaphylactic shock</li><li>• toxic shock</li><li>• neurogenic shock</li><li>• fainting</li></ul> <b>Anaphylaxis</b> Learner to state a minimum of 3 triggers of anaphylaxis
	<b>Base Line Observations</b> May include: <ul style="list-style-type: none"><li>• Respirations</li><li>• Pulse</li><li>• Blood pressure</li><li>• Temperature</li><li>• Capillary blood glucose</li><li>• Urine sampling</li></ul>

## 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:

- Level 3 Certificate in First Response Emergency Care (QCF) **or**
- Level 3 Certificate in First Response Emergency Care (RQF) **or**
- Level 4 Certificate in First Response Emergency Care (QCF) **or**
- Level 4 Certificate in First Response Emergency Care (RQF) **or**
- Level 4 Diploma for Associate Ambulance Practitioners **or**
- First Person on Scene (FPOS) – Enhanced **or**
- NHS Ambulance Service – Emergency Care Assistant **or**
- Voluntary Aid Society – Emergency Ambulance Grade **or**
- Institute of Health and Care Development (IHCD) Ambulance Aid **or**
- Paramedic, Nurse, or Doctor Qualification **or**
- Equivalent\*

**and**

- Competence in Base Line monitoring

**and**

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

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

## 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)		√

Note: Assessors who do not hold a formal assessing qualification may alternatively attend *First Aid Assessor CPD Training* with an Awarding Organisation.

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 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:

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

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



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