



QA Level 3 Award in
**Basic Trauma and
Casualty Care (BTACC) (RQF)**

Qualification Specification

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Key qualification information

Qualification Accreditation Number (QAN):	603/4030/7
Operational start date:	28 January 2019
Review date:	31 January 2020
Number of units (components):	1 (2 components)
Total Qualification Time (TQT):	20
Guided learning hours (GLH):	16
Assessment methods:	Practical assessment – 3 to be completed throughout the course Skills test – 1 to be completed throughout the course Multiple choice question paper – 1 to be completed throughout the course



Quallsafe Awards

Not only is Quallsafe 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)
- Assessment Principles for Regulated First Aid Qualifications

This QA qualification is:

- Based on the recommendations of the ATACC Group medical advisory group
- Based on the ATACC Group training standard for delivery
- Meets all of the Immediate Emergency Care standards

This QA qualification has been developed in collaboration with ATACC Group the course is designed to be delivered through high fidelity simulation and training in a unique and motivational style that is easy to follow and understand. It is for people who work or hope to work in emergency services and high risk workplaces responding to medical emergencies and trauma situations.

This qualification prepares Learners to identify and treat 'time critical' and life-threatening injuries in a realistic and immersive way that develops skills and confidence.

This qualification specification provides information for Centres about the delivery of the QA Level 3 Award in Basic Trauma and Casualty Care (BTACC) (RQF) and includes the unit information, assessment methods and quality assurance arrangements.

Objective

The objective of the qualification is to benefit Learners by preparing them to deal with 'time critical' and life-threatening injuries in a realistic and immersive way that develops skills and confidence.

Purpose

The purpose of this qualification is to develop Learners knowledge and skills to identify and treat 'time critical' and life-threatening injuries. Learners will learn to use the internationally renowned M.A.R.C.H algorithm which will develop their ability to use a systematic approach to managing all types of injuries or conditions.



Intended audience

The qualification is ideal for prehospital care providers working in the emergency services and workers in high-risk workplaces with a duty to respond. This includes Police Officers and Firefighters involved in Co-responding or Forced entry schemes and meets Level D of training, as defined by the Faculty of Pre-hospital Care for providers. It is also ideal for Trainers wishing to deliver Basic Trauma & Casualty care (BTACC) and First Aid Trauma & Casualty care (FTACC) courses.

Structure

This qualification comprises 1 mandatory unit (split into 2 components) with a Total Qualification Time (TQT) of 20 hours. Full details of these are in *Appendix 1*.

Learners must complete all assessments in the unit 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 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 16 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. home study, which for this qualification is 4 hours

Other units

No other units can be combined to count towards the QA Level 3 Award in Basic Trauma and Casualty Care (BTACC) (RQF).

Relationship with other related qualifications

The QA Level 3 Award in Basic Trauma and Casualty Care (BTACC) (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 any learning undertaken and/or attained by a Learner prior to taking this qualification. It considers whether a Learner can demonstrate and prove that they meet some or all of the learning outcomes and/or assessment criteria requirements for this qualification.

RPL is considered for the QA Level 3 Award in Basic Trauma and Casualty Care (BTACC) (RQF) with the following potential outcomes:

- Reduction or exemption of the guided learning hours for the unit
- Exemption of all assessments for the unit

In some cases qualification certificates and/or evidence being submitted will require Centres to carry out mapping against QA learning outcomes and assessment criteria to confirm comparability. Specific mapping templates created by QA must be used for this process. Please see the *QA Recognition of Prior Learning (RPL) Policy* for further details.



Entry requirements

Learners must be at least 18 years old on the first day of the training.

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

Progression

The QA Level 3 Award in Basic Trauma and Casualty Care (BTACC) (RQF) 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 undertake annual refresher training and retake the qualification before the certificate expiry date to remain qualified.

Requalification training should be delivered in no less than 16 hours (2 days) excluding breaks.

Note: Requalification requires successful completion of the original qualification.

Qualification approval requirements

This qualification is only available through ATACC Group as the approved Centre. Trainers and/or Training Providers/Centres wishing to deliver this qualification must do so through applying to ATACC Group to become a satellite site. ATACC Group will operate as the QA approved Centre and provide administration, internal quality assurance and moderation services to satellite sites.

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 and assessing this qualification must:

- Must hold the QA Level 3 Award in Basic Trauma and Casualty Care (BTACC) (RQF) **or**
- QA Level 3 Award in Rescue Trauma and Casualty Care (RTACC) (RQF)

and

- Hold an acceptable training qualification (as shown in *Appendix 2*) **and**
- Hold or be working towards an acceptable assessing qualification (as shown in *Appendix 2*)

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:

- Must hold the QA Level 3 Award in Basic Trauma and Casualty Care (BTACC) (RQF) **or**
- QA Level 3 Award in Rescue Trauma and Casualty Care (RTACC) (RQF)

and

- Knowledge and competency in internal quality assurance – evidenced by holding or working towards a qualification as shown in *Appendix 3*

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 (including satellite sites) 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/their satellite sites' venues, equipment and other resources include:

Resource/area:	Requirements:
Audio visual (AV) equipment and training aids	Sufficient AV equipment and training aids to facilitate learning using varying teaching methods.
Learning materials	Provide Learners with clear and accurate reference books/handouts covering the topics included in the qualification.
Training venue	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.
Simulation	The BTACC course designed by the ATACC Group prides itself in having the most realistic and immersive scenarios that develops skills and confidence in dealing with medical and trauma incidents. In order to meet the requirements for delivery this course Centres and satellite sites must use high fidelity manikins and/or actors in all scenarios to simulate realism.



<p>Basic life support equipment</p>	<p>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>Or</p> <p>CPR Adult manikins, minimum of 1 adult manikin to every 4 Learners and</p> <p>Airway manikins (must be suitable to demonstrate airway manoeuvres and accept oropharyngeal and nasopharyngeal airways). 1 manikin to every 6 Learners.</p> <p>Also</p> <p>Full set of OPA (sizes 00 to 4). Full set of NPA (sizes 6 to 8).</p> <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/ sufficient pads.</p> <p>Oxygen cylinder with the relevant equipment for use.</p> <p>Bag-valve-mask.</p> <p>Adult non-rebreather mask.</p> <p>Nasal cannulae.</p> <p>SpO₂ monitor.</p>
<p>Fracture immobilisation and extrication devices</p>	<p>Various types of prehospital immobilisation devices:</p> <ul style="list-style-type: none"> • Cervical collar • Pelvic splint <p>Various types of current prehospital spinal immobilisation device:</p> <ul style="list-style-type: none"> • Orthopaedic stretcher and accessories • Vacuum mattress stretcher (optional)
<p>Trauma consumables</p>	<p>A variety of manufactured non-occlusive and occlusive chest dressings.</p> <p>A variety of manufactured tourniquets and wound packing gauze.</p> <p>Sufficient trauma bandages: various sizes and types, including triangular bandages and cling film.</p> <p>A variety of blankets: various sizes and types, including cellular and foil.</p>
<p>Oxygen/accessories</p>	<p>CD/D size cylinders with the relevant equipment for use. A variety of non-re-breather masks, pocket masks and bag valve masks.</p>

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

Course/Centre administration

Registering Learners

The approved Centre (ATACC Group) is responsible for registering and certificating all Learners with Qualsafe Awards (including those through satellite sites) 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 QA 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 training to maintain their basic skills and keep up to date with any changes to prehospital care practice.

Delivery and support

Learner to Trainer ratio

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

Delivery plan

Qualsafe Awards Centres and ATACC Group approved satellite sites must deliver the course using the ATACC licensed 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.

Learning materials

Centres must provide each Learner with suitable learning materials to support their progress through the qualification.

Ongoing support

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

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

Assessment

Overview

The QA Level 3 Award in Basic Trauma and Casualty Care (BTACC) (RQF) skills and knowledge should be taught and assessed in accordance with ATACC Group standards.

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 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 *Guide to Assessing QA Level 3 Award in Basic Trauma and Casualty Care (BTACC) (RQF)*. There are 3 practical assessments and 1 skills test for this qualification:
 - Airway management (BTACC) skills test
 - BTACC Trauma 1 practical assessment
 - BTACC Trauma 2 practical assessment
 - Basic Life Support (BTACC) practical assessment
- 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 paper – 1 paper for each Learner and Learners should answer all the questions under ‘examination’ conditions, see *QA Multiple Choice Question Paper Guidelines*:

Maximum time for Unit 1 is 45 minutes, Minimum mark for Unit 1 is 21 out of 30 to be considered for an overall ‘Pass’. However, even when a Learner achieves this minimum, Trainers are expected to make a professional judgement as to whether that Learner has achieved all the assessment criteria. Trainers should use all assessment evidence available, including formative and practical assessments, to reach this judgement

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

Access to assessment

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.

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, the Learner must be assessed performing practical tasks such as CPR, as per *QA Guide to assessing QA Level 3 Award in Basic Trauma and Casualty Care (BTACC) (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 'chest compression only CPR', instruct a third party how to place a patient in the recovery position and pass the theoretical assessments. The letter should clearly state that "this record of achievement does **not** constitute a QA Level 3 Award in Basic Trauma and Casualty Care (BTACC) (RQF)".

Quality assurance

Centre internal quality assurance

The Centre is required to sample a reasonable amount of assessments as part of the quality of the qualification. This standardisation of assessment across satellite sites, 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 **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 upon 3 successful QA audits across 3 courses. A minimum of 1 EQA visit will 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
- Office of Qualifications and Examinations Regulation (Ofqual): www.gov.uk/government/organisations/ofqual
- Scottish Qualifications Authority (SQA): www.sqa.org.uk
- ATACC Group: www.ataccgroup.com
- Faculty of Pre Hospital Care The Royal College of Surgeons of Edinburgh: www.fphc.co.uk
- Health & Safety Executive (HSE): www.hse.gov.uk
- Resuscitation Council (UK): www.resus.org.uk



Appendix 1 – Qualification unit

The QA Level 3 Award in Basic Trauma and Casualty Care (BTACC) (RQF) has 1 unit (Basic Trauma and Casualty Care) made up of 2 components that Learners are required to complete in order to achieve the qualification:

- Basic Trauma and Casualty Care
- Providing Basic Life Support and Casualty Care

Title:	Basic Trauma and Casualty Care
GLH:	10
Level:	3
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
1. Be able to safely approach, assess and make a scene safe	1.1 Demonstrate safe approach to a scene 1.2 Perform a scene assessment 1.3 Select and use appropriate personal protective equipment 1.4 Make a scene safe 1.5 Assess mechanism of injury 1.6 Apply appropriate infection prevention and control techniques
2. Be able to assess and manage life threatening or life changing injuries	2.1 Assess a casualty's level of consciousness 2.2 Explain potential and actual time critical features of trauma 2.3 Recognise features of injuries 2.4 Apply MARCH mnemonic to assess a casualty: <ul style="list-style-type: none"> • Time critical injuries • Potentially life changing injuries 2.5 Demonstrate management of a casualty with: <ul style="list-style-type: none"> • Time critical injuries • Potentially life changing injuries 2.6 Perform a casualty handover 2.7 Classify casualties with actual or potential time critical injuries
3. Be able to assess and manage massive haemorrhage	3.1 Recognise massive haemorrhage 3.2 Assess the point of bleeding 3.3 Communicate with the casualty 3.4 Implement step wise approach 3.5 Apply bleeding control techniques including: <ul style="list-style-type: none"> • Direct pressure • Tourniquet application • Wound packing
4. Be able to assess and manage a casualty's airway	4.1 Identify when the airway is at risk 4.2 Assess a casualty's airway 4.3 Demonstrate airway management techniques including: <ul style="list-style-type: none"> • Manual manoeuvres • Recovery position • Manual suction 4.4 Demonstrate how to select, size and insert an: <ul style="list-style-type: none"> • Oropharyngeal airway adjunct • Nasopharyngeal airway adjunct 4.5 Demonstrate bag-valve-mask ventilation



<p>5. Be able to assess and treat chest injuries</p>	<p>5.1 Explain the pathophysiology of chest injuries</p> <p>5.2 Apply R U IN SHAPE mnemonic to assessing a casualty</p> <p>5.3 Demonstrate the management of:</p> <ul style="list-style-type: none"> • Rib and chest wall injuries • Penetrating chest injuries <p>5.4 Manage deviation from 'normal' physiological parameters</p>
<p>6. Be able to assess and manage potential compromised circulation</p>	<p>6.1 Explain how coagulopathy and hypothermia influences casualty care</p> <p>6.2 Recognise hypovolaemic shock</p> <p>6.3 Identify where blood can be lost internally</p> <p>6.4 Assess a casualty's pulse and capillary refill time</p> <p>6.5 Manage deviation from 'normal' physiological parameters</p>
<p>7. Be able to provide casualty care to someone with potential spinal injuries</p>	<p>7.1 Explain the trauma risk factors to the neck</p> <p>7.2 Explain the need to:</p> <ul style="list-style-type: none"> • Estimate kinematics • Read the scene <p>7.3 Apply 3-point spine immobilisation</p> <p>7.4 Demonstrate helmet removal with continual airway assessment</p> <p>7.5 Demonstrate correct sizing and application of immobilisation devices</p> <p>7.6 Demonstrate safe use of a spinal immobilisation device</p>
<p>Other information</p>	<p>LO1</p> <p>Safe approach</p> <p>Should include:</p> <ul style="list-style-type: none"> • An appreciation of risks associated with the environment • Assesses level of risk including: <ul style="list-style-type: none"> - Nature of work - Personal protective equipment (PPE) - Standard operating procedures • Identifies potential hazards at the scene <p>(this list is not exhaustive)</p> <p>LO2</p> <p>Potential and actual</p> <p>Must include:</p> <ul style="list-style-type: none"> • Injuries • Location • Far from help • Physiological status (elderly, paediatrics, pregnant, existing disease/disorder) <p>Injuries</p> <p>Must include:</p> <ul style="list-style-type: none"> • Intracranial pressure (ICP) • Spinal injuries • Fractures • Blast injuries • Abdominal injuries • Burns • Hypothermia • Crush injuries



Other information

MARCH

Must include:

- Major Haemorrhage
- Airway management (including choking)
- Respiration – assessment and management
- Circulation – assessment and management, pelvic and femur
- Head injury – TBI, Spinal and Limbs

Management

Must include:

- Infection prevention and control measures
- Maintaining consent
- Communicating information and reassurance
- Continual assessment
- Optimum casualty position

LO3

Direct pressure

Must include:

- Fully exposes bleeding point
- Applies firm and focusses direct pressure with finger/thumb/fist
- Applies dressing if immediately available
- Applies second dressing over first

(this list is not exhaustive)

Tourniquet application

Must include:

- Applies tourniquet as distally as possible, 3-4 cm above the wound
- Pulls hand tight and secures with buckle
- Uses windlass to apply tension
- Continues applying tension until all bleeding has stopped
- Secures windlass
- Records application and application time

(this list is not exhaustive)

LO4 Manual suction

Must include:

- Positions patient to allow postural drainage
- Dons PPE
- Assembles equipment correctly
- Places suction catheter into mouth under direct supervision
- Suctions whilst catheter is withdrawn

(this list is not exhaustive)



Other information	
	<p>LO5</p> <p>R U IN SHAPE</p> <p>Must include:</p> <ul style="list-style-type: none">• Respiratory rate• Unequal movements• Injuries• Search• Hands on• Auscultate• Percuss• Everywhere <p>Chest injuries</p> <p>Must include:</p> <ul style="list-style-type: none">• Collapsed lung• Tension pneumothorax <p>(this list is not exhaustive)</p> <p>LO7</p> <p>Immobilisation devices</p> <p>Must include:</p> <ul style="list-style-type: none">• Cervical collars• Pelvic splints <p>(this list is not exhaustive)</p> <p>Spinal immobilisation device</p> <p>Must include scoop stretcher</p>



Component 2 Providing Basic Life Support and Casualty Care

Title:	Providing Basic Life Support and Casualty Care
GLH:	5
Level:	3
Learning outcomes The Learner will:	Assessment criteria The Learner can:
1. Be able to assess and manage cardiac arrest	1.1 Identify the definition of a cardiac arrest 1.2 Identify potential causes of cardiac arrest 1.3 Justify when to commence basic life support 1.4 Demonstrate basic life support on an adult 1.5 Demonstrate return of spontaneous circulation procedures 1.6 Perform a casualty handover
2. Be able to assess and manage a choking casualty	2.1 Identify when choking is: <ul style="list-style-type: none"> • Mild • Severe 2.2 Administer emergency care to a casualty who is choking
3. Be able to administer emergency oxygen	3.1 Identify the health and safety principles when using oxygen 3.2 Identify the cautions and contra-indications of administering oxygen 3.3 Demonstrate how to safely administer emergency oxygen
4. Know how to assess and manage suspected major illness	4.1 Identify recognition features that may indicate major illness 4.3 Summarise contributory factors associated with unconsciousness 4.6 Explain how to manage major illness
Other information	<p>LO1</p> <p>Definition of cardiac arrest occurs when the heart suddenly stops pumping blood around the body, often because of a problem with the electrical signals to the heart muscle. Someone who is having a cardiac arrest will suddenly collapse and will stop breathing. (British Heart Foundation)</p> <p>Causes of a cardiac arrest</p> <p>Should include:</p> <ul style="list-style-type: none"> • Trauma • Heart related diseases and conditions • Multi organ dysfunction <p>(this list is not exhaustive)</p> <p>When to commence basic life support</p> <p>Must include recognition of agonal gasps</p> <p>Basic Life Support</p> <p>Must include:</p> <ul style="list-style-type: none"> • Shows awareness agonal gasps and • Hands only CPR method • Safe use of an automated external defibrillator • Use of bag-valve-mask and oxygen • Minimal interruption to CPR • Pit crew resuscitation model <p>(this list is not exhaustive)</p>



Other information	<p>LO4</p> <p>Major illness</p> <p>Should include:</p> <ul style="list-style-type: none">• Allergic reaction/anaphylaxis• Asthma• Chronic Obstructive Pulmonary Disease• Diabetic hypoglycaemia• Heart attack and angina• Stroke• Seizure <p>(this list is not exhaustive)</p> <p>Contributory factors</p> <p>Must include:</p> <ul style="list-style-type: none">• Existing medical conditions• Undiagnosed illness/disease/disorder• Substance abuse <p>(this list is not exhaustive)</p>
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Appendix 2 – 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		√
Other Acceptable Qualifications		
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		√
Conduct the Assessment Process SCQF Level 7 ((SQA Unit)		√
A2 (D32) – Assess candidates’ performance through observation		√

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



Appendix 3 – Qualifications suitable for internal quality assurance

Internal Quality Assurers (IQAs) must 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 or RQF)

Level 4 Award in Understanding 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 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.

Note: If relevant qualifications or experience do not appear on this list, please provide us with details as these alternatives could be acceptable. Other equivalent qualifications must be submitted to Qualsafe Awards with detailed evidence of course/qualification content, learning outcomes and assessment criteria.



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