



QA Level 3 Award for
**Community First
Responders (RQF)**

Qualification Specification

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Key qualification information

Qualification number:	603/6600/X
Operational start date:	8 Sept 2020
Number of units:	1 mandatory unit
Guided Learning Hours (GLH):	8 hours
Total Qualification Time (TQT):	13 hours
Credit value:	1
Assessment methods:	<ul style="list-style-type: none">• Theory assessment 1 multiple choice question paper: 1 x 15 question paper (minimum score 11)• Practical assessment/skills test - 7 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; Mental Health; Licensing; 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 such as mental health, 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:

- For people who will respond to emergency or life-threatening incidents
- For Community First Responders

This QA qualification has been developed to prepare Learners to become Community First Responders. It has been designed to give Learners a basic level of prehospital care knowledge and clinical practice to deal with life-threatening emergencies such as cardiac arrest.

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 specification provides information for Centres about the delivery of QA Level 3 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 emergency care at life-threatening incidents prior to the arrival of further medical assistance. Learners will gain the necessary skills associated with the role of a community first responder.

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 the governance of community first responders.

Intended audience

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



Structure

This qualification comprises 1 mandatory unit with a Total Qualification Time (TQT) of 13 hours. Full details of this unit 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 6 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 8 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, which for this qualification is 5 hours

Other units

No other units can be combined to count towards the QA Level 3 Award for Community First Responders (RQF).

Relationship with other related qualifications

The QA Level 3 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 any learning undertaken and/or attained by a Learner. The Learner must prove they have met some or all the learning outcomes and/or assessment criteria for this qualification before RPL can be considered.

Any evidence submitted as RPL must be valid, authentic, reliable, current, sufficient and specific.

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

RPL is considered for the QA Level 3 Award for Community First Responders (RQF) with the following potential outcomes:

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

Learners who are qualified First Responders/Casualty Carers from the emergency services (police, fire and rescue, search and rescue) and armed forces personnel may be entitled to claim RPL. This may result in a reduction or exemption of the GLH for the component or exemption of some assessments for the component. The Learner must prove they have met some or all the learning outcomes and/or assessment criteria for this qualification before RPL can be considered.

RPL for this qualification **must** be approved by QA prior to implementation. **Note:** Charges may apply.

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 2 Award in Principles of Community First Response (RQF) qualification (including pre-kit familiarisation).



To generate evidence of community first response to complete this qualification, Learners must have access to a minimum of 12 hours mentored practice.

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 3 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 Qualsafe First Response Emergency Care (Level 3 RQF), which will provide Learners 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 as 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 must 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 8 hours (1 day) excluding breaks.

Note: Requalification requires successful completion of the original qualification.

Qualification approval requirements

Qualsafe Awards requires the Centre:

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

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

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

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

Trainers/Assessor

People delivering and assessing this qualification must:

- Have occupational knowledge and competency in prehospital care as shown in *Appendix 2* **and**
- Have an acceptable training qualification as shown in *Appendix 3* **and**
- Hold or be working towards an acceptable assessing qualification as shown in *Appendix 3*

Trainers are expected to keep up to date with the subject area and provide evidence of continuing professional development (CPD).



Internal Quality Assurers

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

1. A relevant vocational qualification and/or experience as shown in *Appendix 2*
2. The IQA:
 - Holds or is working towards a regulated internal quality assurance qualification as shown in *Appendix 4* **or**
 - Has attended relevant Internal Quality Assurance CPD training with AO as shown in *Appendix 4*

IQAs are expected to keep up to date with the subject area and provide evidence of CPD.

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:
Immediate life support equipment	Immediate/Advanced 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. Or CPR Adult manikins, minimum of 1 adult manikin to every 4 Learners and Airway manikins (must be suitable to demonstrate airway manoeuvres and accept oropharyngeal, nasopharyngeal and supraglottic airways). 1 manikin to every 4 Learners. Also <ul style="list-style-type: none"> • Full set of OPA (sizes 00 to 4). Full set of NPA (sizes 6 to 8) and/or • Supraglottic airway devices for example i-gel or Laryngeal mask (LMA) • Suction devices, minimum of 1 suction device to every 4 Learners • AED or defibrillator trainers, minimum 1 AED trainer to every 4 Learners/sufficient pads • Oxygen cylinder with the relevant equipment for use • Bag-valve-mask • Adult non-rebreather mask • Nasal cannulae • SpO₂ monitor



Physiological observations equipment	<p>Various monitoring and assessment equipment, including:</p> <ul style="list-style-type: none"> • Manual sphygmomanometer and stethoscopes or • Electronic blood pressure monitor • Pulse oximeter • Thermometer and consumables • Blood glucose monitor and consumables • Peak flow meter and consumables (optional)
Trauma consumables	<p>A variety of manufactured tourniquets and haemostatic agents.</p> <p>Sufficient trauma and first aid bandages: various sizes and types.</p> <p>A variety of blankets: various sizes and types, including cellular and foil.</p>
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.

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

Course/Centre administration

Registering Learners

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

Certification

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

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

The Learner receives a certificate on achieving this qualification.

The certificate date is the date the Learner achieves the unit. This qualification is valid for 3 years.

The Learner needs to undertake annual refresher training and retake the qualification before the certificate expiry date to remain qualified. Quallsafe 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.

QA have developed a verification tool that means the validity of every certificate can be verified online. This verification tool can be found on the QA website.



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

Learner pre-reading

The Learner will be expected to spend 5 hours of pre-reading on the following subjects prior to the start of the course:

- Anaphylaxis
- Heart attack
- Asthma
- Seizures
- Stroke
- Diabetic Hypoglycaemia
- Angina
- COPD
- Sepsis
- Hyperventilation

Qualsafe Awards provides Centres with a complimentary course programme and detailed lesson plans, which are carefully designed to meet the objective of this qualification and the needs of Learners, making sure Learners are adequately prepared for the assessments

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

- Include a course timetable and detailed lesson plans, clearly showing the required subjects and criteria/ learning outcomes are covered and the minimum 8 GLH are met
- Be designed to meet the objective of this qualification and the needs of Learners, making sure Learners are adequately prepared for the assessments
- Be emailed to: info@qualsafeawards.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 the two following textbooks

- *First Responder Care Essentials* by Richard Pilbery and Kris Lethbridge
- *Ambulance Care Practice* by Richard Pilbery and Kris Lethbridge

We would also recommend further reading in the areas of first aid such as:

- *First Aid Made Easy* by Nigel Barraclough

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



Ongoing support

Qualsafe 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 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 for Community First Responders (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 externally set, internally marked assessment tools to make sure Learners are assessed against the required knowledge, skills and understanding, as detailed in the learning outcomes and assessment criteria shown in *Appendix 1*. Centres should download all assessment papers from the Customer Portal in advance of the course. There are:

- Practical assessments – 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 for Community First Responders (RQF)*. There are 7 practical assessments/skills tests for this qualification:
 - Catastrophic bleeding (CFR) practical assessment
 - Wounds bleeding and shock (CFR) practical assessment
 - Medical emergencies (CFR) skills test paper
 - Primary survey (unresponsive patient) and secondary survey (CFR) practical assessment
 - Secondary survey (responsive patient) (CFR) practical assessment
 - Airway management (CFR) skills test paper
 - Administering emergency medical gases (CFR) practical assessment
- Theory assessment/multiple choice question paper
 - Maximum time allowed is 25 minutes
 - Minimum mark is 11 out of 15 to be considered for an overall 'Pass'

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 along with 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 the 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 this qualification the Learner must be assessed performing practical tasks such as airway management, as per *QA Guide to Assessing QA Level 3 Award for Community First Responders (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 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 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 of the qualification. This standardisation of assessment across Learners and Trainers is to make sure there is fairness and consistency in assessment practices. Further details can be found in the *QA Centre Quality Assurance Guidance*.

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.

QA employs a risk-based model to decide the frequency of external quality assurance activity.

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: 0330 660 0899

Useful addresses and websites

- Qualsafe Awards, City View, 3 Wapping Road, Bradford, BD3 0ED
www.qualsafeawards.org/home
- Office of Qualifications and Examinations Regulation (Ofqual):
www.gov.uk/government/organisations/ofqual
- Scottish Qualifications Authority (SQA) Accreditation: <http://accreditation.sqa.org.uk>
- Qualifications Wales: www.qualificationswales.org
- Faculty of Pre Hospital Care The Royal College of Surgeons of Edinburgh: www.fphc.co.uk
- Skills for Health: www.skillsforhealth.org.uk
- Resuscitation Council (UK): www.resus.org.uk
- Lincolnshire Integrated Voluntary Emergency Service (LIVES): www.lives.org.uk

Appendix 1 – Qualification unit

The QA Level 3 Award for Community First Responders (RQF) has 1 unit that Learners are required to complete in order to achieve the qualification.

Title:	Responding to major illness and injury	
GLH:	8	
Level:	3	
Learning outcomes The Learner will:	Assessment criteria The Learner can:	Indicative content
1. Know how to identify recognition features of major illnesses	1.1 Identify recognition features of major illnesses <ul style="list-style-type: none"> • Asthma • Heart Attack • Angina • COPD • Anaphylaxis • Sepsis • Diabetic Hypoglycaemia • Hyperventilation • Stroke • Seizures 	Should include: <ul style="list-style-type: none"> • Asthma: Pale, cold and clammy skin with cyanosis and increased respirations Difficulty breathing, wheezing, use of accessory muscles and exhaustion. • Heart attack / angina: Acute chest pain, maybe brought on by exercise or at rest, possibly radiating into the arm/s, neck and /or jaw with nausea, excessive sweating, pale and clammy skin, shortness of breath and fear of impending doom. • COPD: Rapid breathing, shortness of breath, with increased wheeze, purse-lip breathing, increased fatigue, acute confusion. • Anaphylaxis: Rapid onset, swelling of tongue, lips, or throat, wheezing and difficulty with breathing, tight chest, dizziness, feeling faint rapid pulse rate and rash maybe present. • Sepsis: Recognition of red flag sepsis, including pulse and respiration rates and general impression. • Hypoglycaemia: Weakness, dizziness, confusion, memory loss, uncooperative and uncharacteristic behaviour, slurred speech, pale cold and clammy, rapid breathing and pulse rate. • Hyperventilation: Unnaturally deep, fast breathing, dizziness, feeling tight chested, cramps in hands and feet, flushed skin, pins and needles in the arms and hands Sudden weakness/paralysis/abnormal sensation • Stroke: Sudden weakness, dizziness, confusion, memory loss, lack of coordination, slurred speech, bizarre, uncharacteristic, uncooperative, possibly violent behaviour and rapid deterioration to unresponsive • Seizures: Post seizure management including <C>ABCDE.
2. Be able to provide emergency care to patients with suspected major illnesses	2.1 Perform a patient assessment	Should include undertaking primary and secondary surveys including obtaining physiological measurements and assessing a patient's level of consciousness using the AVPU method. Undertaking DR<C>ABCDE approach to assessment including baseline observations. Primary survey should include prioritised assessment (<C>ABCDE) identifying life-threatening and actual or potential time critical features using the National Early Warning Score (NEWS2). Secondary survey should include reassessment of interventions carried out during the primary survey and a prioritised assessment identifying further ABCDE problems including history taking (SAMPLE history) and a top to toe assessment.

	<p>2.2 Demonstrate how to administer emergency care to a patient with a suspected major illness</p>	<p>Should include the following conditions:</p> <ul style="list-style-type: none"> • Anaphylaxis • Asthma, COPD and hyperventilation • Angina and heart attack/myocardial infarction • Diabetic hypoglycaemia • Stroke • Sepsis • Seizures <p>Must cover:</p> <ul style="list-style-type: none"> • Infection, prevention and control measures • Optimum patient position • Managing <C>ABC problems • Gaining and maintaining consent • Continual assessment • Calling for clinical support • Communicating information and reassurance • Patient hand over to a healthcare professional
<p>3. Know how to provide emergency care to patients with suspected major illnesses</p>	<p>3.1 Identify how to administer emergency care to a patient with a suspected major illness</p>	<p>Should include:</p> <ul style="list-style-type: none"> • Asthma • Heart attack • Angina • Chronic obstructive pulmonary disease (COPD) • Anaphylaxis • Sepsis and the NEWS2 score • Diabetic hypoglycaemia • Hyperventilation • Stroke • Seizures
<p>4. Be able to administer emergency care to a patient who is bleeding and in shock</p>	<p>4.1 Identify types of bleeding</p>	<p>Should include:</p> <ul style="list-style-type: none"> • Capillary • Venous • Arterial • Internal and external bleeding

	4.2 Recognise catastrophic bleeding	Should include: <ul style="list-style-type: none"> • Early identification <C>ABC • General impression • Recognition features of severe blood loss • Pale, cold and clammy skin • Rapid breathing • Weak rapid pulse • Altered levels of consciousness • Obvious injury or bleed site
	4.3 Demonstrate management of external bleeding	Should include: <ul style="list-style-type: none"> • Locate the point of bleeding • Direct pressure • Wound packing • Haemostatic agents • Tourniquets
	4.4 Identify recognition features of shock	Should include: <ul style="list-style-type: none"> • Pale skin • Peripheries cool to touch • Anxiety and abnormal behaviour • Increased heart and respiratory rate • Decreased levels of consciousness
5. Be able to manage a patient's airway using adjuncts	5.1 Demonstrate dynamic airway assessment	Should be safe, prompt, effective and in line with current Resuscitation Council (UK).
	5.2 Demonstrate how to clear the airway using suctioning equipment	Should include: <ul style="list-style-type: none"> • Clearing compromised airway manual and mechanical techniques • Suction catheters – wide bore rigid catheter and smaller flexible catheter. Single use only.
	5.3 State contraindication for using suctioning equipment	Should include: Patient who can maintain and clear their own airway
	5.4 Demonstrate how to size, select, insert an airway adjunct	May include: <ul style="list-style-type: none"> • Oropharyngeal airway • Supraglottic airway (i-gel) • Nasopharyngeal airway • Follow organisational guidelines
	5.5 Demonstrate safe use of Bag-Valve-Mask	Should be in line with British Thoracic Society and Resuscitation Council U.K. guidelines. Example: demonstrate the correct Bag-Valve-Mask Grip on a manikin.

6. Be able to administer emergency oxygen	6.1 State indications for emergency oxygen therapy within agreed ways of working	Should be in line with British Thoracic Society and Resuscitation Council U.K. guidelines. Example: discuss with trainer when you would administer emergency oxygen to a patient.
	6.2 Outline health and safety principles for use of oxygen	Should include: <ul style="list-style-type: none"> • Check the cylinder is clean, free from damage and in date • Keep the cylinder free from alcohol gel, oil or grease • Keep away from naked flames, combustible materials and sources of ignition
	6.3 Carry out operational checks on community first response equipment within agreed ways of working	Should include: <ul style="list-style-type: none"> • Equipment check at beginning of responder shift, covering organisational policy
	6.4 Demonstrate how to administer emergency oxygen	Should include using a variety of oxygen adjuncts (B-V-M, non-rebreather mask, nasal cannula and multi-flow mask) and achieving patient's 'target saturations' depending on their predisposed condition and underlying health status.

Note: Full and detailed qualification content is available to approved Centres in the form of lesson plans which are provided free of charge.

Appendix 2 – Occupational knowledge and competence in prehospital care

All Trainers, Assessors and IQAs must:

- Have occupational knowledge and competence in prehospital care. Acceptable evidence includes:
 - Current registration as a Doctor with the General Medical Council (GMC) **or**
 - Current registration as a Nurse with the Nursing and Midwifery Council (NMC) **or**
 - Current registration as a Paramedic with the Health and Care Professions Council (HCPC) **or**
 - QA Level 5 Diploma in First Response Emergency and Urgent Care (RQF) **or**
 - Diploma for Associate Ambulance Practitioner (QCF/RQF) **or**
 - IHCD/Edexcel/Pearson BTEC Level 3 in Ambulance Aid **or**
 - QA Level 4 Certificate in First Response Emergency Care (QCF/RQF) **or**
 - *Equivalent prehospital care qualification

and

- Provide a personal statement which includes a description of their current role including the work setting, verifiable information about their current practice which highlights their prehospital care and training experience and an up-to-date portfolio showing at least 150hrs of prehospital emergency care practice during the last 2 years. This may be verified at point of review by a member of QA Quality Assurance team

*Other equivalent qualifications must be submitted to Qualsafe 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 or RQF)	√	√
Level 4 Certificate in Education and Training (QCF or RQF)	√	√
Level 5 Diploma in Education and Training (QCF or RQF)	√	√
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 or RQF)		√
Level 3 Award in Assessing Vocationally Related Achievement (QCF or RQF)		√
Level 3 Award in Understanding the Principles and Practices of Assessment (QCF or RQF)		√
Level 3 Certificate in Assessing Vocational Achievement (QCF or RQF)		√



Appendix 4 – 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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