



QA Level 5 Diploma in
**First Response
Emergency and
Urgent Care (RQF)**

Qualification Specification

Contents

Qalsafe Awards	3	Assessment	12
Qualification overview	3	Overview.....	12
Objective.....	3	Methods.....	12
Intended audience.....	3	Access to assessment.....	13
Structure.....	4	Specific equality issues relevant to this qualification...13	
Other units.....	4	Informal record of achievement.....	13
Relationship with other related qualifications.....	4	Quality assurance	14
Recognition of Prior Learning.....	4	Centre internal quality assurance.....	14
Entry requirements.....	4	Qalsafe Awards external quality assurance.....	14
Progression.....	5	Further information	14
Requalification requirements.....	5	Contact us.....	14
Qualification approval requirements	5	Useful addresses and websites.....	14
Course approval requirements	6	Appendix 1 – Qualification unit	15
Trainer.....	6	Qualification unit 1.....	15
Assessors.....	6	Qualification unit 2.....	17
Mentors.....	6	Qualification unit 3.....	19
Internal Quality Assurers.....	7	Qualification unit 4.....	20
Venue and equipment.....	7	Appendix 2 – Occupational knowledge and competence in prehospital care	22
Course/Centre administration	10	Appendix 3 – Acceptable training/ assessing qualifications	22
Registering Learners.....	10	Appendix 4 – Qualifications suitable for internal quality assurance	23
Certification.....	11	Appendix 5 – Placement guide	24
Delivery and support	11		
Learner to Trainer ratio.....	11		
Delivery plan.....	11		
Learning materials.....	11		
Ongoing support.....	12		

Key qualification information

Qualification number:	601/8635/5
Operational start date:	1 April 2016
Guided learning hours (GLH):	854
Total Qualification Time (TQT):	1040
Credit:	104
Number of units:	4
Assessment methods:	<ul style="list-style-type: none">• Theory assessment/Short answer questions:<ul style="list-style-type: none">- 4 End of module invigilated assessment papers- 3 Learner workbooks• Practical assessment/Skills tests – 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; Mental Health; Licensing; Health and Safety; Food Safety; Fire Safety; Education and Training; Manual Handling; and Health and Social Care.

With a specialist team of subject matter experts on hand to support our Centres, including A&E Consultants, doctors, paramedics, nurses, physiotherapists and specialists in the other sectors, you can be confident that you are truly working with the industry experts.

Qualification overview

This qualification forms part of the QA Prehospital Care suite of qualifications. The qualification and learning outcomes are based on the recommendations of:

- Resuscitation Council (UK)
- Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence
- QA Assessment and Quality Assurance Principles for Vocational Qualifications
- The Royal College of Surgeons of Edinburgh – Faculty of Pre-Hospital Care (FPHC)

This QA qualification is:

- For people who work or hope to work as emergency care providers in various healthcare settings who would be expected to assess patients using a variety of methods and be able to provide a treatment plan
- Based on clinical skills and competencies at Level F of the prehospital provider competencies FPHC Pre-Hospital Emergency Medicine (PHEM) Skills Framework

This qualification should give Learners a comprehensive knowledge of prehospital care and clinical practice to deal with a range of prehospital care situations.

This qualification specification provides information for Centres about the delivery of the QA Level 5 Diploma in First Response Emergency and Urgent Care (RQF) and includes the unit information, assessment methods and quality assurance arrangements.

Objective

The objective of the qualification is to benefit Learners by enabling them to attain the knowledge, skills and practical competencies needed to deal with a wide range of prehospital emergency and urgent situations. The qualification is designed to act as proof the Learner has undergone a programme of learning and assessment to demonstrate competency in the area of prehospital care.

Intended audience

This qualification is for people who have a specific responsibility at work, or in voluntary and community activities, to provide prehospital care to patients requiring emergency and urgent care/treatment.

Structure

This qualification contains 4 mandatory units with a Total Qualification Time (TQT) of 1040 hours. Full details of these units are in *Appendix 1*.

Learners must complete all assessments in all the units successfully within the registration period to achieve the qualification. The maximum period to achieve this qualification, including any referrals is 104 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 2 elements:

- Guided Learning Hours (GLH) – GLH is the time a Learner is being taught and assessed under the immediate guidance of a Trainer/Assessor and Mentor, which for this qualification is 854 GLH, and
- The number of hours a Learner will reasonably be likely to spend in preparation, study, including Learner workbook completion, as directed by but not under the immediate guidance or supervision of a Trainer, which for this qualification is 186 hours

The credit value for this qualification is 104 credits. 1 credit is equivalent to 10 hours TQT, as the TQT for this qualification is 1040 the value is rounded to 104 credits.

Other units

No other units can be combined to count towards the QA Level 5 Diploma in First Response Emergency and Urgent Care (RQF) qualification.

Relationship with other related qualifications

The QA Level 5 Diploma in First Response Emergency and Urgent Care (RQF) may be transferred to other high level clinical qualifications under Recognition of Prior Learning (RPL) and count towards achievement of such qualifications providing it is achieved within its registration period.

Recognition of Prior Learning

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 this qualification with the potential outcome of a reduction or exemption of learning outcomes or a reduction of GLH for the units.

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 4 Certificate in First Response Emergency Care (QCF/RQF) (L4 FREC) qualification or a QA recognised equivalent before they can register on to this qualification. Equivalent qualifications must be mapped to the L4 FREC learning outcomes and assessment criteria and submitted to QA prior for approval.

Learners must have access to, and be able to evidence, 750hrs worth of clinical practice. Full details of which can be found in *Appendix 5 Placement guide*.

There are no other formal entry requirements but to benefit from the learning we advise that Learners have a minimum of Level 3 in literacy and numeracy or equivalent and occupational competence in manual and patient handling.

Progression

The QA Level 5 Diploma in First Response Emergency and Urgent Care (RQF) qualification may:

- Be used towards other clinical qualifications at the same and higher levels
- Aid career progression in a relevant profession such as a non-registered health care professional
- Be used as a springboard to becoming a paramedic. It may also provide a stepping-stone into specialist medical roles within the military, police and fire services

Requalification requirements

Once achieved this qualification is valid while the Learner maintains a CPD portfolio and holds a valid Immediate Life Support qualification.

Qualification approval requirements

Qualsafe Awards requires the Centre:

- To have appropriate policies, systems and procedures in place
- To appoint suitable individuals from their personnel team to train, assess and quality assure their QA qualifications
- To have suitable and adequate venues, equipment and learning resources
- To have approved course materials including scheme of work, lesson plans and PowerPoint (this approval will be given in writing by QA)

Centres are required to request approval to run a course, prior to delivery. Upon which Centres be able to demonstrate they have suitable practice placement arrangements in place for each Learner attending/working towards the qualification.

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 Mentor (for a maximum of 4 Learners)	Responsible for supporting Learners and providing evidence towards the assessment process as well as confirming the Learner has completed 750hrs worth of clinical practice
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.

Course approval requirements

Once a Centre has gained qualification approval status they **must** seek course approval for **every** course they intend to deliver thereafter.

Qualsafe Awards requires the Centre:

- To submit a course notification form 20 working days (minimum) prior to the course start date
- To provide evidence they have suitable practice placements in place for each Learner working towards the qualification. This is likely to be in the form of a written agreement between the Centre and the practice placement provider

Trainer

All Trainers should have the skills, knowledge and experience to be able to teach and demonstrate the subject. Each Trainer must be approved by Qualsafe Awards and provide evidence of:

1. A relevant vocational qualification and competence in prehospital care (as shown in *Appendix 2*)
2. A formal teaching/training 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.

Assessors

All Assessors should have the skills, knowledge and experience to be able to assess the subject. Each Assessor must be approved by Qualsafe Awards and provide evidence of holding:

1. A relevant vocational qualification and/or experience (as shown in *Appendix 2*) **and**
2. A formal (regulated) workplace specific assessing qualification (as shown in *Appendix 3*)

There is no requirement for a separate Assessor when delivering this qualification. Trainers can perform the role of both Trainer and Assessor providing they meet the requirements for each role.

Assessors are expected to keep up to date with the subject area and provide evidence of continuing professional development.

Mentors

All Mentors should have the skills, knowledge and experience to be able to mentor the subject. Each Mentor must be approved by the Qualsafe Awards Centre and provide evidence to them. 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) and have suitable pre-hospital care experience **or**
- Current registration as a Paramedic with the Health and Care Professions Council (HCPC) **or**
- IHCD Ambulance Aid (Technician) **or**
- QA Level 5 Diploma in First Response Emergency and Urgent Care (RQF) **or**
- Level 4 Diploma for Associate Ambulance Practitioners (QCF/RQF) **or**
- Equivalent

and

- Have attended a QA Level 5 Diploma in First Response Emergency and Urgent Care (RQF) specific induction

and

- Be an appropriately qualified/experienced mentor

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 evidence of holding:

1. A relevant vocational qualification and competence in prehospital care (as shown in *Appendix 2*) **and**
2. A formal (regulated) workplace specific quality assurance qualification (as shown in *Appendix 4*)

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

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:
CPR Adult manikins	A minimum of 1 adult manikin to every 4 Learners (as per the European Resuscitation Council guidelines).
CPR Child manikins	A minimum of 1 child manikin to every 4 Learners (as per the European Resuscitation Council guidelines).
CPR Infant manikins	A minimum of 1 infant manikin to every 4 Learners (as per the European Resuscitation Council guidelines).
Choking trainer	A manikin or vest that Learners can use to demonstrate treatment of choking.
Airway manikin	The manikin must be suitable to demonstrate the airway manoeuvres and accept oropharyngeal, nasopharyngeal and supra-glottic airways. 1 manikin to every 4 Learners.
AED trainers	At least 1 AED trainer to every 4 Learners. If fewer AED trainers are provided, adjust learning hours/ lesson plans accordingly to make sure Learners are not disadvantaged.
Suction devices	A minimum of 1 suction device to every 4 Learners.
Dressings/bandages	Sufficient trauma bandages: various sizes and types. A variety of tourniquets and haemostatic agents for management of catastrophic bleeding.
Airways	A selection of Airways to suit the Learners various skills sets a full set of: <ul style="list-style-type: none"> • OPA (sizes 00 to 4) • NPA (sizes 6 to 8) • i-gel's • Laryngeal mask airways

Burn dressings	Sufficient burn dressings.
Adrenaline auto-injector	A minimum of 1 adrenaline auto-injector to every 4 Learners.
Reliever inhaler	A minimum of 1 reliever inhaler to every 4 Learners.
Spacer device	A minimum of 1 spacer device to every 4 Learners.
Glucose gel	A minimum of 1 glucose gel (sample).
Fracture immobilisation devices	Various types of prehospital immobilisation device: <ul style="list-style-type: none"> • Cervical collar • Pelvic splint • Vacuum splint • Box splint • Traction splint
Extrication devices and spinal immobilisation stretchers	Various types of current prehospital spinal immobilisation device: <ul style="list-style-type: none"> • Long spinal board • Vacuum mattress stretcher • Orthopaedic stretcher • Kendrick extrication device • Vacuum extrication jacket (optional) • Saviour stretcher (optional)
N₂O and oxygen therapy	Oxygen and N ₂ O cylinders with the relevant equipment for use with: <ul style="list-style-type: none"> • Non-re-breather masks • Pocket masks • Adult bag-valve-mask • Paediatric bag-valve-mask (with appropriate mask for the size of the child) • Infant bag-valve-mask • Multi-flow-rate masks (Ventura type or similar) • Simple face mask • Nasal cannulae • Mechanical ventilator • Demand valve, hose and probe • Mouthpieces • Face mask • Bacterial/viral filter
Electrocardiograph (ECG) monitor and manual defibrillator	An ECG monitor and manual defibrillator that is capable of providing 3 and 12 lead ECG traces. The monitor and defibrillator must be suitable for simulation. Razor Sufficient electrodes

<p>Advanced procedures assist equipment</p>	<p>Intravenous (IV) cannulation equipment:</p> <ul style="list-style-type: none"> • Various sizes of cannula • IV dressings • Chloraprep or similar • Sharps container • IV giving sets • IV flushes • Syringes • IV tourniquet • IV training arm <p>Intraosseous (IO) infusion system:</p> <ul style="list-style-type: none"> • Various sizes of intraosseous needles • IO needle securing device or dressing • IO training bone or device <p>Intubation equipment:</p> <ul style="list-style-type: none"> • Laryngoscope (handle and various blades) • Magill forceps • Various sizes of endotracheal tubes • Bougie • Tube holder or securing device • Syringe • End-tidal CO₂ detector or Lifepak 15 or similar <p>Cricothyroidotomy equipment:</p> <ul style="list-style-type: none"> • Cricothyroidotomy kit or alternative <p>Infusion equipment:</p> <ul style="list-style-type: none"> • IV bag (sample)
<p>Administration equipment</p>	<p>Injection administration training equipment:</p> <ul style="list-style-type: none"> • Various ampoules suitable for training • Various sizes of needles (including blunt drawing up needles) • Various sizes of syringes • Injection training pad/device • Gauze • Tape • Sharps bin <p>Lifesaving medications (suitable for training or training versions):</p> <ul style="list-style-type: none"> • Activated charcoal • Adrenaline 1:1000 • Aspirin • Chlorphenamine • Clopidogrel • Dexamethasone • Entonox • Glucagon • Glucogel • Glyceryl trinitrate • Hydrocortisone • Ibuprofen • Ipratropium bromide • Loratadine • Midazolam • Naloxone (Narcan) • Oxygen • Paracetamol • Salbutamol
<p>Monitoring and assessment equipment</p>	<p>Various monitoring and assessment equipment, including:</p> <ul style="list-style-type: none"> • Manual sphygmomanometer • Stethoscopes • Pulse oximeter • Thermometer and consumables • Blood glucose monitor and consumables • Peak flow meter and consumables

Chest seal	<p>A variety of manufactured chest dressings, which may include:</p> <ul style="list-style-type: none"> • Russell chest seal • Foxseal chest seal • SAM® chest seal • Bolin chest seal • Asherman chest seal <p>(this is not an exhaustive list)</p>
Moving and handling equipment	<p>Various types of current prehospital moving and handling equipment:</p> <ul style="list-style-type: none"> • Trolley (ambulance) stretcher • Slide sheet • Transfer board • Carry chair • Moving and handling belt • Turntable • Mangar lifting device (optional) <p>(this is not an exhaustive list)</p>
Obstetrics and gynaecology	<p>Obstetrical manikin Ambulance maternity pack:</p> <ul style="list-style-type: none"> • 1 x Clinical waste bag & 10cm tie (yellow) • 1 x Mayo scissors umbilical straight 10cm (4") • 1 x Mucous extractor with HIV filter • 4 x Umbilical cord clamps • 1 x Hooded cotton baby towel wrap (white) • 1 x Placenta bag • 1 x Maternity pad (unlooped) • 10 x Paper towel dressing (45cm x 45cm) • 1 x Paper sheet crepe white (90cm x 80cm) • 1 x White label (10.2cm x 6cm) • 1 x Disposable towel (50cm x 80cm) • 1 x Plastic apron • 1 x APGAR leaflet <p>(this is not an exhaustive list)</p>

Course/Centre administration

Registering Learners

Once a Centre has gained qualification approval status, they **must** seek approval for **every** course they intend to deliver thereafter.

Qualsafe Awards requires the Centre:

- to pre-register the course on the QA Portal **at least 20 working days** prior to the course start date
- to provide evidence they have suitable practice placements in place for each Learner working towards the qualification. This is likely to be in the form of a written agreement between the Centre and the practice placement provider

Centres not pre-registering courses on the QA Portal with 20 working days' notice will not be able to download assessment paperwork or deliver planned courses.

It should be noted that Centres cannot register courses after the event and must purchase sufficient qualifications from QA in advance to facility pre-course registration. Further guidance can be found on the QA Portal.

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 final unit. This qualification is valid if a Learner maintains a CPD portfolio and attends immediate life support updates to remain qualified.

Qualsafe Awards recommend Learners to complete annual immediate life support or advanced life support training to maintain their 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 less than 4 and 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 theory assessment. Assessment of performance is carried out on a 1:1 basis.

Note: You should never allow more Learners on the course than you can cater for during assessment.

Delivery plan

Centres must create their own delivery plan and have them approved by us before delivering this qualification. The delivery plan and assessment tools should:

- Include a course timetable, clearly showing the required subjects and criteria/learning outcomes are covered and the minimum 104 guided learning hours, 750 clinical placement hours and 86 additional learning hours are all met
- 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:

- *Anatomy and Physiology in Health and Illness, 13th edition* by Ross and Wilson
- *Nancy Caroline's Emergency Care in the Streets, United Kingdom 7th Edition*
- *Professional Practice in Paramedic, Emergency and Urgent Care* by Val Nixon
- *UK Ambulance Services Clinical Practice Guidelines* by JRCALC, AACE and University of Warwick

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

- *Anatomy and Physiology for Healthcare Professionals, 2nd edition* by Moini
- *Assessment Skills for Paramedics*, edited by Blaber and Harris

- *Foundations for paramedic practice: a theoretical perspective: A theoretical perspective* by Blaber
- *Practical Prehospital Care by Greaves*, by Porter and Smith
- *Safe Moving of Objects & People Made Easy* by Shona Eyre
- *The Art of Interpretation 12-Lead ECG, 2nd edition* by Garcia

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, 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 5 Diploma in First Response Emergency and Urgent Care (RQF) skills and knowledge should be taught and assessed in accordance with currently accepted prehospital care practice in the UK.

Methods

Qualsafe Awards has devised assessment tools to make sure Learners gain the required knowledge, skills and understanding, as detailed in the learning outcomes and assessment criteria shown in the *Appendix 1*. Centres should download all assessment papers from the Customer Portal in advance of the course. For each 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 5 Diploma in First Response Emergency and Urgent Care (RQF)*. There are 8 practical assessments/skills tests for this qualification:
 - Trauma assessment and management
 - Chest pain assessment and management
 - Adult resuscitation and post management
 - Medical emergency assessment and management
 - Capnography recognition
 - Newborn cardiopulmonary resuscitation
 - Mother cardiopulmonary resuscitation
 - Obstetrics and gynaecology
- Theory assessments:
 - 3 Learner workbooks
 - 4 End of module invigilated assessment papers
 - 10 Reflective practice logs

Note: To be considered for an overall ‘Pass’ the Learner must complete all assessments

- Practice Assessment Document (750 hours) – Mentors are required to sign-off Learner competence during 750hrs worth of clinical practice. Trainer/Assessors are expected to make a professional judgement as to whether the Learner has achieved all the assessment criteria. For information on clinical placements see the *QA Level 5 Diploma in First Response Emergency and Urgent Care Placement Guide*.

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 practical assessments, to reach this judgement.

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

Access to assessment

Qualsafe Awards is committed to equality and when designing the assessments for this qualification has made sure they are:

- As accessible as reasonably possible
- Able to permit reasonable adjustments to be made, while minimising the need for them

Note: If you have any suggestions for improvements, please let us know.

Centres should make sure all Learners have access to assessment and are given equal opportunities to demonstrate their competence, see *Guide to Assessing QA Level 5 Diploma in First Response Emergency and Urgent Care (RQF)*.

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 it to QA with any relevant supporting evidence. Centres should retain a copy of this form for their own records

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 prehospital care qualifications the Learner must be assessed performing practical tasks such as CPR, as per *Guide to Assessing QA Level 5 Diploma in First Response Emergency and Urgent Care (RQF)*. To pass the assessment, the Learner must demonstrate the required practical skills without assistance from a third party (unless authorised by QA following a reasonable adjustment request).

Informal record of achievement

If a Learner with disabilities cannot perform 1 or more of the practical tasks required, it may be possible for the Centre to provide a letter recording the learning outcomes that the Learner achieved. For example, a Learner may be able to demonstrate '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 5 Diploma in First Response Emergency and Urgent Care (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. 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 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.

Every QA Level 5 Diploma in First Response Emergency and Urgent Care (RQF) maybe subject to an extended External Quality Assurance (EQA) visit. During the EQA visit a representative from the clinical practice placement provider **must** be available.

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
- Health & Safety Executive (HSE): www.hse.gov.uk
- Skills for Health: www.skillsforhealth.org.uk
- Resuscitation Council (UK): www.resus.org.uk

Appendix 1 – Qualification unit

Qualification unit 1

The QA Level 5 Diploma in First Response Emergency and Urgent Care (RQF) has 4 units that Learners are required to complete in order to achieve the qualification.

Title:	Unit 1 Understanding the principles of clinical practice
GLH:	16
Credit:	5
Level:	5
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>
1. Understand the role and responsibilities of a clinician and others providing first response emergency and urgent care	<p>1.1 Summarise key legislation relevant to prehospital care practice</p> <p>1.2 Describe how to maintain professional standards in relation to:</p> <ul style="list-style-type: none"> • self-care • code of ethics • professional development • a safe working environment <p>1.3 Evaluate the positive and negative factors that affect clinical decision making including theories relating to the decision making process for a clinician</p> <p>1.4 Summarise confidentiality in relation to prehospital care practice including:</p> <ul style="list-style-type: none"> • information governance • limitations • sharing information <p>1.5 Explain the benefits of engaging in critical incident debriefing</p> <p>1.6 Describe how critical incident debriefing can impact on future patient safety and management</p> <p>1.7 Summarise the role of other professions in the health and social care sector</p> <p>1.8 Summarise the structure and function of health and social care services</p> <p>1.9 Demonstrate being able to work in partnership with service users and others</p>
2. Be able to communicate with service users and others to determine professional opinion, obtain clinical advice and inform clinical decision making	<p>2.1 Evaluate a range of communication methods to provide service users and others with information</p> <p>2.2 Demonstrate interpersonal skills that encourages active participation from a service user</p> <p>2.3 Describe support for service users that require further assistance</p>
3. Understand how to analyse personal performance and review clinical practice	<p>3.1 Conduct a review of a prehospital care incident</p> <p>3.2 Critically analyse personal performance at a prehospital care incident</p> <p>3.3 Use an established reflective practice model to ascertain how to improve own clinical performance</p>
4. Know how to conduct research relevant to prehospital care practice	<p>4.1 Summarise sources of research accessible to clinicians</p> <p>4.2 Critically compare a range of reading techniques</p> <p>4.3 Carry out research for an aspect of prehospital care practice</p> <p>4.4 Evaluate the feasibility of the research methods used for an aspect of prehospital care practice</p> <p>4.5 Produce a report for an aspect of prehospital care practice</p> <p>4.6 Conclude findings from research carried out for an aspect of prehospital care practice</p>

Other information	
	<p>Key legislation:</p> <ul style="list-style-type: none">• Data Protection Act 1998• Health and Safety at Work Act 1974• Control of Substances Hazardous to Health Regulations 2002• Working at Heights Regulations 2005• Manual Handling Operations Regulations 1992• Mental Capacity Act 2005• Mental Health Act 1983 (2007) <p>(this list is not exhaustive)</p> <p>Theories:</p> <p>May include:</p> <ul style="list-style-type: none">• Normative• Descriptive• Prescriptive <p>Positive and negative factors</p> <p>May include:</p> <ul style="list-style-type: none">• Human factors• Unconscious bias• Adequate levels of knowledge• Behaviour• Fatigue• Social environment• Organisation support <p>(this is not exhaustive)</p> <p>Service users</p> <p>Numerous factors should be included:</p> <ul style="list-style-type: none">• Age• Capacity• Culture• Ethnicity• Gender• Learning ability• Physical ability• Stress and anxiety• Socio-economic status• Spiritual or religious belief <p>(this list is not exhaustive)</p> <p>Others</p> <p>Should include:</p> <ul style="list-style-type: none">• Colleagues• Health and social care professionals• Emergency service personnel• Security personnel <p>(this is not exhaustive)</p>

	<p>Information</p> <p>Should include:</p> <ul style="list-style-type: none"> • Advice • Instruction • Professional opinion • Clinical findings • Clinical decisions <p>(this is not exhaustive)</p>
	<p>LO4 AC4.6 Report</p> <p>This report is to evaluate a Learner’s personal and professional development on completion of clinical practice hours. The report should be concise, written in fluent, accurate English observing the conventions of grammar, punctuation and spelling.</p> <p>A Learner’s report must include the following elements:</p> <ul style="list-style-type: none"> • purpose • methods • conclusions • 1500 words maximum • reference citations • academically reference

Qualification unit 2

Title:	Unit 2 Understanding anatomy, physiology and pathophysiology in clinical practice
GLH:	24
Credit:	5
Level:	5
Learning outcomes The Learner will:	Assessment criteria The Learner can:
<p>1. Understand human anatomy and physiology and the effects diseases and disorders have on the body</p>	<p>1.1 Illustrate the structure of the:</p> <ul style="list-style-type: none"> • digestive system • reproductive system • nervous system • brain • eye • ear <p>1.2 Describe the key functions of the:</p> <ul style="list-style-type: none"> • digestive system • reproductive system • nervous system • brain • eye • ear • urinary system • lymphatic system • skin, hair and nails <p>1.3 Explain the physiology of:</p> <ul style="list-style-type: none"> • hearing • balance • sight • smell • taste <p>1.4 Describe the recognition features for a range of diseases and disorders</p>

<p>2. Know how to assess and manage acute symptoms for a range of conditions</p>	<p>2.1 Assess symptoms for a range of conditions 2.2 Manage symptoms for a range of conditions 2.3 Explain points of referral for patients experiencing acute symptoms 2.4 Describe care pathways for patients experiencing acute symptoms</p>
<p>3. Be able to assess and manage a patient with chest pain</p>	<p>3.1 Assess a patient experiencing chest pain 3.2 Manage a patient experiencing chest pain 3.3 Describe care pathways for patients experiencing chest pain 3.4 Evaluate the recognition features of chest pain to determine a patient's conditions 3.5 Describe the terms atypical and differential diagnosis</p>
<p>4. Know how to recognise and manage life threatening infections</p>	<p>4.1 Compare and contrast the recognition features of meningitis for both adults and children 4.2 Explain the management of meningitis for both adults and children 4.3 Describe the pathophysiology of sepsis 4.4 Describe the recognition features of sepsis 4.5 Explain the management of sepsis</p>
<p>Other information</p>	<p>Diseases, Disorders and Conditions May include:</p> <p>Disorders of the brain:</p> <ul style="list-style-type: none"> • Increased intracranial pressure • Head injuries • Cerebral hypoxia • Stroke • Dementia • Parkinson disease • Effects of poisons on the brain <p>Infections of the central nervous system:</p> <ul style="list-style-type: none"> • Bacterial infections • Viral infections <p>Demyelinating diseases:</p> <ul style="list-style-type: none"> • Multiple sclerosis (MS) • Acute disseminated encephalomyelitis <p>Diseases of the spinal cord:</p> <ul style="list-style-type: none"> • Motor neurones • Mixed motor and sensory conditions <p>Diseases of peripheral nerves:</p> <ul style="list-style-type: none"> • Peripheral neuropathy • Guillain-Barre syndrome • Bell's palsy <p>Developmental abnormalities of the nervous system:</p> <ul style="list-style-type: none"> • Spina bifida • Hydrocephalus <p>Disorders of the ear:</p> <ul style="list-style-type: none"> • Hearing loss • Ear infections • Labyrinthitis • Motion sickness

	<p>Disorders of the eye:</p> <ul style="list-style-type: none"> • Inflammatory conditions • Glaucoma • Strabismus (squint, cross eye) • Presbyopia • Cataract • Retinopathies • Retinal detachment • Retinitis pigmentosa • Refractive errors of the eye • Red eye i.e. conjunctivitis or a burst blood vessel <p>Diseases of the reproductive system</p> <ul style="list-style-type: none"> • Diseases of the female reproductive system <ul style="list-style-type: none"> o Pelvic inflammatory disease (PID) o Disorders of the uterus o Disorders of the uterine tubes and ovaries • Diseases of the male productive system <ul style="list-style-type: none"> o Infections of the penis o Infections of the urethra o Epididymis and testes o Prostate gland
--	---

Qualification unit 3

Title:	Unit 3 Providing emergency and urgent care to patients with specific needs
GLH:	24
Credit:	4
Level:	5
Learning outcomes The Learner will:	Assessment criteria The Learner can:
1. Know how to support labour and childbirth	<ul style="list-style-type: none"> 1.1 Summarise the role of the clinician in supporting labour and childbirth 1.2 Describe the stages of labour 1.3 Explain equipment required for supporting childbirth 1.4 Explain complications during pregnancy 1.5 Describe the management of complications during pregnancy 1.6 Describe how to assess a mother and neonate post birth 1.7 Describe the care required for a mother and neonate post birth
2. Know how to manage complications during childbirth	<ul style="list-style-type: none"> 2.1 Describe complications during childbirth 2.2 Evaluate how to manage complications during childbirth 2.3 Explain why clinical support is required during childbirth complications 2.4 Demonstrate cardiopulmonary resuscitation on a mother 2.5 Demonstrate cardiopulmonary resuscitation on a neonate
3. Know how to support older people and service users with specific needs	<ul style="list-style-type: none"> 3.1 Describe how the ageing process affects the human body 3.2 Summarise health and social care support available to older people 3.3 Describe considerations when assessing and treating an older person 3.4 Assess and treat an older person 3.5 Differentiate between learning disabilities and learning difficulties 3.6 Explain how to support a patient with complex needs

<p>4. Know how to provide end-of-life care</p>	<p>4.1 Summarise key features of current legislation relating to end-of-life care 4.2 Explain legal and ethical responsibilities when involved in end-of-life care 4.3 Describe theoretical models of grief, loss and bereavement 4.4 Explain how human emotions manifest when dealing with end-of-life care 4.5 Describe an end-of-life care pathway 4.6 Describe how external organisations can support end-of-life care 4.7 Explain the importance of communication when dealing with end-of-life care 4.8 Describe the management of palliative care emergencies according to the wishes and preferences of the service user</p>
<p>Other information</p>	<p>Complex needs:</p> <ul style="list-style-type: none"> • Multiple conditions and/or disabilities • Sensory loss • Dementia • Learning disabilities • Learning difficulties

Qualification unit 4

<p>Title:</p>	<p>Unit 4 Emergency and urgent care in the prehospital care environment</p>
<p>GLH:</p>	<p>790</p>
<p>Credit:</p>	<p>80</p>
<p>Level:</p>	<p>5</p>
<p>Learning outcomes The Learner will:</p>	<p>Assessment criteria The Learner can:</p>
<p>1. Be able to manage a variety of prehospital care incidents in line with current legislation, protocols and guidelines</p>	<p>1.1 Demonstrate safe, prompt and effective management of patients 1.2 Produce patient clinical records 1.3 Describe security requirements for patient clinical records 1.4 Demonstrate professional practice for a range of incidents 1.5 Reflect on own professional practice 1.6 Summarise professional development opportunities based on current practice</p>
<p>2. Be able to manage resources for a range of prehospital care incidents</p>	<p>2.1 Explain the role and responsibilities of others 2.2 Summarise the key principles when using resources 2.3 Demonstrate the management of resources 2.4 Reflect on an incident that required management of physical resources</p>
<p>3. Understand post incident management in the prehospital care environment</p>	<p>3.1 Describe the guidelines relating to recognition of life extinct 3.2 Explain actions to be taken after death has been established 3.3 Explain post incident considerations for staff care and welfare 3.4 Analyse the challenges facing responders post incident</p>
<p>4. Be able to interpret electrocardiogram (ECG) and capnography in order to inform treatment decisions</p>	<p>4.1 Apply a 12 lead ECG to a patient 4.2 Interpret a 12 lead ECG trace 4.3 Recognise common arrhythmias on a 12 lead ECG trace 4.4 Explain reciprocal changes on a 12 lead ECG trace 4.5 Monitor an ECG 4.6 Explain capnography 4.7 Describe use of capnography monitoring 4.8 Monitor capnography 4.9 Recognise common capnography waveforms</p>

<p>5. Know how to manage patients affected by incapacitating agents</p>	<p>5.1 Describe common injuries associated with incapacitating agents</p> <p>5.2 Explain the management of a patient who has been affected by incapacitating agents</p> <p>5.3 Describe how to safely remove conducted electrical weapon barbs from a patient</p> <p>5.4 Justify when a patient needs immediate transportation to definitive care after being affected by incapacitating agents</p>
<p>Other information</p>	<p>1.1 Patients:</p> <ul style="list-style-type: none"> • Traumatically injured • Hypothermia • Experiencing chest pain • Not breathing normally • Post resuscitation • Medical emergency <p>1.5 Reflect</p> <p>A minimum of 10 reflections are required for sufficiency. The Learners must also use a reflective practice model.</p> <p>Professional practice</p> <p>750hrs mentored clinical practice in an appropriate prehospital care setting. Learners must demonstrate they can operate safely and abide by current legislation, protocols and guidelines. Full details of which can be found in <i>Appendix 5 Placement guide</i>.</p> <p>Others:</p> <ul style="list-style-type: none"> • Describe the resources capabilities: • Community first responders • Patient transport service • Emergency Care Assistant • Emergency Medical Technician • Paramedic • Paramedic Practitioner (Specialist) • Emergency/Urgent/Critical Care Practitioner • BASICS Doctor • HART team • SORT team • Helicopter emergency medical service <p>(this list is not exhaustive)</p> <p>Key principles:</p> <ul style="list-style-type: none"> • Managing physical resources • Sustainability of resources • Resource requirements • Obtaining resources • Reviewing usage of resources <p>Incapacitating agents:</p> <ul style="list-style-type: none"> • Conducted electrical weapons • Incapacitate spray (CS and PAVA spray) • Batons • Projectiles

Appendix 2 – Occupational knowledge and competence in prehospital care

All Trainers, Assessors, IQAs and EQAs must have occupational knowledge and competence in prehospital emergency care.

Acceptable evidence includes:

- Current registration as a Doctor with the General Medical Council (GMC) **or**
- Current registration as a Nurse with the Nursing and Midwifery Council (NMC) and have suitable pre-hospital care experience **or**
- Current registration as a Paramedic with the Health and Care Professions Council (HCPC) **or**
- QA Level 5 Diploma in First Response Emergency and Urgent Care (RQF) and have an up to date CPD portfolio

Trainers who also assess Learner competence must hold a qualification (or separate qualifications) to enable them to perform both functions.

Appendix 3 – Acceptable training/assessing qualifications

This list is not exhaustive but provides a guide to acceptable training and/or assessing qualifications. Trainers who also assess Learner competence must also hold or be working towards an acceptable assessor qualification, as identified in the table below:

Current Qualifications	Train	Assess
Level 3 Award in Education and Training (QCF or RQF)	√	
Level 4 Certificate in Education and Training (QCF or RQF)	√	
Level 5 Diploma in Education and Training (QCF or RQF)	√	
Cert Ed/PGCE/B Ed/M Ed	√	
SVQ 3 Learning and Development SCQF Level 8	√	
SVQ 4 Learning and Development SCQF Level 9	√	
TQFE (Teaching Qualification for Further Education)	√	
Planning and Delivering Learning Sessions to Groups SCQF Level 6 (SQA Unit)	√	
L&D Unit 6 Manage Learning and Development in Groups SCQF Level 8 (SQA Accredited)	√	
L&D Unit 7 Facilitate Individual Learning and Development in Groups SCQF Level 8 (SQA Accredited)	√	
L&D Unit 8 Engage and Support Learners in the Learning and Development Process SCQF Level 8 (SQA Accredited)	√	
Carry Out the Assessment Process SCQF Level 7 (SQA Unit)		√
Level 3 Certificate in Assessing Vocational Achievement (QCF or RQF)		√
L&D Unit 9DI – Assess workplace competences using direct and indirect methods SCQF Level 8 (SQA Accredited) – replacing Units A1 and D32/33		√

Other Acceptable Qualifications		
CTLLS/DTLLS	√	
PTLLS with unit 'Principles and Practice of Assessment' (12 credits)	√	
Further and Adult Education Teacher's Certificate	√	
IHCD Instructional Methods	√	
IHCD Instructor Certificate	√	
English National Board 998	√	
Nursing mentorship qualifications	√	
S/NVQ level 3 in training and development	√	
S/NVQ level 4 in training and development	√	
PDA Developing Teaching Practice in Scotland's Colleges SCQF Level 9 (SQA Qualification)	√	
PDA Teaching Practice in Scotland's Colleges SCQF Level 9 (SQA Qualification)	√	
PTLLS (6 credits)	√	
Training Group A22, B22, C21, C23, C24	√	
Learning and Teaching – Assessment and Quality Standards SCQF Level 9 (SQA Unit)		√
A1 (D32/33) – Assess candidates using a range of methods		√
Conduct the Assessment Process SCQF Level 7 ((SQA Unit)		√

Appendix 4 – Qualifications suitable for internal quality assurance

Internal quality assurers must hold an acceptable quality assurance qualification:

PDA in Internal Verification of Workplace Assessment at SCQF level 8 (SQA Qualification)
Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF or RQF)
Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF or RQF)
V1 or D34
SQA Accredited Learning and Development Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment

Appendix 5 – Placement guide

This placement guide is for Trainers, Assessors, Internal/External Quality Assurers, Placement mentors (mentors), Placement providers and Learners of the QA Level 5 Diploma in First Response Emergency and Urgent Care (RQF). It provides examples of acceptable placements to complete this qualification.

It is the Centre's responsibility to arrange, provide and monitor that the Learner has adequate practice placements prior to registration for the qualification in line with QA requirements.

A Learner **must** complete and provide evidence for 750 hours mentored emergency and urgent care practice. Centres have a responsibility to make sure Learners have access to suitable placements prior to enrolment. Failure to do so could compromise the qualification and will result in sanctions being placed on the Centre which will affect their ability to offer qualifications in the QA Prehospital care suite of qualifications.

Clinical placements will be carried out during normal working hours and normal terms and conditions of employment apply to attendance whilst on placement. If a Learner is unable to attend a placement they should contact the person responsible for supervising (mentoring) them.

Learners should discuss with their mentor how they can use their practice placements to contextualise their theory and skills completed during the classroom element of the qualification. A discussion between the Learner, mentor and employer or placement provider should take place to discuss the nature and timing of the practice placement in good time before the placements commence.

Role of the practice placement provider

Centres must demonstrate to QA that placements are suitable for Learners to achieve the learning outcomes and assessment criteria needed to achieve the qualification. Health, safety and welfare of Learners are the responsibility of the Centre and the placement provider who should:

- Make sure Learners are supervised (by a suitably qualified Clinician) when undertaking the practice of any skills
- Make sure the placement is a safe and appropriate learning environment that will maximise a Learner's learning experience
- Support Learners to gain relevant competencies in line with the learning outcomes and assessment criteria of the qualification
- Create a positive learning environment to allow the Learner to gain more confidence in their area of practice
- Make sure the Practice Assessment Document is completed
- Make sure adequate support is available for the Learner in the practice setting
- Support the Learner to create strategies for getting the most out of their time at your placement
- Provide feedback to Learners about their performance in a constructive manner
- Answer any relevant questions about practice the Learner may have

Qualsafe Awards expectations of Learners

Learners on placement are responsible for their conduct, ethics and should work within their scope of practice. They should maintain a high level of professionalism and failure to do so may result in removal from the qualification.

A Learner is expected to engage with the mentor and practice placement provider. This helps the mentor support the Learner achieve the requirements detailed in the Practice Assessment Document. A completed PAD must be submitted at completed by the end of the practice placements to pass the qualification.

Pre-placement activities:

- Make sure Learners are prepared for each placement in terms of understanding working hours, shift patterns, dress code and any placement specific requirements
- Set specific, measurable, achievable, realistic and timely objectives and have them agreed with the Centre and placement provider
- Learners must follow the Centre's and Practice Placement Providers' guidance on conduct, ethics and health and safety procedures. A placement provider has the right to terminate the placement if they deem a Learners behaviour to be dangerous or damaging to service users or others

During the placement Learners:

- Must be supervised by a mentor/occupationally competent person during the placement
- Must complete the time sheet page in the Practice Assessment Document and ask their mentor to sign when complete
- May achieve some competencies during your placement

Post placement activities:

- The Practice Assessment Document should be completed by a mentor/occupationally competent person and countersigned by your Trainer/Assessor
- Learners must complete 10 reflective practice logs during the clinical placements to pass the qualification
- The Trainer/Assessor must sign off the Practice Assessment Document to confirm Learners have successfully achieved the learning outcomes and assessment criteria for the QA Level 5 Diploma in First Response Emergency and Urgent Care (RQF)
- Learners must make sure the completed Practice Assessment Document is returned to the Centre to award the qualification

The aim of clinical placements is to enable the Learner to:

- Demonstrate they can work safely in the prehospital care environment in accordance with health and safety regulations
- Uphold the principles of infection control relating to service users and others. Identify and respond appropriately to potentially infectious and hazardous situations
- Act in a fair and non-discriminatory manner
- Demonstrate the ability to operate in accordance with policies, procedures and agreed ways of working to prove they are fit to practice as a clinician
- Work with health and social care support workers, professionals and other emergency services personnel
- Demonstrate they can positively contribute when part of a multi-professional healthcare team
- Devise and use appropriate care plans and pathways
- Respect, maintain and abide by legislation in relation to confidentiality
- Use interpersonal skills to encourage active participation from service users and others
- Demonstrate being able to work in partnership with service users and professionals

- Use a range of communication methods to provide service users and others with information
- Produce patient clinical records and maintain their security
- Demonstrate professional practice for a range of incidents
- Practice a range of clinical skills within their scope of practice

Placements must be in line with the clinical placements list below:

Clinical placements ALL placement providers must be registered with the Care Quality Commission or equivalent	Maximum hours*	Notes
Emergency front-line vehicle	750hrs	An opportunity to work with an ambulance clinician providing an emergency response to service users that require emergency or urgent care.
Event medical cover	375hrs	An opportunity to work with prehospital care healthcare professionals at an event expects high casualty volume.
Working with an Emergency/Urgent/Critical Care Practitioner	375hrs	An opportunity to work with an Emergency/Urgent or Critical Care Practitioner in a prehospital care setting
GP Practice, Out of hours unscheduled care or walk in centres	375hrs	An opportunity to work in a clinical setting to gain a greater understanding of the assessment and treatment in urgent care.
Minor Injuries/Illness Unit	375hrs	An opportunity to work in a clinical setting to gain a greater understanding of the assessment and treatment of minor injuries/illness.
Operating theatres/Day procedure units	188hrs	An opportunity to work in a clinical setting to gain a greater understanding of airway assessment and management.
Obstetric/Midwifery units	188hrs	An opportunity to work in a clinical setting to gain a greater understanding of the assessment and treatment obstetrics/gynaecology.
Paediatric departments/wards	188hrs	An opportunity to work in a clinical setting to gain a greater understanding of the assessment and treatment for paediatrics.
Specialist Operations Units	24hrs	An opportunity to work with specialists such as British Association of Immediate Care Schemes - Healthcare Professional, Hazardous Area Response Team, Baby Emergency Transfer Service/Neonate Emergency Transport Service or Helicopter Emergency Medical Service.
Other emergency services	24hrs	An opportunity to work with emergency services to understand their role at incidents and how they interact in emergency medical services.

*Log all hours in the Practice Assessment Document excluding breaks while on placement.