



Qualsafe Level 3 Certificate in
**Emergency Response
Ambulance Driving (RQF)**

Qualification Specification

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Key qualification information

Qualification number:	603/7091/9
Operational start date:	11 Oct 2021
Number of units:	3 mandatory units
Total Qualification Time (TQT):	165
Guided Learning Hours (GLH):	120
Assessment methods:	<ul style="list-style-type: none"> • Theory assessment/multiple choice question papers: <ul style="list-style-type: none"> 1 x 50 road signs question paper (minimum score 43) 1 x 50 multiple choice question paper (minimum score 43) • Practical assessments observed by the Trainer – 1 x pre-emergency drive and 7 x competency sheets to be completed throughout the course • Practical assessment observed by an independent Assessor – 2 to be completed at the end of the course • Learner workbook to be completed throughout the course (off 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 First Aid; Licencing; 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 best practice suggested by subject matter experts and fully meets the minimum standards required by current regulations.

This QA qualification is for people who work within an ambulance service who have a requirement to respond to incidents both under routine and emergency conditions, including those that work on behalf of an NHS Ambulance Service.

This qualification should give Learners the sufficient level of knowledge and skill to drive an ambulance routinely and respond to incidents in a range of environments under emergency and non-emergency conditions.

This qualification specification provides information for Centres about the delivery of the Qualsafe Level 3 Certificate in Emergency Response Ambulance Driving (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 prepare, drive and manoeuvre ambulance vehicles in both emergency and non-emergency situations. It will confirm competence when driving an ambulance to the standards required by the HSDT Code of Practice and current regulations.

Intended audience

This qualification is for people who intend to respond for an NHS Ambulance Service or CQC Registered Private Ambulance Service contracted to the NHS.

Structure

This qualification comprises 3 mandatory units with a Total Qualification Time (TQT) of 165 hours. Full details of these are in *Appendix 1*.

Learners must complete all assessments in all units successfully within the registration period to achieve the qualification. The maximum period to achieve this qualification, including any referrals is 3 months.

TQT is the total number of hours 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 120 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 and completion of workbooks, which for this qualification is 45 hours

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

1. Pre-course – 10 hrs pre-course reading
2. Face-to-face delivery (days 1 to 5) – 35GLH and 15 hrs home study/reflective practice
3. Face-to-face delivery (days 6 to 10) – 36 GLH and 15 hrs home study/reflective practice
4. Face-to-face delivery (days 11 to 17) – 49 GLH and 5 hrs home study/reflective practice

Note: Each block of learning must consist of a minimum of 15 hours training over two consecutive days.

A log must be kept during all practical training sessions that records who is driving the vehicle, times, routes taken and other vehicle occupants.

Other units

No other units can be combined to count towards the Qualsafe Level 3 Certificate in Emergency Response Ambulance Driving (RQF).

Relationship with other related qualifications

Recognition of Prior Learning

RPL is a process for recognising prior 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 produce mappings 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 can be considered for this qualification with the following potential outcomes:

- Reduction or exemption of the GLH for the unit
- Exemption of some assessments for the unit

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 also:

- Hold a full valid DVLA licence for the class of vehicle to be driven (must be valid for the full duration of the course) **and**
- Be working for an NHS Ambulance Service Trust or contracted to an NHS Trust and be a CQC Registered Ambulance Service providing an emergency response and/or conveyance **and**
- Have a contract of employment or evidence of authorisation from an NHS Ambulance Service Trust or CQC Registered Ambulance Service (Independent or Voluntary Aid Society) or CQC equivalent for devolved nations. This must state the Learner (employee) can undergo training in emergency response ambulance driving prior to be registered on and working towards this qualification

There are no other formal entry requirements but to benefit from the learning we advise that Learners have a minimum of Level 2 in Literacy and Numeracy or equivalent and a basic understanding of driving law, the *Highway Code* and *Roadcraft: The Police Driver's Handbook*.

Progression

The Qualsafe Level 3 Certificate in Emergency Response Ambulance Driving (RQF) qualification may be used towards other qualifications at the same and higher levels, plus aid career progression in a relevant profession.

Requalification requirements

Once achieved, this qualification is valid while the Learner maintains adequate training in line with HSDT Code of Practice and current regulations.

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 Independent Assessor	Responsible for the final practical assessments of qualifications
One Internal Quality Assurer	Responsible for quality assuring the delivery, assessment and awarding of this qualification

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

Trainer/Assessor

People delivering and assessing this qualification must:

- Have occupational knowledge and competency in Ambulance Response Driving as shown in *Appendix 2* **and**
- Hold a full valid DVLA driving licence for the class of vehicle to be driven during the course (must have held that licence for at least 3 years) **and**
- Have an acceptable training qualification as shown in *Appendix 3* **and**
- Hold an acceptable assessing qualification as shown in *Appendix 3*

Trainers/Assessors 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 Ambulance Response Driving as well as knowledge and competency in internal quality assurance. An acceptable portfolio must show:

- A relevant vocational qualification and/or experience as shown in *Appendix 2*
- The IQA holds a formal (regulated) internal quality assurance qualification 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
- Attend training delivery and observe assessments being carried out

Full details of the Centre's requirements for internal quality assurance are in the *QA Centre Assessment Standards Scrutiny (CASS) 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:
Non-response and response vehicle/s	<p>A minimum of 1 suitable ambulance vehicle to enable Learners to demonstrate all the skills required for routine and response driving.</p> <p>The vehicle must be an emergency vehicle (within the meaning in the Road Vehicle Lighting Regulations 1989) of the class being trained, which is used for primarily delivering speed training courses. It must be permanently fitted with blue beacons or special warning lights, and two-tone horns or sirens appropriate for high-speed driver training. It must have the same height, weight, length, control panel and capabilities as a front-line ambulance for the vehicle of the class being trained and allow all Learners to participate in an active or observational role at all times.</p> <p>The vehicle must also be marked 'TRAINING VEHICLE' to the sides, front and rear with substantial retroreflective markings which comply with the Road Vehicle Lighting Regulations 1989.*</p> <p>*This stipulation does not apply to speed training courses which are provided by, and using vehicles owned by or leased to an NHS emergency ambulance service.</p>
Suitable classroom	A minimum of 4 desks, which can be rearranged into a conference style arrangement for theory sessions/assessments. The theory assessment space should allow Learners to sit at least 1 metre apart to prevent collusion.
Learning materials	Learners and Trainers should have clear and accurate reference books/handouts covering the topics included in the qualification (see Learning materials below).
Projector and screen	A projector/screen to present the course.
Wipe board and pens	Access to a wipe board and pens for scenario-based learning.

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

Course/Centre administration

Pre-registering courses

Centres approved to deliver this qualification must pre-register courses on the QA Customer Portal at least 5 working days in advance of the course start date. This will allow QA to make the necessary external quality assurance arrangements, which includes unannounced visits. Centres must adhere to this pre-course registration requirement and should be aware that any identified non-compliance in this respect will lead to the imposition of sanctions in line with the content of the *QA Sanctions Policy*.

Centres not pre-registering courses on the QA Customer Portal with 5 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 facilitate pre-course registration. Further guidance can be found on the QA Customer Portal.

Registering Learners

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

Certification

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

www.qualsafeawards.org

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

The Learner will be certified on achieving this qualification.

The certificate date is the date the Learner achieves the final unit. Once achieved this qualification is valid while the Learner maintains adequate training in line with HSDT Code of 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

Theory session

For the theory sessions, there is no limit to the number of Learners that may attend this qualification. To maintain quality of training the learning environment must be sufficient in size and have adequate seating for the number of Learners in attendance. Under assessment conditions the assessment space should allow Learners to sit at least 1 metre apart to prevent collusion during theory/multiple choice question paper assessments. Never allow more Learners on the course than you can cater for during the assessment.

Practical driving sessions

To maintain the quality of training and assessment, make sure the driver-training ratio is no more than 3 Learners to 1 Trainer per vehicle with 1 Learner driving and the other Learners able to observe. Where Learners are not able to observe, it will not count towards their guided learning hours. Assessment for the non-emergency and emergency final drives must be 1 Learner to 1 Assessor ratio.

Delivery plan

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 QA **before** delivering this qualification. The delivery plan should:

- Include a course timetable, clearly showing the required subjects and criteria/learning outcomes are covered and the minimum 120 guided learning hours are met
- Be carefully designed to meet the objective of this qualification and the needs of Learners, making sure Learners are adequately prepared for the assessments
- Be emailed to: info@qualsafeawards.org

Learning materials

Each Learner should have access to suitable learning materials to support their progress throughout the qualification. Learners and Trainers must have a copy of:

- *Roadcraft: The Police Driver's Handbook (The Police Foundation)*
- *The Official Highway Code (Department for Transport)*
- *Emergency Ambulance Response Driver's Handbook (DTAG)*

This list is not exhaustible.

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 Qualsafe Level 3 Certificate in Emergency Response Ambulance Driving (RQF) skills and knowledge should be taught and assessed in accordance with currently accepted High Speed Driver Training Codes of Practice and current regulations.

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 QA Customer Portal in advance of the course. For this qualification the assessment methods are:

- Practical assessments – observed by the Trainer throughout the course, with the results of each learning outcome recorded on the practical assessment paperwork, see *QA Guide to Assessing Qualsafe Level 3 Certificate in Emergency Response Ambulance Driving (RQF)*. There are 8 practical assessments observed by the Trainer for this qualification:
 - 7 x Competency sheets:
 - Vehicle daily inspection
 - Pre-driving checks

- Navigation
- Reversing
- Braking and steering
- Driving in the hours of darkness
- Quick turnaround
- Pre-emergency drive
- Practical assessments – observed by an independent Assessor at the end of the course, with the results of each learning outcome recorded on the practical assessment paperwork, see *QA Guide to Assessing Qualsafe Level 3 Certificate in Emergency Response Ambulance Driving (RQF)*. There are 2 practical assessments observed by the independent Assessor for this qualification:
 - Non-emergency final drive
 - Emergency final drive
- Theory assessments/multiple choice question papers – there are 2 papers for this qualification for each Learner (1 x 50 multiple choice question paper and 1 x 50 road signs question paper). Learners should answer all the questions under ‘examination’ conditions, see *QA Multiple Choice Question Paper Guidelines*:
 - Maximum time allowed for each paper is 75 minutes
 - Minimum mark for each paper is 43 out of 50 to be considered for an overall ‘Pass’
- Learner workbook

There are 2 possible grades available of Pass or Fail. All mandatory areas of assessment must individually meet or exceed the required pass criteria/mark for the Learner to achieve this qualification.

Note: Centres should download all assessment papers from the QA 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 and complaints procedures and how they can access these. Information about these procedures can be found in the *QA Training Commitment* which should be presented to Learners during their course.

Specific equality issues relevant to this qualification

It is important no Learner is turned away from a training course due to disabilities or impairments. However, to assess competence and gain certification, the Learner will need to demonstrate certain practical skills. For instance, for ambulance emergency driving qualifications the Learner must be assessed performing practical tasks such as high speed driving, as per *QA Guide to Assessing Qualsafe Level 3 Certificate in Emergency Response Ambulance Driving (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).

Quality assurance

Centre internal quality assurance

The Centre is required to sample a reasonable amount of assessments as part of the quality assurance of the qualification. This standardisation of assessment across Learners and Trainers is to make sure there is fairness and consistency in assessment practices. Centres are required to adhere to QA's internal quality assurance requirements. Further details can be found in the *QA Centre Assessment Standards Scrutiny (CASS) Guidance*.

Centres must retain all Learner documents and records for a period of 3 years and make sure these are available for review by Qualsafe Awards or our representatives, e.g. External Quality Assurers (EQAs), on request.

Qualsafe Awards external quality assurance

Qualsafe Awards operates a system of ongoing monitoring, support and feedback for approved Centres.

QA employs a risk-based model to decide the frequency of EQA activity.

Further details of the QA external quality assurance programme are available in the *QA Centre Assessment Standards Scrutiny (CASS) Guidance*.

All EQAs must be occupationally competent in Ambulance Driving and External Quality Assurance.

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
- Council for the Curriculum Examinations and Assessment (CCEA): <https://ccea.org.uk/regulation>
- Scottish Qualifications Authority (SQA): <http://accreditation.sqa.org.uk>
- Qualifications Wales: www.qualificationswales.org

Appendix 1 – Qualification units

Qualification unit 1

The Qualsafe Level 3 Certificate in Emergency Response Ambulance Driving (RQF) has 3 units that Learners are required to complete in order to achieve the qualification.

Title:	Preparing for advanced ambulance driving		
GLH:	38		
Level:	3		
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>	Indicative content	
1. Know traffic signs, markings and furniture in order to drive safely	1.1 Recognise a range of: <ul style="list-style-type: none"> • Traffic signs • Markings • Furniture 	<ul style="list-style-type: none"> • Categories and shapes of road signs • Meaning of road signs • Main categories of white lines • Road furniture items, e.g. roundabouts, traffic lights, islands, crash barriers, cat's eyes etc. • Smart motorway signs 	
	2. Understand relevant legislation, regulations, policies and procedures relevant to advanced driving	2.1 Identify the legal exemptions and non-exemptions that can be claimed for service vehicles	<ul style="list-style-type: none"> • Emergency exemptions • Non-emergency exemptions • Non-exemptions
		2.2 Identify procedures in accordance with the Highway Code	<ul style="list-style-type: none"> • Highway Code procedures • Importance of emergency ambulance drivers having a full understanding of Highway Code procedures
		2.3 Explain the consequences of not complying with relevant: <ul style="list-style-type: none"> • Legislation • Regulations • Policies and procedures 	<ul style="list-style-type: none"> • Consequences of not complying with relevant legislation, regulations and procedures, e.g. fines, penalty points, being disqualified from driving, imprisonment
		2.4 Summarise high speed driver training regulations	<ul style="list-style-type: none"> • Section 109 of the Road Safety Act (2006) • Compliance within the Codes of Practice driver competencies • Reassessment requirements
2.5 Identify procedures relevant to: <ul style="list-style-type: none"> • Call categories • Vehicle category • Routine driving • Emergency response driving 	<ul style="list-style-type: none"> • Response categories • Licence categories, e.g. C1 		



	2.6 Identify the roles and responsibilities of an emergency response driver	<ul style="list-style-type: none"> Adherence to rules of the road, including the Highway Code, Road Traffic Act (1988), Road Safety Act (2006) Requirements of an emergency response driver, e.g. calm manner Roles and responsibilities of an emergency response driver
	2.7 Identify how emergency safety equipment can assist with making safe progress	<ul style="list-style-type: none"> Different siren settings and when they should be used, e.g. which setting to use in congestion Siren procedure when travelling in convoy
3. Understand how human, physiological, psychological and situational factors affect driver behaviour	3.1 Identify how human factors can increase road risk	<ul style="list-style-type: none"> Human factors associated with increase in road risk, e.g. distraction due to multi-tasking Human factors that affect observation and anticipation, e.g. tiredness, illness
	3.2 Describe what is meant by the term red mist	<ul style="list-style-type: none"> Definition of red mist Steps to prevent red mist
	3.3 Identify physiological and psychological factors affecting a person's ability to drive safely	<ul style="list-style-type: none"> Physiological factors affecting a person's ability to drive safely, e.g. illness Psychological factors, e.g. personality type
	3.4 State the techniques for combating: <ul style="list-style-type: none"> Stress Confrontation Fatigue (during the day and night) 	<ul style="list-style-type: none"> Operational stressors related to emergency driving Practical steps to combat stress, confrontation and tiredness Steps to avoid confrontation when driving
	3.5 Recognise situational factors that could increase road risk	<ul style="list-style-type: none"> The journey, e.g. unfamiliar route, time pressure, peer pressure Traffic, e.g. congestion, loss of concentration, failure to look properly Vehicle, e.g. unfamiliar vehicle, vehicle's capabilities Situations within the ambulance that could increase road risk
	3.6 Identify common causes of road traffic collisions	<ul style="list-style-type: none"> Common cause of road traffic collisions, e.g. poor judgment, being reckless Most common cause of road traffic accidents – driver error or reaction
4. Be able to respond to confrontational and non-confrontational driver behaviour	4.1 Give examples of when conflict could arise with: <ul style="list-style-type: none"> Other road users Colleagues Passengers 	<ul style="list-style-type: none"> Conflict with other road users, e.g. tailgating, improper passing Conflict with colleagues, e.g. Emergency Operations Centre (EOC) Conflict with passengers, e.g. passenger under the influence of alcohol
	4.2 Demonstrate the ability to predict and respond to behaviour of other road users	<ul style="list-style-type: none"> Systematic safer driving using the information gathered from observation to plan driving actions, e.g. anticipate hazards, prioritise, good planning Benefits of making your intentions clear Practise predicting and responding to behaviour of other road users
	4.3 Identify how to deal with distractions both inside and outside of the vehicle	<ul style="list-style-type: none"> Potential distractions and how to deal with them, e.g. distraction due to multi-tasking Legal and safety requirements of operating in-vehicle technology



<p>5. Understand the legal and organisational requirements of carrying out a pre-driving check on service vehicles and incident reporting procedures</p>	<p>5.1 Identify the documents a driver is required to complete prior to driving</p>	<ul style="list-style-type: none"> • Documents required prior to driving, e.g. driving licence, insurance • Information required to undertake a DVLA driving licence check
	<p>5.2 Identify the capabilities and limitations for a range of service vehicles</p>	<ul style="list-style-type: none"> • Differences between vehicles capabilities and limitations used in the ambulance service • Advantages and disadvantages of vehicles used in the ambulance service
	<p>5.3 State the procedure a driver is required to follow upon finding a:</p> <ul style="list-style-type: none"> • Fault • Defect 	<ul style="list-style-type: none"> • Procedures for reporting faults and defects, e.g. noted and reported via the Trust's reporting procedure • Compliance with the Service's policy so defects can be rectified • Not using vehicles if they do not comply with road traffic law
	<p>5.4 Explain the importance of complying with vehicle checks</p>	<ul style="list-style-type: none"> • Importance of comprehensive checks, e.g. to ensure that vehicles are safe for their intended use, comply with all traffic law
	<p>5.5 Differentiate between faults and defects that require:</p> <ul style="list-style-type: none"> • Immediate attention • Delayed or routine maintenance 	<ul style="list-style-type: none"> • Faults and defects that require immediate attention, e.g. a flat tyre • Faults or defects where vehicle can still be used, e.g. oil warning illuminated
	<p>5.6 Identify incident procedures including:</p> <ul style="list-style-type: none"> • Initial actions • Reporting 	<ul style="list-style-type: none"> • Compliance with local procedures for incident procedures • Legal requirements of being involved in an accident as per Section 170 of the Road Traffic Act (1988)
<p>6. Be able to carry out a thorough pre-driving check on service vehicles</p>	<p>6.1 Carry out a vehicle daily inspection</p>	<ul style="list-style-type: none"> • Components of a vehicle daily inspection checklist • Practise completing a vehicle daily inspection checklist
	<p>6.2 Demonstrate an interior vehicle inspection including:</p> <ul style="list-style-type: none"> • Safety equipment • Load security • Internal lighting • Communications • Vehicle control 	<ul style="list-style-type: none"> • Practise interior vehicle inspection, e.g. seat belts, lighting, warning equipment
	<p>6.3 Carry out a pre-drive check</p>	<ul style="list-style-type: none"> • Sequence required to undertake a pre-driving check • Practise completing a pre-drive check
	<p>6.4 Identify actions required when vehicle fluids are low</p>	<ul style="list-style-type: none"> • Procedure to report if consistently low vehicle fluids (in line with Trust's procedure) • Methods of checking fluid levels safely • Methods of topping up fluid levels safely (where appropriate) • Safety procedures when checking fluid levels
	<p>6.5 Complete a vehicle inspection document</p>	<ul style="list-style-type: none"> • Requirements for each section of the vehicle inspection document • Practise completing a vehicle inspection document



Additional information

Service vehicles

May include ambulance vehicles B class (of ambulance construction) or C1 class vehicles (of ambulance construction)

Human factors should include:

- Alertness
- Tiredness
- Red mist
- Noble cause
- Time pressure
- Operational stresses
- Driving
- Stress
- Distraction due to multi-tasking
- Personal tendencies

Physiological and psychological factors should include:

- Minor illness, e.g. cold, virus, hay fever
- Medication
- Residual blood alcohol
- Low blood sugar
- Cyclical mood/mood swings
- Life stress
- Injury
- Disability
- Personality type
- Concentration levels

Situational factors might include: a patient being transported, e.g. cardiac arrest; disagreements between colleagues; finishing time; traffic congestion

Common causes might include; driver error; speed; distractions; mobile phone and satellite navigation operation; over confidence after training; inexperience; drink driving; running red lights; reckless driving; weather; teenage drivers

Distractions could include:

- Environmental
- Situational
- Conversations
- Radio communications/entertainment



Vehicle daily inspection to include:

- Making sure you are authorised to prepare and drive the vehicle
- Cleanliness of vehicle
- Bodywork for damage
- Vehicle lens
- Windscreen
- Door mirrors
- Number plates
- Wipers front and rear
- Tyres
- Activate and deactivate run lock
- Oil
- Water
- Brake fluid
- Drive belt
- Screen wash
- Emergency warning equipment controls
- Lighting check
- External lighting check
- Periodic checks during driving
- Returned in a state fit for use

Pre-drive check to include:

- Handbrake is applied
- Seat is in a comfortable position
- Mirrors are suitably adjusted
- Steering wheel in the correct position and is free from damage
- Dashboard warning light check
- Static brake test
- Guard against **false neutrals**
- Seat belt checked and fastened
- Door secure
- Power steering check
- Start engine
- Mobile brake test



Capabilities and limitations should include:

- Speed
- Vehicle stability
- Type and condition
- Turning circle

(this is not a definitive list)

Incident should include:

- Breakdowns including vehicle rescue and/or recovery
- Incidents that involve service vehicles directly or indirectly, injury or non-injury
- Attendance at an incident in close proximity to a service vehicle
- Coming across at collision and/or incident

(this is not a definitive list)

Range of vehicles should include:

- Vehicle under 3.5 tonnes (car)
- Vehicle over 3.5 tonnes (van, ambulance or minibus)

(this is not a definitive list)

Vehicle fluids should include:

- Oil
- Water
- Screen wash
- Brake fluid

(this is not a definitive list)

False neutrals should include:

- Check gear stick is in neutral or park
- Clutch is depressed (if manual)
- Foot brake is applied



Qualification unit 2

Title:	Fundamentals of advanced driving	
GLH:	38	
Level:	3	
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>	Indicative content
1. Be able to manoeuvre a service vehicle in a safe professional manner	1.1 Identify environmental and situational factors that affect steering	<ul style="list-style-type: none"> • Main considerations that affect steering, e.g. braking sharply, weather • Dry steering • Low speed and fast steering techniques
	1.2 Demonstrate correct pull push steering	<ul style="list-style-type: none"> • Correct pull push steering techniques and reasons to use it • Key points when steering, e.g. steer delicately on slippery roads • Practise pull push steering
	1.3 Identify suitable locations to: <ul style="list-style-type: none"> • Park • Reverse • Turn around 	<ul style="list-style-type: none"> • Suitable locations to park, reverse and turn around • Locations where you must not park, reverse or turn around
	1.4 Demonstrate accurately reversing a vehicle including: <ul style="list-style-type: none"> • Right reverse • Left reverse • Bay park • Parallel parking • Slalom reverse 	<ul style="list-style-type: none"> • Reversing techniques • Correct steering techniques for reversing • Practise listed reversing situations using cones
	1.5 Identify when to use assistance to park a vehicle	<ul style="list-style-type: none"> • When to use a banks person • Role of driver when parking • Role of banks person when parking
	1.6 Demonstrate guiding a driver to park a vehicle using appropriate hand signals	<ul style="list-style-type: none"> • Standard hand signals to be used by banks person – straight back, move left/right, stop and distance to stop • Practise guiding a driver to park using correct hand signals
	1.7 Demonstrate tapered braking	<ul style="list-style-type: none"> • Phases of tapered braking and why it is used • Practise tapered braking



2. Be able to utilise vehicle braking systems	2.1 Identify environmental and situational considerations for using the brakes	<ul style="list-style-type: none"> • Main considerations when braking, e.g. plan to avoid braking on bends • Ways environment and situation affects braking, e.g. icy roads, braking and stopping distances
	2.2 Recognise how braking can aid passenger comfort	<ul style="list-style-type: none"> • Importance of smoothness of journey for traumatic injury patients • Tapered braking and its uses, e.g. smooth braking enhances passenger comfort
	2.3 Describe key features of the vehicles safety systems	<ul style="list-style-type: none"> • Vehicle safety systems, e.g. anti-lock braking system, brake assist programme, traction control
	2.4 Describe how to deal with a vehicle without vehicles safety systems	<ul style="list-style-type: none"> • Cadence braking
	2.5 Describe types of skid and how to: <ul style="list-style-type: none"> • Avoid • Negotiate 	<ul style="list-style-type: none"> • Causes of skids • How to avoid skids • How to negotiate skids • Front wheel skid • Rear wheel skid • All wheel skid • Aquaplaning • Oversteer, understeer, lift-off oversteer
	2.6 Demonstrate the effective use of a vehicle's braking systems	<ul style="list-style-type: none"> • Retarder brake and its purpose • Using anticipation to prevent use of brakes • Practise effective use of vehicle's braking system and steering whilst braking
3. Be able to apply the system of car control	3.1 Summarise the components of the system of car control	<ul style="list-style-type: none"> • System and its uses • Phases of System – information, position, speed, gear, acceleration
	3.2 Demonstrate the <i>take, use and give</i> principles whilst driving	<ul style="list-style-type: none"> • Take, use and give principles with examples • Practise take, use and give principles
	3.3 Demonstrate a flexible driving plan	<ul style="list-style-type: none"> • Main areas of a driving plan, e.g. what can be seen, what cannot be seen • Purpose and key stages of planning • Practise developing and demonstrating a flexible driving plan
	3.4 Adopt the correct position to be able to safely and smoothly negotiate hazards	<ul style="list-style-type: none"> • Importance of positioning • What ideal road position depends on, e.g. size of the vehicle, traffic conditions • Practise the correct road position in a variety of situations
	3.5 Demonstrate vehicle dimensional awareness whilst driving	<ul style="list-style-type: none"> • Importance of vehicle dimension awareness, e.g. consider vehicle height, width and length when negotiating hazards • Practise vehicle dimension awareness in a variety of situations



	<p>3.6 Demonstrate anticipation and planning to various driving situations including:</p> <ul style="list-style-type: none"> • Meeting traffic • Crossing traffic • Town centre • Narrow roads • Rural roads • Multilane carriageways 	<ul style="list-style-type: none"> • Importance of anticipation and planning • Practise anticipation and planning skills in a variety of driving situations including crossings and roundabouts
	<p>3.7 Demonstrate negotiating cornering techniques whilst correctly identifying the limit point</p>	<ul style="list-style-type: none"> • Main considerations when cornering, e.g. traveling at the correct speed for the corner • Limit point • Forces acting on the vehicle when cornering • Factors affecting cornering, e.g. acceleration, road surface • Specification of vehicle affecting cornering • Dangers when cornering, e.g. oncoming vehicles • Understeer, oversteer, lift-off oversteer and aquaplaning • Practise cornering and correctly identifying limit point
	<p>3.8 Evaluate driving performance</p>	<ul style="list-style-type: none"> • Qualities and competencies of a better driver • Self-evaluation of driving performance
	<p>3.9 Reflect on own driving style and behaviour including dealing with confrontation</p>	<ul style="list-style-type: none"> • Self-reflection on driving style and dealing with confrontation
<p>4. Be able to vary the speed of a vehicle</p>	<p>4.1 Demonstrate braking to allow stopping at a distance that is safe and clear</p>	<ul style="list-style-type: none"> • Typical stopping distances for a range of situations • Conditions where stopping distance will increase, e.g. on wet roads • Keeping a safe distance from vehicle in front • Main considerations when braking, e.g. brake in plenty of time • Practise braking and stopping at safe distances
	<p>4.2 Explain the advantages of acceleration sense</p>	<ul style="list-style-type: none"> • Advantages of acceleration sense, e.g. you use the brakes less or not at all, uses less fuel, causes less wear on the tyres
	<p>4.3 Demonstrate acceleration sense</p>	<ul style="list-style-type: none"> • Importance of forward vision • Practise acceleration sense
	<p>4.4 Demonstrate engine braking when travelling down a steep incline</p>	<ul style="list-style-type: none"> • Engine braking and its uses, e.g. where normal braking might lock the wheels on slippery roads, on long descents • Practise engine braking and when and where to brake on a hill



5. Be able to effectively use a vehicle's transmission	5.1 Demonstrate economical driving	<ul style="list-style-type: none"> • Key points to consider when changing gear, e.g. recognise when to change gear by sound of engine • Practise economical driving, e.g. changing up a gear early to reduce fuel consumption and carbon emissions
	5.2 Demonstrate using a responsive gear	<ul style="list-style-type: none"> • Characteristics of each gear • Practise using a responsive gear
	5.3 Demonstrate the full use of the vehicle's transmission whilst driving routinely	<ul style="list-style-type: none"> • Main characteristics of an automatic and manual gear box • Situations manual override would be considered • Practise driving using vehicle's transmission and gear changing techniques
	5.4 Demonstrate the smooth and correct gear for a range of situations	<ul style="list-style-type: none"> • Aims when considering changing gear, e.g. be in correct gear for every road speed and traffic situation, approximate maximum road speed for each gear • Situations low or high gear are required • Practise gear changing techniques for a range of situations
6. Be able to smoothly accelerate	6.1 Demonstrate the ability to vary the speed of a vehicle in variety of road and traffic conditions	<ul style="list-style-type: none"> • Acceleration sense • Practise varying the speed of a vehicle in a variety of situations
	6.2 Demonstrate maintaining speed whilst negotiating corners and bends	<ul style="list-style-type: none"> • Techniques involved in cornering, e.g. limit point • Forces acting on the vehicle • Practise maintaining speed and using the correct speed when cornering
	6.3 Demonstrate how to balance the vehicle whilst cornering	<ul style="list-style-type: none"> • Characteristics that affect the vehicle when cornering, e.g. vehicle's centre of gravity • Oversteer and understeer • Crown camber and superelevation • Practise balancing the vehicle whilst cornering
7. Be able to safely drive on a multilane carriageway	7.1 Demonstrate how to safely drive on a multilane carriageway including: <ul style="list-style-type: none"> • Joining • Leaving • Changing lane • Lane discipline 	<ul style="list-style-type: none"> • Procedures for joining multilane carriageways, e.g. give priority to traffic already on the motorways, match speed to fit safely into traffic flow • Procedures for leaving, e.g. signal left in good time and reduce your speed on the slip road • Procedures for changing lane, e.g. stay in left hand lane unless overtaking • Lane discipline • Practise driving safely on multilane carriageways
	7.2 Estimate the speed of other road users	<ul style="list-style-type: none"> • Importance of observation in anticipation, e.g. allows you to spot hazards and give yourself extra time to think, anticipate and react • Judging speed, e.g. predict HGV speed when travelling up hills • Practise estimating speed of other road users



	7.3 Demonstrate the ability to anticipate other road users' behaviour	<ul style="list-style-type: none"> Techniques of anticipation, e.g. when is a bus likely to stop, what is likely to happen? What are you going to do about it? Considerations when making observation on a motorway, e.g. look ahead and behind you, use mirrors regularly Practise anticipating other road users' behaviour
	7.4 Demonstrate the correct position to overtake	<ul style="list-style-type: none"> Lane discipline General rules for overtaking, e.g. check your mirrors Overtaking and following position Practise overtaking using the correct position
8. Know how to safely overtake vehicles	8.1 Identify the procedure for: <ul style="list-style-type: none"> Overtaking vehicles Passing vehicles on the left 	<ul style="list-style-type: none"> Key safety points for overtaking, e.g. is it necessary? Main considerations before overtaking, e.g. avoid causing other vehicles to alter speed, don't overtake if you cannot see far enough ahead Difference between following position and overtaking position Identifying the gap Occasions where you must not overtake Situations where overtaking on the left is permissible
	8.2 Recognise the legal requirements whilst overtaking on the left	<ul style="list-style-type: none"> Legal requirements whilst overtaking on the left
	8.3 Identify the procedure for a safe overtake	<ul style="list-style-type: none"> Key safety points for overtaking Potential hazards when overtaking, e.g. pedestrians, road layout Correct following position Correct overtaking position
	8.4 Summarise how the performance of the vehicle can influence the overtake	<ul style="list-style-type: none"> Vehicle's capability of overtaking, e.g. is it a high performance or large vehicle? Will it give you enough acceleration?
9. Understand the effects of adverse weather conditions whilst driving	9.1 Recognise the considerations for driving when faced with the following conditions: <ul style="list-style-type: none"> Rain Snow Wind Ice Reduced visibility 	<ul style="list-style-type: none"> Adverse weather that affects driving conditions Rain considerations, e.g. keep well back from the vehicle in front to increase ability to see and plan ahead Snow and ice considerations, e.g. greater stopping distances Wind considerations, e.g. high-sided vehicles Reduced visibility considerations, e.g. types of light to use



10. Be able to navigate to a given destination	10.1 Follow verbal directions to a given destination	<ul style="list-style-type: none"> • Considerations when following verbal direction, e.g. ask for a repeat instruction if required • Practise following verbal directions
	10.2 Give verbal directions to a given destination	<ul style="list-style-type: none"> • Considerations when giving verbal direction, e.g. give instructions clearly and slowly • Practise giving verbal directions
	10.3 Demonstrate the use of satellite navigation systems	<ul style="list-style-type: none"> • Features of satellite navigation systems • Features of ambulance navigation systems • Practise using satellite navigation systems
	10.4 Demonstrate the ability to drive safely to a given location whilst following: <ul style="list-style-type: none"> • Satellite navigation • Verbal directions 	<ul style="list-style-type: none"> • Practise using satellite navigation systems and following verbal directions
	10.5 Describe how to manage distractions within the vehicle	<ul style="list-style-type: none"> • Potential distractions and how to deal with them, e.g. distraction due to multi-tasking, driving stress
	10.6 Plan a route from a given location to another given location	<ul style="list-style-type: none"> • Reading maps and street guides • Map reading exercise from a suggested address to A&E
11. Understand what is involved when carrying out a collision investigation	11.1 Complete an accident report	<ul style="list-style-type: none"> • Sections on an accident report form • Complete an accident report form
	11.2 Explain the benefits of telematics and CCTV during collision investigation	<ul style="list-style-type: none"> • Information recorded on telematics systems • Benefits of telematics and CCTV, e.g. provides evidence of circumstances leading up to the accident
Additional information	<p>Service vehicle Must include an ambulance vehicle, including B and C1 class vehicles</p> <p>Environmental and situational factors should include:</p> <ul style="list-style-type: none"> • The benefits of adopting the key points of steering • The approach, positioning, and kinetics whilst cornering • Road surface and weather conditions <p>Accurately reversing should include:</p> <ul style="list-style-type: none"> • All round observations • Positioning the vehicle before the manoeuvre • Spatial awareness <p>(this list is not definitive)</p>	



Bay park should include:

- Straight back
- Slalom
- Confined area
- From a 45-degree angle

(this is not a definitive list)

Environmental and situational considerations should include:

- Road surface and weather conditions
- Traffic conditions
- Vehicle size and condition
- Cornering

Passenger should include all people that can travel in a vehicle. For example, an ambulance will carry patients that may be critically ill/injured, which require a higher level of comfort than other passengers

Vehicles safety systems to include:

- Anti-lock braking system
- Electronic stability control
- Traction control systems

Types of skid must include:

- Front wheel
- Rear wheel
- Four wheel

Range of situations should include:

- Urban
- Rural
- Single track
- Single and dual carriageways
- Multilane carriageways
- Motorways

(this is not a definitive list)

Accident report must include producing a diagram of the scene, causes and circumstances (simulation allowed)



Qualification unit 3

Title:	Fundamentals of emergency response driving	
GLH:	44	
Level:	3	
Learning outcomes <i>The Learner will:</i>	Assessment criteria <i>The Learner can:</i>	Indicative content
1. Be able to formulate and implement driving plans under emergency response conditions	1.1 Interpret information while driving using: <ul style="list-style-type: none"> • Observation and • Other senses at an early stage 	<ul style="list-style-type: none"> • Observational and anticipation skills • Practise developing interpreting information
	1.2 Utilise information to correctly anticipate how to respond in a range of driving situations	<ul style="list-style-type: none"> • Utilising information, e.g. use mirrors throughout, look to the front and sides to know the position of other road users and anticipate their intentions • Practise utilising information correctly whilst driving under emergency response conditions
	1.3 Use observation links effectively whilst driving under emergency conditions	<ul style="list-style-type: none"> • Observation links, e.g. pedestrian approaching a crossing • Considerations when making observation links, e.g. what is likely to happen? • Practise using observation links whilst driving under emergency response conditions
	1.4 Evaluate information and anticipation to formulate flexible driving plans	<ul style="list-style-type: none"> • Practise evaluating information gathered from observations to plan actions and anticipate hazards, prioritise and decide what to do
	1.5 Implement driving plans to safely negotiate range of driving situations	<ul style="list-style-type: none"> • Practise using driving plans in a range of situations safely whilst driving under emergency response conditions
2. Be able to drive under emergency response conditions in a variety of circumstances and environments	2.1 Demonstrate the ability to drive outside of statutory speed limits	<ul style="list-style-type: none"> • Variations in exemptions to speed within Services and service guidelines • Practise driving responding to emergency calls using legal exemptions and the vehicles emergency equipment
	2.2 Demonstrate driving compliance when driving under emergency conditions for a variety of circumstances and environments	<ul style="list-style-type: none"> • Risk assessment considerations before undertaking an emergency response drive, e.g. am I justified in using traffic exemptions? • Practise driving under emergency conditions in compliance with the Road Safety Act (2006) in a variety of conditions and environments
	2.3 Demonstrate adherence to local emergency response driving procedures	<ul style="list-style-type: none"> • Variations in exemptions to speed within Services • Practise adherence to local emergency response driving procedures
	2.4 Justify the use of legal exemptions in a range of emergency situations	<ul style="list-style-type: none"> • Justification of legal exemptions in emergency situations



3. Be able to drive to the system of car control under emergency conditions	3.1 Explain the system of car control	<ul style="list-style-type: none"> • Considerations of system of car control under emergency conditions
	3.2 Assess and act on information that is continuously changing as you drive	<ul style="list-style-type: none"> • Considerations when assessing and acting upon changing information • Practise assessing and acting upon information whilst driving under emergency conditions
	3.3 Apply observation and anticipation skills to avoid dangers and collisions	<ul style="list-style-type: none"> • Choosing a safe speed for the circumstances to be able to anticipate hazards • Use of driving plans and good anticipation • Practise applying observation and anticipation skills whilst driving under emergency conditions
	3.4 Demonstrate correct positioning to be able to safely and smoothly negotiate hazards	<ul style="list-style-type: none"> • P1-P6 positioning • Reasons for using P1-P6 • Practise using the correct positioning in emergency response situations
	3.5 Demonstrate the ability to process complex information while driving using the Take Use and Give approach	<ul style="list-style-type: none"> • Practise using the using Take Use Give approach in emergency response situations
	3.6 Demonstrate vehicle dimensional awareness whilst driving	<ul style="list-style-type: none"> • Difference in cab and saloon widths and use of mirrors • Height restrictions, e.g. when passing under bridges • Practise driving paying attention to vehicle dimensions in emergency response situations
	3.7 Demonstrate anticipation and planning to various driving situations including: <ul style="list-style-type: none"> • Meeting traffic • Crossing traffic • Town centre • Narrow roads • Rural roads • Multilane carriageways 	<ul style="list-style-type: none"> • Considerations when planning an emergency drive, e.g. use of wailers and yelpers, peep and creep, claiming exemptions • Practise driving using anticipation and planning in emergency response situations
	3.8 Demonstrate making progress whilst showing restraint under emergency conditions	<ul style="list-style-type: none"> • Correct use of sirens • Occasions when sirens should be switched off • Considerations when demonstrating restraint, e.g. use of speed, positioning • Practise driving demonstrating making progress whilst showing restraint in emergency response situations
	3.9 Drive whilst maintaining optimum comfort for passengers	<ul style="list-style-type: none"> • Considerations for passenger comfort, e.g. smooth use of gears, tapered braking • Practise driving whilst maintaining passenger comfort in emergency conditions
	3.10 Adopt an effective progressive driving style using: <ul style="list-style-type: none"> • Appropriate gears • Vehicles transmission system 	<ul style="list-style-type: none"> • Importance of being in the correct gear and making smooth gear changes • Practise driving using an effective and progressive style in emergency response situations



4. Know how to legally and safely overtake vehicles whilst under emergency conditions	4.1 Summarise the procedure for overtaking vehicles	<ul style="list-style-type: none"> • Considerations when overtaking in an emergency situation, e.g. seek evidence that the drivers ahead are aware of your presence before attempting to pass them
	4.2 Recognise the legal requirements whilst overtaking on the left	<ul style="list-style-type: none"> • Occasions when it is permissible to overtake on the left • Overtaking on the hard shoulder
	4.3 Identify the principles for a safe overtake	<ul style="list-style-type: none"> • Key safety points and principles when overtaking
	4.4 Summarise how the performance and other factors of the vehicle can influence the overtake	<ul style="list-style-type: none"> • Considerations of capability of the vehicle, e.g. is it high performance? Has it got a heavy load?
5. Be able to safely overtake whilst driving under emergency conditions	5.1 Identify safe opportunities to overtake	<ul style="list-style-type: none"> • Considerations when overtaking safely • Practise overtaking safely whilst driving under emergency response conditions
	5.2 Demonstrate: <ul style="list-style-type: none"> • A box overtake • Passing other vehicles • Passing on approach to a roundabout • Passing on approach to major junctions • Passing on multilane carriageways/motorways 	<ul style="list-style-type: none"> • Practise overtaking safely in a variety of situations whilst driving under emergency response conditions
6. Know how to carry out incidental convoy driving	6.1 Explain why a second emergency vehicle may not be anticipated by other road users	<ul style="list-style-type: none"> • Reasons a second emergency vehicle may not be anticipated, e.g. other road users may not expect a second vehicle and tend to pull back out without checking
	6.2 Outline the procedure for coming across another emergency vehicle travelling in the same direction	<ul style="list-style-type: none"> • Procedures for coming across another emergency vehicle travelling in the same direction, e.g. use alternative siren to the one being used by the emergency vehicle in front
7. Know how to react to vulnerable road users whilst driving under emergency conditions	7.1 Identify procedures and safety margins when faced with: <ul style="list-style-type: none"> • Cyclists • Motorcyclists • Pedestrians • Horses 	<ul style="list-style-type: none"> • Procedures and safety margins when faced with vulnerable road users, e.g. always maintain a wide berth
8. Know how to respond to and arrive at an incident on a multilane carriage way	8.1 Summarise situations when you would adopt: <ul style="list-style-type: none"> • Fend off • Fend in • In line 	<ul style="list-style-type: none"> • Fend off situations • Fend in situations • In line situations • Vehicle positioning • Reasons for vehicle positioning
	8.2 Explain the procedure for attending an incident on a motorway including: <ul style="list-style-type: none"> • Reverse access • All lanes running • With or without hard shoulder • Procedures for vehicle breakdown 	<ul style="list-style-type: none"> • Procedures for reverse access, all lanes running and with or without hard shoulder • Preferred approach • Rendezvous point for reverse access • Procedures for first on scene • Procedures for vehicle breakdown on multilane carriageways



9. Be able to drive on a multilane carriageway whilst under emergency response conditions	9.1 Demonstrate driving under emergency conditions on a multilane carriageway including: <ul style="list-style-type: none"> • Joining • Leaving • Changing lane • Lane discipline 	<ul style="list-style-type: none"> • Joining carriageway whilst driving under emergency conditions, e.g. make sure all can see you • Leaving carriage whilst driving under emergency conditions, e.g. aim to be in lane 1 by half mile mark • Changing lane whilst driving under emergency conditions, e.g. clear indications • Lane discipline whilst driving under emergency response conditions • Practise driving under emergency response conditions including joining, leaving and changing lanes on a multilane carriageway
	9.2 Estimate the speed of other road users	<ul style="list-style-type: none"> • Indications that help to estimate speeds of other road users, e.g. cascading brake lights • Practise estimating the speed of other road users whilst driving under emergency response conditions
	9.3 Demonstrate the ability to anticipate other road users' behaviour	<ul style="list-style-type: none"> • Anticipatory indicators, e.g. closing gaps, lorries about to travel uphill • Practise anticipating other road users' behaviour whilst driving under emergency response conditions
	9.4 Demonstrate the correct position to overtake	<ul style="list-style-type: none"> • Stages for overtaking • Correct overtake position, e.g. generally closer than the following position to minimise the distance you have to travel to overtake • Practise overtaking using the correct position whilst driving under emergency response conditions
10. Be able to drive under emergency and non-emergency conditions in the hours of darkness	10.1 Identify the requirements when preparing to drive in low light conditions	<ul style="list-style-type: none"> • Requirements when preparing to drive in low light, e.g. windows, mirrors and the lenses of lights and indicators are clean to give the best possible visibility • Procedures when following other vehicles at night, e.g. dip headlights
	10.2 Demonstrate how to manage dazzle from other vehicles	<ul style="list-style-type: none"> • Managing dazzle from other vehicles, e.g. look towards the nearside edge of the road • Practise managing dazzle whilst driving in the hours of darkness
	10.3 Differentiate between field of vision in daylight and night time	<ul style="list-style-type: none"> • Difference between field of vision in daylight and night time, e.g. there is less contrast as light fades • Effects of driving at night time on the body, e.g. tiredness, eye strain • Adaptations that can help when driving in the dark, e.g. turn off interior lights
	10.4 Demonstrate driving during the hours of darkness	<ul style="list-style-type: none"> • Practical steps to combat tiredness, e.g. regular breaks • Use of road markings, e.g. cat's eyes • Practise driving in the hours of darkness
11. Be able to navigate to a given destination whilst under emergency driving conditions	11.1 Give verbal directions to a given destination whilst under emergency conditions	<ul style="list-style-type: none"> • Correct terminology to use • Terminology that should not be used • Practise giving verbal directions whilst travelling under emergency driving conditions
	11.2 Demonstrate the use of satellite navigation systems	<ul style="list-style-type: none"> • Practise using satellite navigation systems whilst under emergency driving conditions



	<p>11.3 Demonstrate the ability to drive safely to a given location under emergency conditions whilst following:</p> <ul style="list-style-type: none"> • Satellite navigation • Verbal directions 	<ul style="list-style-type: none"> • Practise using satellite navigation systems and following verbal directions whilst under emergency driving conditions
	<p>11.4 Demonstrate a quick turnaround</p>	<ul style="list-style-type: none"> • Definition of quick turnaround • Where quick turnarounds can take place • Quick turnaround techniques • Practise completing quick turnaround
	<p>11.5 Describe how to manage distractions within the vehicle</p>	<ul style="list-style-type: none"> • Dealing with potential distractions, e.g. the radio and other in-vehicle technology
<p>12. Be able to manage confrontation and non-confrontational behaviour whilst driving under emergency response conditions</p>	<p>12.1 Demonstrate the ability to predict and respond to behaviour of other road users</p>	<ul style="list-style-type: none"> • Predicting behaviour of other road users • Responding to behaviour of other road users • Practise predicting and responding to behaviour of other road users
	<p>12.2 Describe how to manage distractions from within the vehicle including:</p> <ul style="list-style-type: none"> • Conversations • Radio communications/entertainment 	<ul style="list-style-type: none"> • Potential distractions from within the vehicle, e.g. distraction due to aggressive patients • Managing distractions in the vehicle
<p>Additional information</p>	<p>Range of situations should include:</p> <ul style="list-style-type: none"> • Urban • Rural • Single track • Single carriageways • Dual carriageways • Multilane carriageways • Motorways <p>Circumstance and environments should include:</p> <ul style="list-style-type: none"> • Varying weather conditions encountered during the course • Town centre, rural and multilane carriageway • Congestion, time of day and varying light conditions <p>(this not a definitive list)</p>	

Note: Full and detailed qualification content, in the form of lesson plans, and assessment guidelines are available to approved Centres.

Appendix 2 – Occupational knowledge and competence in Ambulance Response Driving

All Trainers, Assessors and IQAs **must** have occupational knowledge and competence in Emergency Ambulance Driving.

They must have an ambulance driving qualification:

- Level 3 Certificate in Emergency Ambulance Driving **or**
- Level 3 Certificate in Emergency Response Ambulance Driving (RQF) **or**
- IHCD Ambulance Driving D1 and D2

And

An emergency response driver instructor qualification:

- Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF) **or**
- Edexcel BTEC Level 3 in Ambulance Driving Instruction* **or**
- IHCD Ambulance Driving Tutor*

This list is not exhaustive but provides a guide to acceptable qualifications. This is subject to review and in line with agreed standards from the NHS Ambulance Service Driver Training Advisory Group (DTAG).

* All Trainers must hold the Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF) by 31st December 2021

Appendix 3 – Acceptable training/assessing qualifications

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

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

Appendix 4 – Qualifications suitable for internal quality assurance

Internal quality assurers must 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



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