



Qualsafe Level 3 Award in  
**Patient Care Services:  
Ambulance Driving (RQF)**

**Qualification Specification**

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## Key qualification information

Qualification number:	610/1699/8
Operational start date:	30/11/2022
Guided learning hours (GLH):	35 hours
Total Qualification Time (TQT):	60 hours
Number of units:	2 mandatory units
Assessment methods:	<ul style="list-style-type: none"> <li>• Portfolio of evidence using a variety of internally set practical and theoretical methods (including a final practical assessment observed by an Independent Assessor).</li> </ul>

## 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; Licensing; Food Safety; Fire Safety; Education and Training; Manual Handling; and Health and Social Care.

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

## Qualification overview

This qualification forms part of the QA Prehospital Care suite of qualifications. The qualification and learning outcomes are based on the recommendations of best practice suggested by subject matter experts.

This QA qualification is for people who work within an Ambulance Service who have a requirement to routinely transport patients to and from healthcare settings, including those that work on behalf of an NHS Trust and Independent and NHS Ambulance Service.

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

This qualification specification provides information for Centres about the delivery of the Qualsafe Level 3 Award in Patient Care Services: Ambulance Driving (RQF) and includes the unit information 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 non-emergency situations. It will confirm competence when driving an ambulance to the routine standards required by NHS Trusts and CQC registered ambulance services, ensuring safe legal driving practices in accordance with the Highway Code, Road Traffic Act and Road Craft.

### Intended audience

This qualification is for people who intend to provide transport for patients under routine driving conditions for NHS Trusts, CQC registered Independent Ambulance Services and NHS Ambulance Services.

### Structure

This qualification comprises 2 mandatory units with a Total Qualification Time (TQT) of 60 hours. Full details of these are in *Appendix 1*.

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

TQT is the total number of hours required for a Learner to achieve this qualification. It has 2 elements:

- Guided Learning Hours (GLH) is the time a Learner is being taught and assessed under the immediate guidance of a Trainer/Assessor, which for this qualification is 35 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 25 hours

To accommodate all key elements, we recommend the course programme is delivered over 5 days face-to-face delivery (days 1 to 5 – 35 GLH) and 25 hrs home study, reflective practice, and portfolio completion.

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 Award in Patient Care Services: Ambulance Driving (RQF).

### Relationship with other related qualifications

The Qualsafe Level 3 Award in Patient Care Services: Ambulance Driving (RQF) may be transferred to other similar 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

Due to the nature of this qualification, Recognition of Prior Learning (RPL) is not allowed for this qualification.

### Entry requirements

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

Learners must also:

- Hold a valid driving licence that will allow a Learner to drive on UK roads for the class of vehicle to be driven (must be valid for the full duration of the course)

There are no other formal entry requirements but to benefit from the learning we advise that Learners refresh their knowledge of UK driving law and the *Highway Code* and have a minimum of Level 2 in literacy or equivalent.

### Progression

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

### Requalification requirements

Once achieved, this qualification is valid while the Learner maintains an adequate CPD portfolio.

## Qualification approval requirements

Qualsafe requires the Centre:

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

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

<b>One Trainer/Assessor</b>	Responsible for the delivery and assessment of qualifications
<b>One Independent Assessor</b>	Responsible for the final practical assessment of qualifications
<b>One Internal Quality Assurer</b>	Responsible for quality assuring the delivery, assessment and awarding of this qualification

QA 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 patient transport 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 emergency response ambulance driving and/or patient transport 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
<b>Patient transport ambulance vehicle</b>	A minimum of 1 suitable double crewed ambulance (DCA) size vehicle to enable Learners to demonstrate all the skills required for routine driving.
<b>Suitable classroom</b>	A minimum of 1 desk per Learner 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.
<b>Learning materials</b>	Learners and Trainers should have clear and accurate reference books/handouts covering the topics included in the qualification (see Learning materials below).
<b>Projector and screen</b>	A projector/screen to present the course.
<b>Wipe board and pens</b>	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

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 Customer Portal at least 20 working days prior to 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 20 working days' notice may not be able to 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 QA in accordance with the guidance in the *Qualsafe Centre Handbook*.

### Certification

After a Learner has completed a unit or qualification, whether they have passed or not, Centres must enter the details of the results on the QA Customer Portal at: [www.qualsafeawards.org](http://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.

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 the course. 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 ambulance routine final drives must be 1 Learner to 1 Assessor ratio.

## Delivery plan

Centres must create 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 35 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 their 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:

- *The Official DVSA Guide to Driving The Essential Skills*
- *Roadcraft: The Police Driver's Handbook (The Police Foundation)*
- *The Official Highway Code (Department for Transport)*
- *Emergency Ambulance Response Driver's Handbook (DTAG)*

## Ongoing support

QA 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 Award in Patient Care Services: Ambulance Driving (RQF) skills and knowledge should be taught and assessed in accordance with The Highway Code, Roadcraft and DVSA Guide to Driving The Essential Skills.

The Learner must achieve all the mandatory units.

To pass a unit the Learner must:

- achieve all the specified learning outcomes
- satisfy all the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own

See *Appendix 1* for unit information guidance.

## Methods

Centres must devise assessment methods which provide valid, authentic, reliable, current and sufficient evidence to meet all learning outcomes and assessment criteria in all mandatory units. These assessments will be internally marked and externally moderated. This qualification must be assessed using a portfolio of evidence that includes practical and theoretical assessments as appropriate.

There are 2 possible grades available of Pass or Fail. Learners must pass all units to achieve this qualification.

All assessments must be approved by QA before delivering this qualification and emailed to:  
info@qualsafeawards.org

See *Appendix 1* for unit information guidance.

### Access to assessment

Qualsafe is committed to equality. 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 routine driving qualifications the Learner must be assessed performing practical tasks such as reversing. Learners 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 or their representatives, e.g. External Quality Assurers (EQAs), on request.

### Qualsafe Awards external 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 or their representatives, e.g. External Quality Assurers (EQAs), on request.



## Further information

### Contact us

If you have any queries or comments we would be happy to help you, contact us:

Email: [info@qualsafeawards.org](mailto:info@qualsafeawards.org)

Tel: 0330 660 0899

### Useful addresses and websites

- Qualsafe Awards, City View, 3 Wapping Road, Bradford, BD3 0ED  
[www.qualsafeawards.org/home](http://www.qualsafeawards.org/home)
- Office of Qualifications and Examinations Regulation (Ofqual):  
[www.gov.uk/government/organisations/ofqual](http://www.gov.uk/government/organisations/ofqual)
- Scottish Qualifications Authority (SQA) Accreditation: <http://accreditation.sqa.org.uk>
- Qualifications Wales: [www.qualificationswales.org](http://www.qualificationswales.org)
- Council for the Curriculum Examinations and Assessment (CCEA): <https://ccea.org.uk/regulation>

## Appendix 1 – Qualification units

### Qualification unit 1

The Qualsafe Level 3 Award in Patient Care Services: Ambulance Driving (RQF) has 2 units that Learners are required to complete in order to achieve the qualification.

<b>Title:</b>	Preparing for routine ambulance driving	
<b>GLH:</b>	15	
<b>Level:</b>	3	
<b>Learning outcomes The Learner will:</b>	<b>Assessment criteria The Learner can:</b>	<b>Indicative content</b>
1. Know traffic signs, markings and furniture in order to drive safely	1.1 Recognise a range of: <ul style="list-style-type: none"> <li>• Traffic signs</li> <li>• Markings</li> <li>• Furniture</li> </ul>	Should include: <ul style="list-style-type: none"> <li>• Categories and shapes of road signs</li> <li>• Meaning of road signs</li> <li>• Main categories of white lines</li> <li>• Road furniture items, e.g. roundabouts, traffic lights, islands, crash barriers, cat's eyes etc.</li> <li>• Smart motorway signs</li> </ul>
2. Understand relevant legislation, regulations, policies and procedures relevant to routine ambulance driving	2.1 Identify the legal exemptions and non-exemptions that can be claimed for service vehicles	Should include: <ul style="list-style-type: none"> <li>• Non-emergency exemptions</li> <li>• Non-exemptions</li> </ul>
	2.2 Identify procedures in accordance with the Highway Code	Should include: <ul style="list-style-type: none"> <li>• Highway Code procedures</li> <li>• Importance of drivers having a full understanding of Highway Code procedures</li> </ul>
	2.3 Explain the consequences of not complying with relevant: <ul style="list-style-type: none"> <li>• Legislation</li> <li>• Regulations</li> <li>• Policies and procedures</li> </ul>	Should include: <ul style="list-style-type: none"> <li>• Consequences of not complying with relevant legislation, regulations and procedures, e.g. fines, penalty points, being disqualified from driving, imprisonment</li> </ul>
	2.4 Identify procedures relevant to: <ul style="list-style-type: none"> <li>• Vehicle category</li> <li>• Routine driving</li> </ul>	Should include: <ul style="list-style-type: none"> <li>• Driving to road traffic law</li> <li>• Safe and competent driving</li> <li>• Patient comfort and security</li> <li>• Licence categories, e.g. C1</li> </ul>
	2.5 Identify role and responsibilities of a patient transport driver	Should include: <ul style="list-style-type: none"> <li>• Adherence to rules of the road, including the Highway Code, Road Traffic Act (1988), Road Safety Act (2006)</li> <li>• Role and responsibilities of a patient transport driver</li> </ul>



<p>3. Understand how human, physiological, psychological and situational factors affect driver behaviour</p>	<p>3.1 Identify how <b>human factors</b> can increase road risk</p>	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Human factors associated with increase in road risk, e.g. distraction due to multi-tasking</li> <li>• Human factors that affect observation and anticipation, e.g. tiredness, illness</li> </ul> <p><b>Human factors</b> should include:</p> <ul style="list-style-type: none"> <li>• Alertness</li> <li>• Tiredness</li> <li>• Time pressure</li> <li>• Operational stresses</li> <li>• Driving</li> <li>• Stress</li> <li>• Distraction due to multi-tasking</li> <li>• Personal tendencies</li> </ul>
	<p>3.2 Identify <b>physiological and psychological factors</b> affecting a person's ability to drive safely</p>	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Physiological factors affecting a person's ability to drive safely, e.g. illness</li> <li>• Psychological factors, e.g. personality type</li> </ul> <p><b>Physiological and psychological factors</b> should include:</p> <ul style="list-style-type: none"> <li>• Minor illness, e.g. cold, virus, hay fever</li> <li>• Medication</li> <li>• Residual blood alcohol</li> <li>• Low blood sugar</li> <li>• Cyclical mood/mood swings</li> <li>• Life stress</li> <li>• Injury</li> <li>• Disability</li> <li>• Personality type</li> <li>• Concentration levels</li> </ul>
	<p>3.3 State the techniques for combating:</p> <ul style="list-style-type: none"> <li>• Stress</li> <li>• Confrontation</li> <li>• Fatigue (during the day and night)</li> </ul>	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Practical steps to combat stress, confrontation and tiredness</li> <li>• Steps to avoid confrontation when driving</li> </ul>
	<p>3.4 Recognise <b>situational factors</b> that could increase road risk</p>	<p>Should include:</p> <ul style="list-style-type: none"> <li>• The journey, e.g. unfamiliar route, time pressure, peer pressure</li> <li>• Traffic, e.g. congestion, loss of concentration, failure to look properly</li> <li>• Vehicle, e.g. unfamiliar vehicle, vehicle's capabilities</li> <li>• Situations within the ambulance that could increase road risk</li> </ul> <p><b>Situational factors</b> might include: disagreements between colleagues; finishing time; traffic congestion.</p>



	<p>3.5 Identify <b>common causes</b> of road traffic collisions</p>	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Common cause of road traffic collisions, e.g. poor judgment, being reckless</li> <li>• Most common cause of road traffic accidents – driver error or reaction</li> </ul> <p><b>Common causes</b> may 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.</p>
<p>4. Be able to respond to confrontational and non-confrontational driver behaviour</p>	<p>4.1 Give examples of when conflict could arise with:</p> <ul style="list-style-type: none"> <li>• Other road users</li> <li>• Colleagues</li> <li>• Passengers</li> </ul>	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Conflict with other road users, e.g. tailgating, improper passing</li> <li>• Conflict with colleagues</li> <li>• Conflict with passengers</li> </ul>
	<p>4.2 Demonstrate the ability to predict and respond to behaviour of other road users</p>	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Systematic safer driving using the information gathered from observation to plan driving actions, e.g. anticipate hazards, prioritise, good planning</li> <li>• Benefits of making your intentions clear</li> <li>• Practise predicting and responding to behaviour of other road users</li> </ul>
	<p>4.3 Identify how to deal with <b>distractions</b> both inside and outside of the vehicle</p>	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Potential distractions and how to deal with them, e.g. distraction due to multi-tasking</li> <li>• Legal and safety requirements of operating in-vehicle technology</li> </ul> <p><b>Distractions</b> could include:</p> <ul style="list-style-type: none"> <li>• Environmental</li> <li>• Situational</li> <li>• Conversations</li> <li>• Radio communications/entertainment</li> </ul>
<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>	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Documents required prior to driving, e.g. driving licence, insurance</li> <li>• Information required to undertake a driving licence check</li> </ul>
	<p>5.2 Identify the <b>capabilities and limitations</b> for a range of service vehicles</p>	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Differences between vehicles capabilities and limitations used in the ambulance service</li> <li>• Advantages and disadvantages of vehicles used in the ambulance service</li> </ul> <p><b>Capabilities and limitations</b> should include:</p> <ul style="list-style-type: none"> <li>• Speed</li> <li>• Vehicle stability</li> <li>• Type and condition</li> <li>• Turning circle</li> </ul> <p>(this is not a definitive list)</p>



		<p>Range of vehicles may include:</p> <ul style="list-style-type: none"> <li>• Vehicle under 3.5 tonnes (car)</li> <li>• Vehicle over 3.5 tonnes (van, ambulance or minibus)</li> </ul> <p>(this is not a definitive list)</p>
	<p>5.3 State the procedure a driver is required to follow upon finding a:</p> <ul style="list-style-type: none"> <li>• Fault</li> <li>• Defect</li> </ul>	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Procedures for reporting faults and defects, e.g. noted and reported via the Trust's reporting procedure</li> <li>• Compliance with the Service's policy so defects can be rectified</li> <li>• Not using vehicles if they do not comply with road traffic law</li> </ul>
	<p>5.4 Explain the importance of complying with vehicle checks</p>	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Importance of comprehensive checks, e.g. to ensure that vehicles are safe for their intended use, comply with all traffic law</li> </ul>
	<p>5.5 Differentiate between faults and defects that require:</p> <ul style="list-style-type: none"> <li>• Immediate attention</li> <li>• Delayed or routine maintenance</li> </ul>	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Faults and defects that require immediate attention, e.g. a flat tyre</li> <li>• Faults or defects where vehicle can still be used, e.g. oil warning illuminated</li> </ul>
	<p>5.6 Identify <b>incident</b> procedures including:</p> <ul style="list-style-type: none"> <li>• Initial actions</li> <li>• Reporting</li> </ul>	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Compliance with local procedures for incident procedures</li> <li>• Legal requirements of being involved in an accident as per Section 170 of the Road Traffic Act (1988)</li> </ul> <p><b>Incident</b> should include:</p> <ul style="list-style-type: none"> <li>• Breakdowns including vehicle rescue and/or recovery</li> <li>• Incidents that involve service vehicles directly or indirectly, injury or non-injury</li> <li>• Attendance at an incident in close proximity to a service vehicle</li> <li>• Coming across a collision and/or incident</li> </ul> <p>(this is not a definitive list)</p>
<p>6. Be able to carry out a thorough pre-driving check on service vehicles</p>	<p>6.1 Carry out a <b>vehicle daily inspection</b></p>	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Components of a vehicle daily inspection checklist</li> <li>• Practise completing a vehicle daily inspection checklist</li> </ul> <p><b>Vehicle daily inspection</b> to include:</p> <ul style="list-style-type: none"> <li>• Type of fuel for vehicle</li> <li>• Making sure you are authorised to prepare and drive the vehicle</li> <li>• Cleanliness of vehicle</li> <li>• Bodywork for damage</li> <li>• Vehicle lens</li> <li>• Windscreen</li> <li>• Door mirrors</li> <li>• Number plates</li> </ul>



		<ul style="list-style-type: none"> <li>• Wipers front and rear</li> <li>• Tyres</li> <li>• Activate and deactivate run lock</li> <li>• Oil</li> <li>• Water</li> <li>• Brake fluid</li> <li>• Drive belt</li> <li>• Screen wash</li> <li>• Emergency warning equipment controls</li> <li>• Lighting check</li> <li>• External lighting check</li> <li>• Periodic checks during driving</li> <li>• Returned in a state fit for use</li> </ul>
	<p>6.2 Demonstrate an interior vehicle inspection including:</p> <ul style="list-style-type: none"> <li>• Safety equipment</li> <li>• Load security</li> <li>• Internal lighting</li> <li>• Communications</li> <li>• Vehicle control</li> </ul>	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Practise interior vehicle inspection, e.g. seatbelts, lighting, warning equipment</li> </ul>
	<p>6.3 Carry out a <b>pre-drive check</b></p>	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Sequence required to undertake a pre-driving check</li> <li>• Practise completing a pre-drive check</li> </ul> <p><b>Pre-drive check</b> to include:</p> <ul style="list-style-type: none"> <li>• Handbrake is applied</li> <li>• Seat is in a comfortable position</li> <li>• Mirrors are suitably adjusted</li> <li>• Steering wheel in the correct position and is free from damage</li> <li>• Dashboard warning light check</li> <li>• Static brake test</li> <li>• Guard against false neutrals</li> <li>• Seat belt checked and fastened</li> <li>• Door secure</li> <li>• Power steering check</li> <li>• Start engine</li> <li>• Mobile brake test</li> </ul>

	6.4 Identify actions required when <b>vehicle fluids</b> are low	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Procedure to report if consistently low vehicle fluids (in line with Trust's procedure)</li> <li>• Methods of checking fluid levels safely</li> <li>• Methods of topping up fluid levels safely (where appropriate)</li> <li>• Safety procedures when checking fluid levels</li> </ul> <p><b>Vehicle fluids</b> should include:</p> <ul style="list-style-type: none"> <li>• Oil</li> <li>• Water</li> <li>• Screen wash</li> <li>• Brake fluid</li> </ul> <p>(this is not a definitive list)</p>
	6.5 Complete a vehicle inspection document	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Requirements for each section of the vehicle inspection document</li> <li>• Practise completing a vehicle inspection document</li> </ul>

## Qualification unit 2

<b>Title:</b>	Fundamentals of routine ambulance driving	
<b>GLH:</b>	20	
<b>Level:</b>	3	
<b>Learning outcomes The Learner will:</b>	<b>Assessment criteria The Learner can:</b>	<b>Indicative content</b>
1. Be able to manoeuvre a service vehicle in a safe professional manner	1.1 Identify environmental and situational factors that affect steering	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Main considerations that affect steering, e.g. braking sharply, weather</li> <li>• Dry steering</li> <li>• Low speed and fast steering techniques</li> <li>• The benefits of adopting the key points of steering</li> <li>• The approach, positioning, and kinetics whilst cornering</li> <li>• Road surface and weather conditions</li> </ul>
	1.2 Demonstrate correct pull push steering	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Correct pull push steering techniques and reasons to use it</li> <li>• Key points when steering, e.g. steer delicately on slippery roads</li> <li>• Practise pull push steering</li> </ul>



<p>1.3 Identify suitable locations to:</p> <ul style="list-style-type: none"> <li>• Park</li> <li>• Reverse</li> <li>• Turn around</li> </ul>	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Suitable locations to park, reverse and turn around</li> <li>• Locations where you must not park, reverse or turn around</li> </ul>
<p>1.4 Demonstrate accurately reversing a vehicle including:</p> <ul style="list-style-type: none"> <li>• Right reverse</li> <li>• Left reverse</li> <li>• <b>Bay park</b></li> <li>• Parallel parking</li> <li>• Slalom reverse</li> </ul>	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Reversing techniques</li> <li>• Correct steering techniques for reversing</li> <li>• Practise listed reversing situations using cones</li> <li>• All round observations</li> <li>• Positioning the vehicle before the manoeuvre</li> <li>• Spatial awareness</li> </ul> <p>(this list is not definitive)</p> <p><b>Bay park</b> should include:</p> <ul style="list-style-type: none"> <li>• Straight back</li> <li>• Slalom</li> <li>• Confined area</li> <li>• From a 45-degree angle</li> </ul> <p>(this is not a definitive list)</p>
<p>1.5 Identify when to use assistance to park a vehicle</p>	<p>Should include:</p> <ul style="list-style-type: none"> <li>• When to use a banks person</li> <li>• Role of driver when parking</li> <li>• Role of banks person when parking</li> </ul>
<p>1.6 Demonstrate guiding a driver to park a vehicle using appropriate hand signals</p>	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Standard hand signals to be used by banks person - straight back, move left/right, stop and distance to stop</li> <li>• Practise guiding a driver to park using correct hand signals</li> </ul>
<p>1.7 Demonstrate tapered braking</p>	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Phases of tapered braking and why it is used</li> <li>• Practise tapered braking</li> </ul>





2. Be able to utilise vehicle braking systems	2.1 Identify <b>environmental and situational</b> considerations for using the brakes	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Main considerations when braking, e.g. plan to avoid braking on bends</li> <li>• Ways environment and situation affects braking, e.g. icy roads, braking and stopping distances</li> </ul> <p><b>Environmental and situational considerations</b> should include:</p> <ul style="list-style-type: none"> <li>• Road surface and weather conditions</li> <li>• Traffic conditions</li> <li>• Vehicle size and condition</li> <li>• Cornering</li> </ul>
	2.2 Recognise how braking can aid <b>passenger</b> comfort	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Importance of smoothness of journey for patients with various conditions</li> <li>• Tapered braking and its uses, e.g. smooth braking enhances passenger comfort</li> </ul> <p><b>Passenger</b> should include:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
	2.3 Describe key features of the vehicles safety systems	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Anti-lock braking system</li> <li>• Electronic stability control</li> <li>• Traction control systems</li> </ul>
	2.4 Describe <b>types of skids</b> and how to: <ul style="list-style-type: none"> <li>• Avoid</li> <li>• Negotiate</li> </ul>	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Causes of skids</li> <li>• How to avoid skids</li> <li>• How to negotiate skids</li> <li>• Front wheel skid</li> <li>• Rear wheel skid</li> <li>• All wheel skid</li> <li>• Aquaplaning</li> <li>• Oversteer, understeer, lift-off oversteer</li> </ul> <p><b>Types of skids</b> must include:</p> <ul style="list-style-type: none"> <li>• Front wheel</li> <li>• Rear wheel</li> <li>• Four wheel</li> </ul>
	2.5 Demonstrate the effective use of a vehicle's braking systems	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Retarder brake and its purpose</li> <li>• Using anticipation to prevent use of brakes</li> <li>• Practise effective use of vehicle's braking system and steering whilst braking</li> </ul>



3. Be able to apply the system of car control	3.1 Summarise the components of the system of car control	Should include: <ul style="list-style-type: none"> <li>• System and its uses</li> <li>• Phases of System – information, position, speed, gear, acceleration</li> </ul>
	3.2 Demonstrate the <i>take, use</i> and <i>give</i> principles whilst driving	Should include: <ul style="list-style-type: none"> <li>• Take, use and give principles with examples</li> <li>• Practise take, use and give principles</li> </ul>
	3.3 Demonstrate a flexible driving plan	Should include: <ul style="list-style-type: none"> <li>• Main areas of a driving plan, e.g. what can be seen, what cannot be seen</li> <li>• Purpose and key stages of planning</li> <li>• Practise developing and demonstrating a flexible driving plan</li> </ul>
	3.4 Adopt the correct position to be able to safely and smoothly negotiate hazards	Should include: <ul style="list-style-type: none"> <li>• Importance of positioning</li> <li>• What ideal road position depends on, e.g. size of the vehicle, traffic conditions</li> <li>• Practise the correct road position in a variety of situations</li> </ul>
	3.5 Demonstrate vehicle dimensional awareness whilst driving	Should include: <ul style="list-style-type: none"> <li>• Importance of vehicle dimension awareness, e.g. consider vehicle height, width and length when negotiating hazards</li> <li>• Practise vehicle dimension awareness in a variety of situations</li> </ul>
	3.6 Demonstrate anticipation and planning to various driving situations including: <ul style="list-style-type: none"> <li>• Meeting traffic</li> <li>• Crossing traffic</li> <li>• Town centre</li> <li>• Narrow roads</li> <li>• Rural roads</li> <li>• Multilane carriageways</li> </ul>	Should include: <ul style="list-style-type: none"> <li>• Importance of anticipation and planning</li> <li>• Practise anticipation and planning skills in a variety of driving situations including crossings and roundabouts</li> </ul>
	3.7 Demonstrate negotiating cornering techniques whilst correctly identifying the limit point	Should include: <ul style="list-style-type: none"> <li>• Main considerations when cornering, e.g. traveling at the correct speed for the corner</li> <li>• Limit point</li> <li>• Forces acting on the vehicle when cornering</li> <li>• Factors affecting cornering, e.g. acceleration, road surface</li> <li>• Specification of vehicle affecting cornering</li> <li>• Dangers when cornering, e.g. oncoming vehicles</li> <li>• Understeer, oversteer, lift-off oversteer and aquaplaning</li> <li>• Practise cornering and correctly identifying limit point</li> </ul>



	3.8 Evaluate ambulance driving performance	Should include: <ul style="list-style-type: none"> <li>• Qualities and competencies of a better driver</li> <li>• Self-evaluation of driving performance</li> </ul>
	3.9 Reflect on own driving style and behaviour including dealing with confrontation	Should include: <ul style="list-style-type: none"> <li>• Self-reflection on driving style and dealing with confrontation</li> </ul>
4. Be able to vary the speed of a vehicle	4.1 Demonstrate braking to allow stopping at a distance that is safe and clear	Should include: <ul style="list-style-type: none"> <li>• Typical stopping distances for a range of situations</li> <li>• Conditions where stopping distance will increase, e.g. on wet roads</li> <li>• Keeping a safe distance from vehicle in front</li> <li>• Main considerations when braking, e.g. brake in plenty of time</li> <li>• Practise braking and stopping at safe distances</li> </ul>
	4.2 Explain the advantages of acceleration sense	Should include: <ul style="list-style-type: none"> <li>• Advantages of acceleration sense, e.g. you use the brakes less or not at all, uses less fuel, causes less wear on the tyres</li> </ul>
	4.3 Demonstrate acceleration sense	Should include: <ul style="list-style-type: none"> <li>• Importance of forward vision</li> <li>• Practise acceleration sense</li> </ul>
	4.4 Demonstrate engine braking when travelling down a steep incline	Should include: <ul style="list-style-type: none"> <li>• Engine braking and its uses, e.g. where normal braking might lock the wheels on slippery roads, on long descents</li> <li>• Practise engine braking and when and where to brake on a hill</li> </ul>
5. Be able to effectively use a vehicle's transmission	5.1 Demonstrate economical driving	Should include: <ul style="list-style-type: none"> <li>• Key points to consider when changing gear, e.g. recognise when to change gear by sound of engine</li> <li>• Practise economical driving, e.g. changing up a gear early to reduce fuel consumption and carbon emissions</li> </ul>
	5.2 Demonstrate using a responsive gear	Should include: <ul style="list-style-type: none"> <li>• Characteristics of each gear</li> <li>• Practise using a responsive gear</li> </ul>
	5.3 Demonstrate the full use of the vehicle's transmission whilst driving routinely	Should include: <ul style="list-style-type: none"> <li>• Main characteristics of an automatic and manual gear box</li> <li>• Situations manual override would be considered</li> <li>• Practise driving using vehicle's transmission and gear changing techniques</li> </ul>



	<p>5.4 Demonstrate the smooth and correct gear for a <b>range of situations</b></p>	<p>Should include:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Situations low or high gear are required</li> <li>• Practise gear changing techniques for a range of situations</li> </ul> <p><b>Range of situations</b> should include:</p> <ul style="list-style-type: none"> <li>• Urban</li> <li>• Rural</li> <li>• Single track</li> <li>• Single and dual carriageways</li> <li>• Multilane carriageways</li> <li>• Motorways</li> </ul> <p>(this is not a definitive list)</p>
<p>6. Be able to smoothly accelerate</p>	<p>6.1 Demonstrate the ability to vary the speed of a vehicle in variety of road and traffic conditions</p>	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Acceleration sense</li> <li>• Practise varying the speed of a vehicle in a variety of situations</li> </ul>
	<p>6.2 Demonstrate maintaining speed whilst negotiating corners and bends</p>	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Techniques involved in cornering, e.g. limit point</li> <li>• Forces acting on the vehicle</li> <li>• Practise maintaining speed and using the correct speed when cornering</li> <li>• Correct positioning for left and right bends</li> </ul>
	<p>6.3 Demonstrate how to balance the vehicle whilst cornering</p>	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Characteristics that affect the vehicle when cornering, e.g. vehicle's centre of gravity</li> <li>• Oversteer and understeer</li> <li>• Crown camber and superelevation</li> <li>• Practise balancing the vehicle whilst cornering</li> </ul>
<p>7. Be able to safely drive on a multilane carriageway</p>	<p>7.1 Demonstrate how to safely drive on a multilane carriageway including:</p> <ul style="list-style-type: none"> <li>• Joining</li> <li>• Leaving</li> <li>• Changing lane</li> <li>• Lane discipline</li> </ul>	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Procedures for joining multilane carriageways, e.g. give priority to traffic already on the motorways, match speed to fit safely into traffic flow</li> <li>• Procedures for leaving, e.g. signal left in good time and reduce your speed on the slip road</li> <li>• Procedures for changing lane, e.g. stay in left hand lane unless overtaking</li> <li>• Lane discipline</li> <li>• Practise driving safely on multilane carriageways</li> </ul>



	7.2 Estimate the speed of other road users	Should include: <ul style="list-style-type: none"> <li>• Importance of observation in anticipation, e.g. allows you to spot hazards and give yourself extra time to think, anticipate and react</li> <li>• Judging speed, e.g. predict HGV speed when travelling up hills</li> <li>• Practise estimating speed of other road users</li> </ul>
	7.3 Demonstrate the ability to anticipate other road users' behaviour	Should include: <ul style="list-style-type: none"> <li>• 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?</li> <li>• Considerations when making observation on a motorway, e.g. look ahead and behind you, use mirrors regularly</li> <li>• Practise anticipating other road users' behaviour</li> </ul>
	7.4 Demonstrate the correct position to overtake	Should include: <ul style="list-style-type: none"> <li>• Lane discipline</li> <li>• General rules for overtaking, e.g. check your mirrors</li> <li>• Overtaking and following position</li> <li>• Practise overtaking using the correct position</li> </ul>
8. Know how to safely overtake vehicles	8.1 Identify the procedure for: <ul style="list-style-type: none"> <li>• Overtaking vehicles</li> <li>• Passing vehicles on the left</li> </ul>	Should include: <ul style="list-style-type: none"> <li>• Key safety points for overtaking, e.g. is it necessary?</li> <li>• Main considerations before overtaking, e.g. avoid causing other vehicles to alter speed, don't overtake if you cannot see far enough ahead</li> <li>• Difference between following position and overtaking position</li> <li>• Identifying the gap</li> <li>• Occasions where you must not overtake</li> <li>• Situations where overtaking on the left is permissible</li> </ul>
	8.2 Recognise the legal requirements whilst overtaking on the left	Should include: <ul style="list-style-type: none"> <li>• Legal requirements whilst overtaking on the left</li> </ul>
	8.3 Identify the procedure for a safe overtake	Should include: <ul style="list-style-type: none"> <li>• Key safety points for overtaking</li> <li>• Potential hazards when overtaking, e.g. pedestrians, road layout</li> <li>• Correct following position</li> <li>• Correct overtaking position</li> </ul>
	8.4 Summarise how the performance of the vehicle can influence the overtake	Should include: <ul style="list-style-type: none"> <li>• Vehicle's capability of overtaking, e.g. is it a high performance or large vehicle? Will it give you enough acceleration?</li> </ul>



<p>9. Understand the effects of adverse weather conditions whilst driving</p>	<p>9.1 Recognise the considerations for driving when faced with the following conditions:</p> <ul style="list-style-type: none"> <li>• Rain</li> <li>• Snow</li> <li>• Wind</li> <li>• Ice</li> <li>• Reduced visibility</li> </ul>	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Adverse weather that affects driving conditions</li> <li>• Rain considerations, e.g. keep well back from the vehicle in front to increase ability to see and plan ahead</li> <li>• Snow and ice considerations, e.g. greater stopping distances</li> <li>• Wind considerations, e.g. high-sided vehicles</li> <li>• Reduced visibility considerations, e.g. types of light to use</li> </ul>
<p>10. Be able to navigate to a given destination</p>	<p>10.1 Follow verbal directions to a given destination</p>	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Considerations when following verbal direction, e.g. ask for a repeat instruction if required</li> <li>• Practise following verbal directions</li> </ul>
	<p>10.2 Give verbal directions to a given destination</p>	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Considerations when giving verbal direction, e.g. give instructions clearly and slowly</li> <li>• Practise giving verbal directions</li> </ul>
	<p>10.3 Demonstrate the use of satellite navigation systems</p>	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Features of satellite navigation systems</li> <li>• Features of ambulance navigation systems</li> <li>• Practise using satellite navigation systems</li> </ul>
	<p>10.4 Demonstrate the ability to drive safely to a given location whilst following:</p> <ul style="list-style-type: none"> <li>• Satellite navigation</li> <li>• Verbal directions</li> </ul>	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Practise using satellite navigation systems and following verbal directions</li> </ul>
	<p>10.5 Describe how to manage distractions within the vehicle</p>	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Potential distractions and how to deal with them, e.g. distraction due to multi-tasking, driving stress</li> </ul>
	<p>10.6 Plan a route from a given location to another given location</p>	<p>Should include:</p> <ul style="list-style-type: none"> <li>• Reading maps and street guides</li> <li>• Map reading exercise from a suggested address to A&amp;E</li> </ul>
<p>11. Understand what is involved when carrying out a collision investigation</p>	<p>11.1 Complete an accident report</p>	<p>Must include:</p> <ul style="list-style-type: none"> <li>• Producing a diagram of the scene, causes and circumstances (simulation allowed)</li> </ul> <p>Should include:</p> <ul style="list-style-type: none"> <li>• Sections on an accident report form</li> <li>• Complete an accident report form</li> </ul>

	11.2 Explain the benefits of telematics and CCTV during collision investigation	Should include: <ul style="list-style-type: none"> <li>• Information recorded on telematics systems</li> <li>• Benefits of telematics and CCTV, e.g. provides evidence of circumstances leading up to the accident</li> </ul>
12. Know how to apply own organisation's breakdown procedures	12.1 Describe procedures for breakdowns	Should include: <ul style="list-style-type: none"> <li>• Patient and other safety</li> <li>• Own organisation's procedures</li> <li>• Dual carriageway and motorways</li> </ul>

## Appendix 2 – Occupational knowledge and competence in patient transport driving

All Trainers, Assessors and IQAs **must** have occupational knowledge and competence in patient transport driving.

They must hold one or more of the following qualifications:

- Approved Driving Instructor (ADI) + fleet
- Approved Driving Instructor (ADI) + RoSPA Gold or higher
- Approved Driving Instructor (ADI) + IAM
- Occupational competence in driving a passenger carrying vehicle (PCV)
- Level 4 Diploma in Emergency Response Ambulance Driving Instruction (RQF)

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).



## 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
CIPD Certificate in Training Practice – Level 3	√	
Level 3 Award in Education and Training (QCF or RQF)	√	
Level 4 Certificate in Education and Training (QCF or RQF)	√	
Level 5 Diploma in Education and Training (QCF or RQF)	√	
Cert Ed/PGCE/B Ed/M Ed	√	
SVQ 3 Learning and Development SCQF Level 8	√	
SVQ 4 Learning and Development SCQF Level 9	√	
TQFE (Teaching Qualification for Further Education)	√	
Planning and Delivering Learning Sessions to Groups SCQF Level 6 (SQA Unit)	√	
L&D Unit 6 Manage Learning and Development in Groups SCQF Level 8 (SQA Accredited)	√	
L&D Unit 7 Facilitate Individual Learning and Development in Groups SCQF Level 8 (SQA Accredited)	√	
L&D Unit 8 Engage and Support Learners in the Learning and Development Process SCQF Level 8 (SQA Accredited)	√	
Carry Out the Assessment Process SCQF Level 7 (SQA Unit)		√
Level 3 Certificate in Assessing Vocational Achievement (QCF or RQF)		√
L&D Unit 9DI– Assess workplace competences using direct and indirect methods SCQF Level 8(SQA Accredited) – replacing Units A1 and D32/33		√
L&D Unit 9D – Assess workplace competence using direct methods SCQF Level7 (SQA Accredited) – replacing Units A2 and D32		√
Other Acceptable Qualifications		
DVSA Approved Driving Instructor	√	
CTLLS/DTLLS	√	
City and Guilds 7307 Certificate in Teaching Adult Learners	√	
City and Guilds 7407 Certificate in Teaching Adult Learners	√	
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