



AMBULANCE DRIVING QUALIFICATIONS

Qualification Specification

Qualification Recognition Numbers:

Level 2 Award in Ambulance Driving: 601/7529/1

Level 3 Certificate in Emergency Response Ambulance Driving: 601/7335/X

Qualification References:

Level 2 Award in Ambulance Driving: L2AAD

Level 3 Certificate in Emergency Response Ambulance Driving: L3CERAD



Why this Document is Being Revised

This document was revised by FutureQuals in August 2016 in order to update content and wording.

Summary of Changes Made to this Document

This document was revised by FutureQuals in August 2016 in order to:

- Remove the term 'QCF'
- Add GL and TQT section
- Add Unit Numbers to unit tables
- Review qualification outline
- Remove the term 'Rules of Combination' and add the term 'Qualification Structure'
- Include an introduction to FutureQuals
- Update information about Learner Declarations of Authenticity

Content /Sections Removed

- 2.5 Guided Learning Hours
- 2.20 Opportunities for Progression

Content /Sections Added

- 2.5 Total Qualification Time
- 6.1 Total Qualification Time and Guided Learning added to glossary

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Section One

Centre Requirements

1.1 Introduction

Introduction to FutureQuals

FutureQuals is forward thinking, learner and customer-focussed, and committed to delivering inspiring learning and skills.

Our Values

“We are a Visionary, Supportive, Innovative and Professional Awarding Organisation that is committed to excellence.”

Our Vision

“We envisage a place in which every learner realises their full potential.”

Our Mission

“To provide respected and valued qualifications and assessment to enable quality assured learning.”

FutureQuals is recognised to deliver regulated qualifications by Ofqual in England, CCEA Regulation in Northern Ireland, the Scottish Qualifications Authority (SQA Accreditation) and Qualifications Wales to offer a comprehensive and diverse range of qualifications across a wide range of vocational areas many of which are transferable across industries and sectors.

A full list of FutureQuals current qualifications can be accessed at <http://www.futurequalsquals.com>

We have developed a genuine understanding and insight into all types of educational organisations, which ensures that we are highly responsive to their needs. We offer a wide range of benefits and support for our learners, our approved centres, and their assessment and quality assurance teams.

FutureQuals offers a wide range of benefits and support for all of our educational products and services including:

- Vocational qualifications accredited by the UK regulators and recognised by employers, universities and professional bodies
- 24/7 online management systems for the registration of learners, ensuring highly efficient services and access to assessment and results
- A diverse range of qualifications
- A flexible approach to assessment
- A network of professionals who examine and quality assure our regulated qualifications and assessments
- Regular updates on new developments in education and training
- Unrivalled customer service support and extensive guidance materials

Introduction to Qualification Specification

Welcome to the FutureQuals Specification for the **FAQ Level 2 Award in Ambulance Driving** and the **FAQ Level 3 Certificate in Emergency Response Ambulance Driving**. The aim of this specification is to provide our centres with guidance to assist in the administration, delivery and assessment of this qualification. It is recommended that you study this specification in detail and become fully conversant with the procedures and accompanying documents.

This specification is a live document and, as such, will be updated when required. Centres will be informed via email when changes are made. It is the responsibility of the approved centre to ensure the most up to date version of the Approved Specification is in use.

This document is copyright but may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

1.2 Data Protection

FutureQuals is registered with the Data Protection Act and handles all data in accordance with the required procedures of the Act.

1.3 Complaints

FutureQuals aims to constantly monitor the levels of service provided and report on performance indicators on a regular basis. We will endeavour to be open about the levels of service we aim to offer all our customers.

There may be times, however, when our centres do not feel we have met these needs. In these cases, centres may complain in writing to FutureQuals Centre Support. FutureQuals will attempt to resolve all complaints within the published timescales, and will record and review all complaints as part of our customer service commitment.

1.4 Enquiries

Any enquires relating to this qualification should be addressed to:

Future (Awards and Qualifications) Ltd
EMP House
Telford Way
Coalville
Leicestershire
LE67 3HE

Tel: 01530 836662

Fax: 01530 836668

E-mail: qualifications@futurequals.com

Website: www.futurequals.com

Section Two

Qualification Information

2.1 Qualification Outline

The purpose of this **FAQ Level 2 Award in Ambulance Driving** is to provide the learner with the skills, knowledge and understanding required to drive ambulance vehicles.

This qualification gives the learner the opportunity to:

- Be able to prepare, drive and manoeuvre ambulance vehicles

The purpose of this **FAQ Level 3 Certificate in Emergency Response Ambulance Driving** is to provide the learner with the skills, knowledge and understanding required to drive an ambulance vehicle in response to an emergency

This qualification gives the learner the opportunity to:

- Be able to prepare, drive and manoeuvre ambulance vehicles
- Be able to drive an ambulance vehicle in emergency and non-emergency situations

2.2 Qualification Accreditation Number (QAN)

- FAQ Level 2 Award in Ambulance Driving: 601/7529/1
- FAQ Level 3 Certificate in Emergency Response Ambulance Driving: 601/7335/X

2.3 Qualification Credits

Minimum credits required to achieve the qualifications:

- FAQ Level 2 Award in Ambulance Driving: 7
- FAQ Level 3 Certificate in Emergency Response Ambulance Driving: 23

2.4 Qualification Level

- FAQ Level 2 Award in Ambulance Driving. This qualification has been listed on the Regulated Qualifications Framework at: **Level 2**
- FAQ Level 3 Certificate in Emergency Response Ambulance Driving. This qualification has been listed on the Regulated Qualifications Framework at: **Level 3**

2.5 Total Qualification Time

This qualification is allocated Total Qualification Time (TQT) this may include Guided Learning (GL) expressed in hours, which indicates the approximate number of hours for teacher supervised or directed study time and assessment.

- FAQ Level 2 Award in Ambulance Driving
The total qualification time (TQT) for this qualification is: TBC

- Guided learning (GL) for this qualification is: 56 hours
- FAQ Level 3 Certificate in Emergency Response Ambulance Driving
The total qualification time (TQT) for this qualification is: TBC
Guided learning (GL) for this qualification is: 197 hours

2.6 Additional Information

The qualification has been accredited within the Regulated Qualifications Framework and may be eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and regularly updated on their website. It will also appear on the Hub, the online service for use by organisations working with the Skills Funding Agency (SFA).

You should use the **Qualification Accreditation Number (QAN)**, when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique reference number (**Unit Reference Number**), which is listed in this specification. The qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with FutureQuals.

2.7 Progression

- The Level 2 Award in Ambulance Driving has been specifically designed to support progression on to other relevant qualifications including the FAQ Level 3 Certificate in Emergency Response Ambulance Driving.
- The Level 3 Certificate in Emergency Response Ambulance Driving has been specifically designed to support progression on to other relevant qualifications including the FAQ Level 4 Diploma in Associate Ambulance Practitioners.

2.8 Age Ranges

Pre 16:	No
16-18:	No
18+:	Yes
19+:	No

2.9 Qualification Structure

Level 2 Award in Ambulance Driving

To achieve the **Level 2 Award in Ambulance Driving** learners must achieve a minimum of 7 credits from the mandatory group.

Group M - Mandatory				
Unit Number	URN	Unit Name	Credit Value	Level
1	R/507/7796	Prepare, Drive and Manoeuvre Ambulance Vehicles	7	2

Level 3 Certificate in Emergency Response Ambulance Driving

To achieve the **Level 3 Certificate in Emergency Response Ambulance Driving** learners must achieve a minimum of 23 credits from the two mandatory groups.

Group M - Mandatory				
Unit Number	URN	Unit Name	Credit Value	Level
1	R/507/7796	Prepare, Drive and Manoeuvre Ambulance Vehicles	7	2
2	L/507/7795	Drive Emergency Ambulance Vehicles	16	3

2.10 Barred Units

Units with the same title at different levels or units with the same content cannot be combined in the same qualification.



2.11 Unit Specifications

Unit 1: Prepare, Drive and Manoeuvre Ambulance Vehicles

Unit Reference Number: R/507/7796

Level: 2

Credit: 7

Unit Summary

This unit assesses the knowledge, skills and understanding required to prepare, drive and manoeuvre ambulance vehicles, including pre-driving checks, navigation, the effects of adverse conditions and managing confrontational behaviour.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Be able to carry out a pre-shift vehicle daily inspection and pre driving checks.	1.1 State the legal requirements when checking a vehicle for: <ul style="list-style-type: none"> • Compliance • Safety
	1.2 State reasons and legal requirements for performing a pre driving check.
	1.3 Outline the order of a pre driving check.
	1.4 Summarise the capabilities and limitations of a range of vehicles.
	1.5 Carry out a daily inspection on a range of vehicles.
	1.6 Carry out a pre driving check on a range of vehicles.
	1.7 Complete the correct documentation when carrying out the vehicle checks.
	1.8 Outline actions to take if vehicle defects are identified.
2. Be able to comply with current legislation and driving regulations at all times.	2.1 Explain reasons for complying with legislation and driving regulations.
	2.2 Outline the consequences of disregarding legislation and driving regulations.
	2.3 Explain exemptions available for routine ambulance driving.
	2.4 Explain actions required for incident management when: <ul style="list-style-type: none"> • Incident involves service vehicle • Coming across an incident
	2.5 Comply with the highway code at all times when in control of a vehicle.
3. Be able to use vehicles' braking systems.	3.1 State considerations for using brakes.
	3.2 Explain why a static and mobile brake test is carried out.
	3.3 Explain how a static and mobile brake test is carried out.
	3.4 Explain how braking can provide a ride that meets individual patients' needs.
	3.5 Describe what is meant by tapered braking.
	3.6 Use tapered braking.

	3.7 Use a vehicle's braking system effectively when driving.
4. Be able to use vehicles' steering systems.	4.1 Explain factors that affect steering.
	4.2 State rules for vehicle steering.
	4.3 State considerations when cornering to include: <ul style="list-style-type: none"> • Approach • Positioning • Forces acting on vehicle
	4.4 Explain effects on cornering speeds of: <ul style="list-style-type: none"> • Vehicle condition • Type
	4.5 Identify limit point when cornering.
	4.6 Steer a vehicle according to the rules of steering.
	4.7 Negotiate a corner when driving.
5. Be able to use vehicles' transmission systems during routine driving.	5.1 Explain the use of gears in relation to economical driving.
	5.2 Select appropriate gear to drive economically.
	5.3 Use vehicle's transmission system effectively during routine driving.
6. Be able to vary the speed of the vehicle.	6.1 State the advantages of using acceleration sense.
	6.2 Explain when acceleration sense should be applied.
	6.3 Use the accelerator to vary vehicle speed.
	6.4 Use engine braking to vary vehicle speed in a range of conditions.
7. Be able to use procedures for multi-lane carriageways and motorway driving.	7.1 Explain procedures for multi-lane carriageway and motorway driving when: <ul style="list-style-type: none"> • Joining • Exiting • Changing lane • Lane discipline
	7.2 Describe types and meaning of road signs found on: <ul style="list-style-type: none"> • Multi-lane carriageways • Motorways
	7.3 Define different types of road furniture found on: <ul style="list-style-type: none"> • Multi-lane carriageways • Motorways
	7.4 Describe procedures for breakdowns on: <ul style="list-style-type: none"> • Multi-lane carriageways • Motorways
	7.5 Show own ability to estimate the speed of other vehicles.
	7.6 Anticipate other driver's actions and behaviours when driving.
	7.7 Drive safely on multi-lane carriageways and motorways.

8. Be able to reverse and manoeuvre an ambulance vehicle safely.	8.1 Describe when a banksman is required when reversing.
	8.2 Use hand signals when acting as a banks man.
	8.3 Position a vehicle prior to a reversing manoeuvre.
	8.4 Reverse a vehicle to include: <ul style="list-style-type: none"> • All round observation • Appropriate use of vehicle controls • Judgement of vehicle position • Accuracy of manoeuvre • Spatial awareness • Demonstrate safe use of reversing aids
9. Understand the use and effects of vehicle safety systems.	9.1 Describe different types and causes of skids.
	9.2 Describe how to avoid skids.
	9.3 Describe how the following vehicle safety systems work: <ul style="list-style-type: none"> • Electronic stability programme • ABS braking
	9.4 State procedures to maintain vehicle stability in a vehicle fitted with safety aids.
	9.5 State procedures to maintain vehicle stability in a vehicle not fitted with safety aids.
10. Understand how to overtake other vehicles during routine driving.	10.1 Define legal requirements for passing vehicles during routine driving: <ul style="list-style-type: none"> • Overtaking • Passing on the left
	10.2 Explain the effects of vehicle performance and factors that will influence overtaking.
	10.3 Explain techniques for passing vehicles during routine driving: <ul style="list-style-type: none"> • Overtaking • Passing on the left
11. Understand the effects of adverse conditions on driving.	11.1 Explain procedures for driving in the following conditions: <ul style="list-style-type: none"> • Fog • Ice • Rain • High winds • Snow
12. Be able to manage confrontational behaviour whilst driving.	12.1 Identify situations where conflict involves: <ul style="list-style-type: none"> • Crew • Others • Other road users
	12.2 Identify human factors that are significant contributors to road traffic collisions.
	12.3 State the techniques to combat the effects of stress from confrontational behaviour whilst driving.
	12.4 Reflect on own driving practice during confrontational behaviour whilst driving.

13. Be able to navigate during routine driving.	13.1 Give directional information to colleague.
	13.2 Apply directional information from colleague.
	13.3 Use navigational aids safely to assist in routine driving.
	13.4 Manage distractions from within the vehicle whilst driving.

Unit 2: Drive Emergency Ambulance Vehicles

Unit Reference Number: L/507/7795

Level: 3

Credit: 16

Unit Summary

This unit assesses the knowledge, skills and understanding required to drive an ambulance vehicle in emergency and non-emergency situations.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Be able to use the system of car control.	1.1 Explain stages of the system of car control.
	1.2 Explain advantages of the system of car control.
	1.3 Describe how the system of car control works with different types of hazards.
	1.4 State the importance in a system of car control of: <ul style="list-style-type: none"> • Forward planning • Anticipation • Observation
	1.5 Describe the importance of a driving plan.
	1.6 Use the system of car control.
2. Be able to use vehicles' transmission systems during emergency driving.	2.1 Explain the use of gears in relation to a progressive driving style.
	2.2 Select appropriate gears to drive in a progressive manner.
	2.3 Use vehicle's transmission system effectively during progressive driving.
3. Be able to overtake other vehicles during an emergency drive.	3.1 Explain the legal requirements for passing vehicles in an emergency: <ul style="list-style-type: none"> • Overtaking • Passing on the left
	3.2 Explain the effects of vehicle performance and factors to consider whilst overtaking.
	3.3 Explain techniques for passing vehicles in an emergency: <ul style="list-style-type: none"> • Overtaking • Passing on the left
	3.4 Identify safe opportunities for overtaking in an emergency.
	3.5 Pass other vehicles in an emergency.
4. Be able to drive an ambulance vehicle during hours of darkness in emergency and non-emergency situations.	4.1 List requirements in vehicle preparation for driving in the hours of darkness.
	4.2 Describe procedures for dealing with dazzle from other road users' lights.
	4.3 Identify the symptoms of fatigue whilst driving during the hours of darkness.

	4.4 Explain the procedures to take when affected by fatigue whilst driving during the hours of darkness.
	4.5 Explain how driver's field of vision affects vehicle speed whilst driving during the hours of darkness.
	4.6 Drive during the hours of darkness.
5. Be able to drive in emergency response situations.	5.1 List responsibilities of an emergency ambulance response driver.
	5.2 Explain how audible and visual warnings can assist with safe progress.
	5.3 Explain high speed driver training regulations.
	5.4 Drive in compliance with high speed driver training regulations.
	5.5 Manoeuvre the vehicle to facilitate a quick turnaround.
	5.6 Explain situations when to use the following vehicle positions: <ul style="list-style-type: none"> • In line • Fend in • Fend off
	5.7 State the techniques to combat the effects of stress when responding to emergencies.
	5.8 Reflect on own driving practice in emergency response situations.
6. Be able to drive using exemptions for emergency ambulance response driving.	6.1 Explain the exemptions available to ambulance vehicles whilst responding to emergency calls.
	6.2 Explain when to use exemptions in an emergency drive.
	6.3 Justify the use of exemptions when driving in an emergency.
	6.4 Drive using emergency ambulance response vehicle exemptions.
7. Be able to manage confrontational behaviour when responding to emergencies.	7.1 Identify situations where conflict involves: <ul style="list-style-type: none"> • Crew • Others • Other road users
	7.2 Demonstrate ability to predict and safely respond to the behavioural changes of other drivers.
8. Be able to navigate when responding to emergencies.	8.1 Give directional information to colleague.
	8.2 Apply directional information from colleague.
	8.3 Use navigational aids available to assist in an emergency response.
	8.4 Manage distractions from within the vehicle when responding to emergencies.

2.12 Unique Learner Number

It is an OFQUAL requirement that Awarding Organisations must capture the Unique Learner Number (ULN) for all learners who have claimed. Where a learner has a ULN, you should enter their number in the ULN field of the entry form. For learners who do not have a ULN, a claim will still be accepted if you leave this field blank but FutureQuals will not be able to send these achievements to the Personal Learning Record.

2.13 What level of Functional Skills will be required?

There is no specific entry requirement. Learners will need to have Minimum Core Skills in literacy, numeracy & IT skills in order to successfully complete, as they will need to achieve the minimum core requirement of personal skills in these areas.

Initial assessment of minimum core of personal skills in English, Mathematics and ICT must be carried out for all learners commencing the qualification and any associated needs should be recorded in appropriate learning plans.

For more information on Functional Skills visit:

<http://www.futurequals.com/qualifications/index.html>

2.14 What physical requirements will the programme demand of the learner, such as, is this programme suitable for visually impaired learners?

Learners are not restricted on the basis of physical capacities.

Learners should be guided on the requirements of employment in the sector, and on whether the qualification will contribute to the achievement of their career goals. Learners must be able to meet the required assessment criteria for this qualification.

2.15 Language

FutureQuals qualifications and assessment materials will be provided through the medium of English. The language used within this qualification is subject to scrutiny to ensure that it is plain, clear, free from bias and appropriate to the level. Further information on language requirements can be found in the document 'Position statement on Welsh and Irish' on the FutureQuals website.

www.futurequals.com

2.16 Learners with Proven Special Consideration

The FutureQuals procedures can be found in the Guidance on Reasonable Adjustments and Special Consideration document which is available for download from the FutureQuals website at:

www.futurequals.com.

2.17 Guidance Notes on Delivery

There are detailed requirements for the delivery and assessment of these qualifications specified in this document. Therefore delivery and assessment must be undertaken in line with this guidance, regardless of the mode of delivery chosen.

The programme may be applied flexibly, in accordance with learners' needs and local circumstances. Facilitators/assessors are encouraged to repeat sessions that learners have not fully grasped or introduce additional sessions to ensure understanding and competence. It is recommended that where possible the theoretical sessions are interspersed with practical aspects.

Delivery via Blended Learning

Centres may choose to deliver this qualification via blended learning. 'Blended learning' means the combination of delivery by face-to-face methods and learner self-study.

When delivering blended learning, personnel competency requirements must be met and learner support systems must be provided in line with the Centre Guidance contained in this document. Such requirements include the allocation of a mentor to actively support each learner, the usage of qualified and experienced teachers for delivery and assessment and the initial assessment of learners prior to commencement of the course. Learners should be given access to an adequately resourced centre where they will be given this support and where they can complete.

It is important to note that delivery entirely via distance learning is not appropriate, due to these requirements.

If you are delivering these courses via blended learning, you may be using learning and assessment materials produced by a training provider. Any training materials used for assessment purposes must either be endorsed by FutureQuals beforehand or approved by the FutureQuals External Quality Assurer prior to their usage.

Likewise, plans of assessment and assignment tasks must be approved to FutureQuals prior to the first assessment being undertaken by the learners. This approval process will be carried out by the External Quality Assurer either electronically (or using other forms of correspondence), or at an initial moderation visit.

Materials for approval can be sent directly to FutureQuals. A standard FutureQuals observation form is available for use by centres and can be downloaded from the FutureQuals website at: www.futurequals.com.

2.18 Grading

There is no grading for this qualification. Learners will need to be competent in the workplace before certificates are issued.

2.19 Determining and Reporting of Results

The FutureQuals procedures on registration and certification, assessment and internal quality control are available in the following document:

- Approved Specification – Guidance for the delivery and assessment of qualifications awarded by Future (Awards and Qualifications) Ltd

This document can be found on the FutureQuals website: www.futurequals.com

2.20 Pre-Course Procedures

FutureQuals qualifications are available to anyone who is capable of reaching the required standards. They have been developed free from any barriers that restrict access or progression thereby promoting equal opportunities.

There are no formal requirements for entry to these qualifications. However, your employer may request certain qualifications or attributes.

2.21 Interview Procedures

All centre staff involved in the assessment or delivery of these qualifications should understand the requirements of the qualification and match them to the needs and capabilities of individual learners before entering them as learners for one of these qualifications.

2.22 Initial Assessment

It is important that centres carry out some form of initial assessment that identifies what competence and knowledge a learner already has and any proven and documented needs which should be taken into account. This will help in planning the learning programme. It is important at the initial assessment stage to ensure that learners commence a programme at the appropriate level.

Initial assessment of minimum core of personal skills in English, Mathematics and ICT must be carried out for all learners commencing the qualification. This should be recorded so that centres can identify any associated needs and record this in appropriate plans.

2.23 Learner Support

Support for literacy, numeracy and language:

Centres should assess each learner's potential and make a professional judgement about his/her ability to successfully complete the programme of study and achieve the qualification.

This assessment will need to take account of:

- the support available to the learner within the centre during his/her programme of study
- any specific support that might be necessary to allow the learner to access the assessment for the qualification
- diagnoses of the requirements of the learner, making use of specialist advice from external sources, as appropriate

During the recruitment process centres should identify any learner requirements and how they may affect successful completion of the particular programme. Programme teams should refer closely to the qualification specifications when discussing possible options for learners. They should advise learners on the appropriateness of the qualification to the learner and identify more suitable qualifications if necessary.

Reasonable adjustments to assessment and special considerations to accommodate individual learner needs are allowed by FutureQuals procedures and must be notified to FutureQuals in

advance of the assessment. See the FutureQuals document “Guidance on Reasonable adjustments and Special Consideration” which can be downloaded at www.futurequals.com.

2.24 Individual Learning Plans

All learners must have an individual learning plan that records their needs, prior learning and progress on the learning programme. The learning plan provides the basis for action planning to enable the learner to work towards their qualification. It should identify any learning and professional needs and a plan to address these needs. Learning plans should be negotiated and agreed with individual learners and recorded in a format that details:

- learner details
- existing relevant qualifications e.g. literacy and numeracy qualifications, subject specialist qualifications
- details of any evidence offered for prior learning
- results of initial assessments in literacy and numeracy
- details of those supporting the learner e.g. tutor, mentor, subject specialist
- any additional support required by the learner
- action planning
- feedback and monitoring
- record of progress

In addition, individual learning plans should cover the personal development of minimum core requirements for skills in English, Mathematics and ICT and address any needs identified.

2.25 Mentor Support

It is good practice for centres to appoint a mentor to support learners throughout the programme. The mentor must understand the requirements of the programme and must be qualified and experienced. Mentors should be subject specific and provide learners with specific guidance on teaching their specialist subject. Mentors should have some training in mentoring skills.

2.26 Subject Specialist Support

It is good practice for learners to have access to subject specialist resources at the appropriate level and other teachers and mentors who should be able to offer specialist support.

2.27 Learning Resources

Centres will need to ensure that learners have access to all appropriate resources to support their learning on the programme. Resources are likely to include:

- appropriate general and subject specific texts
- ICT resources
- a suitably equipped venue and resources
- other resources to support identified needs of learners

2.28 Tutorial Support

Tutorial support should be provided to learners whether on classroom based, work-based or distance learning programmes. Learners should be provided with details of how to contact their tutor and arrange tutorials as appropriate.

2.29 Legal Considerations

Learners and centers should be aware of regulations affecting those who deal with children, young people and vulnerable adults.

Section Three

QMIS: Qualification Management Information System

3.1 Registration & Certification - Introduction to QMIS

QMIS is our online Qualification Management Information System, which all our approved centres are required to use as part of the administration processes.

In QMIS you will be able to:

- register your learners
- review the progress of your learners
- register grade results for certification

Only appointed persons authorised by the Centre Head of Quality will be granted access to QMIS. All users must sign the Term and Conditions. The named person(s) will be given a username and password in order to gain access to QMIS and they will receive full training and support from a member of the administration team at FutureQuals.

A User Guide for QMIS is available for download at www.futurequals.com.

3.2 Learner Registration

The Centre must register learners onto QMIS prior to the start date of the event and must ensure all details are complete and correct to avoid possible amendment charges.

Centres must provide the following learner information:

- First Name
- Surname
- Date of Birth
- Ethnic Origin
- Disability
- Unique Learner Number (ULN)
- Special Considerations

Upon registration with FutureQuals, each Learner will be issued with a FutureQuals Learner Identification Number. This number will record the complete Learner journey from qualification through to certification. All subsequent qualifications will be linked to the Learner number with FutureQuals systems.

The Approved Centre will receive email confirmation of the FutureQuals Identification Learner

Number for each Learner registered and also a confirmation of registration on to the requested qualification.

3.3 Certification

FutureQuals will ensure all certificates are sent to print and dispatched **within 5 working days** after the grade results have been submitted into QMIS. The Approved Centre will be notified immediately if there is any reason for a delay.

FutureQuals delivers all certificates to the Approved Centre's examinations office using the Royal Mail Recorded Delivery service, **where a signature is required upon receipt**. In the unlikely event that certificates have been lost during delivery, the centre must inform FutureQuals as soon as they are aware.

3.4 Replacement Certificates

In the event that Replacement Certificates are required, the Approved Centre must complete and return the Replacement Certificate form which can be downloaded from the FutureQuals website at: www.futurequals.com

Any associated fees are detailed in the FutureQuals Price List which can also be found on the FutureQuals website.

3.5 Unit Certification

With multiple unit qualifications, the learner may ask for unit Certification. However, **all** assessment components must be passed within the unit and pass the centre quality assurance process before the unit certificate will be released.

Section Four

Assessment Overview

4.1 Planning for Evidence

Assessors must take responsibility for assessment planning with learners. This will involve agreeing a number of issues with learners including:

- finding the best source of evidence to use for particular units
- finding the best way of assessing the learner
- confirming the best times, dates and places for the assessments to take place

Assessors must make a note of their assessment planning and regularly give feedback to learners.

4.2 Assessing the Evidence

It is not necessary for learners to meet all the criteria every time they carry out an activity but **it is necessary that all learners produce their own evidence to meet all assessment criteria**. They must consistently provide enough evidence for assessors to believe that the learner is competent in their working environment.

They must:

- plan with the learners
- assess learner performance, knowledge and understanding
- look at the evidence
- question and give feedback to the learner working towards these qualifications

They should also be satisfied that the learner has demonstrated competence when meeting the assessment criteria. All criteria must be completed before the assessor can sign the unit off as complete.

It is a regulatory requirement that every assessment submission is authenticated as the work of the named learner whether submitted to a centre or to FutureQuals. Therefore, the FutureQuals Evidence Logbook requires that a declaration of authenticity is signed by a learner for each assessment submitted. If a centre uses electronic systems or e-portfolios, an alternate form of formal declaration of authenticity must be completed with each assessment that is submitted.

If a centre uses its own version of the FutureQuals Evidence Logbook it must ensure that the version used captures the same information i.e. the assessment method, evidence reference, the assessors decision (including the signature and date to evidence completion assessment) and the learners declaration of authenticity.

Any submission that does not carry a formal declaration of authenticity will not be externally quality assured.

If an alternate formal declaration of authenticity is completed by a learner it must as a minimum include the statement:

Statement of confirmation of authenticity

By the act of making this submission I am declaring that this is all my own work and that if this statement is untrue, I acknowledge that an assessment breach has been committed.

The learner must sign and date the declaration.

4.3 Assessment Methods

Where appropriate, qualifications can be assessed using evidence from the workplace i.e. observable performance, physical products of work (such as reports, plans, correspondence etc.), witness testimony, discussion and questioning etc. Evidence can take many forms including:

Observation

Observation at work is a common method used in assessment within qualifications. Observation can be organised in a variety of ways:

- by continuously working alongside the assessor/witness
- by arranging to work alongside the assessor at specific times
- by the assessor planning to visit when particular activities are planned
- by arranging with the assessor for particular activities to take place before a visit

Observation or other types of evidence, e.g. personal statements, records of question and answers or witness testimonies may be used. It is also possible to use tape recordings, video or other technologies to record performance.

Work Products

Work products refer to any work the learner has undertaken themselves that shows a level of understanding or skill. This work may have been done as part of a job or, where permissible, it may have come from a simulation that is as close to a real working environment (RWE) as possible.

Product evidence may be used a great deal. The exact nature of this evidence will depend on the nature of the learner's work. Examples of product evidence include letters, memos, lists, spreadsheets, presentations and reports. Certificates showing achievement are also considered to be product evidence.

Work products **must** be wholly or partially the result of work the learner has undertaken. To ensure authenticity, the products may need to be countersigned by a person in a position of responsibility who is able to vouch that the products are the learner's unaided work.

Simulation

For this qualification simulation is not allowed unless specified in the unit criteria.

Throughout this qualification the emphasis is on the learner being able to carry out real work activities so assessment will normally be carried out in the workplace itself. The qualification standards will indicate any units where simulation may be used.

Simulation is any structured exercise involving a specific task that reproduces real-life situations. If simulation is used, care must be taken to ensure that the conditions in which the learner is assessed in mirror the work environment, i.e., that it is a realistic working environment (RWE).

Questioning

The learner will have to prove that they have the required knowledge and understanding for each unit. They will often demonstrate it through the production of evidence, though in some cases this will not be possible.

Questioning is the ideal way of proving whether or not they have the necessary knowledge and understanding. Questions may be asked in many forms such as short-answer questions, through projects, multiple-choice tests, case studies, or assignments.

There is likely to be more emphasis on questioning to prove knowledge in areas where evidence is generated through practical working activities, and where there may be no product evidence. Sometimes, the assessor will need to discuss with the learner the work they have done and record it on a question and answer form. This is known as **professional discussion**.

Personal and Witness Accounts

The assessor will not be able to observe everything a learner does. On such occasions, statements (testimonies) from other people who have observed the learner working can be useful sources of evidence for the qualification as they can describe each activity in detail. Generally, testimonies are used to support other evidence produced.

Assignments and Projects

Assignments and projects are also useful ways to collect evidence. However, the learner should ensure they are not being asked for a competence that is not required by the standards.

Recognition of Prior Achievement (RPL)

RPL is a method of assessment leading to the award of credit that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so not need to develop through a course of learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be:

- valid
- reliable
- safe
- fair

Expert Witness Statements

An expert witness might be the learner's line manager, a colleague or a customer. The learner will need to work with the assessor to make sure that the provided witness statements are acceptable.

4.4 Evidence

All evidence should be:

- **Valid**
It relates to the Learning outcomes and Assessment criteria the learner is trying to achieve and claim.

- **Authentic**
The evidence, or an identified part of it (e.g. a report), was produced by the learner.

Sufficient

- It must cover all the areas of competence being claimed for.

The learner should check carefully that their evidence meets all of the above. If they are in any doubt about whether to use a piece of evidence, the learner should ask their assessor for guidance.

Evidence may be collected through a range of sources, such as employment, voluntary work, training programmes and interests/activities that the learner performs outside of work. It can also be produced in various formats, e.g. the learner's own reports, testimonies from colleagues, supervisors or members of the public, projects, models, audio tapes, photographs, video.

For further information on gathering evidence refer to the document titled How To Gather Evidence For Qualifications on the FutureQuals website <http://www.futurequals.com/centres/index.html>

4.5 Assessment Principles

The **FAQ Level 2 Award in Ambulance Driving** and **FAQ Level 3 Certificate in Emergency Response Ambulance Driving** must be assessed according to the FutureQuals Assessment Principles (see section 7.1).

Section Five

Centre Staffing

5.1 Centre Staffing

Approved centres must ensure that there are a sufficient number of people either trained or qualified to assess the number of learners they anticipate to register. They must also ensure that there are a sufficient number of people either trained or qualified to internally verify for the number of learners and assessors.

Approved centres must have verification systems and internal verifiers in place to ensure that all assessments are valid, reliable, authentic and sufficient, and also provide quality assured training for those people identified as being responsible for verification. There must be a standardisation system in place to ensure that all assessments are consistent and fair.

The occupational expertise of those undertaking the roles of assessment and internal verification is one of the key factors underpinning valid, fair and reliable assessment. The integrity of assessments and verifications is of paramount importance.

Therefore, centres must ensure that those undertaking the roles of verification and assessment maintain their skills, knowledge and understanding regarding assessment and verification and the associated qualification.

Centres must also ensure that there is sufficient time to conduct effective assessment and internal verification.

5.2 Criteria for Assessors

Assessors must demonstrate that they:

- have credible expertise in their subject area relevant to the level(s)/units they are assessing or verifying
- keep themselves up-to-date with developments in practice within their subject area
- have a thorough understanding of the NOS for their subject area at the unit(s)/level(s) they are assessing or verifying

In addition Assessors and Verifiers must have:

- an accredited assessor and/or verifier qualification, **or**
- a related qualification in assessment and/or verification that has been mapped to the national Occupational Standards for assessment and/or verifications, **or**
- evidence of undertaking an employer assessment programme that has been mapped to the national Occupational Standards for assessment and/or verifications

Hold one of the following qualifications or their recognised equivalent:

- Level 3 Award in Assessing Competence in the Work Environment **or**
- Level 3 Certificate in Assessing Vocational Achievement, **or**
- A1 Assess Learner Performance Using a Range of Methods, **or**
- D32 Assess Learner Performance and D33 Assess Learner Using Differing Sources of Evidence

Show current evidence of continuing professional development in assessment and quality assurance.

5.3 Criteria for Verifiers

All those who quality-assure these qualifications internally must:

- have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- show current evidence of continuing professional development in assessment and quality assurance

Hold one of the following assessor qualifications or their recognised equivalent:

- Level 3 Award in Assessing Competence in the Work Environment, **or**
- Level 3 Certificate in Assessing Vocational Achievement, **or**
- A1 Assess Learner Performance Using a Range of Methods, **or**
- D32 Assess Learner Performance and D33 Assess Learner Using Differing Sources of Evidence

Hold one of the following internal quality assurance qualifications or their recognised equivalent

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice,
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, **or**
- V1 Conduct Internal Quality Assurance of the Assessment Process, **or**
- D34 Internally Verify the Assessment Process.

5.4 Criteria for Expert Witness

An expert witness must:

- have a working knowledge of the units on which their expertise is based
- be occupationally competent in their area of expertise
- have EITHER any qualification in assessment of workplace performance **or** a professional work role which involves evaluating the everyday practice of staff

5.5 Criteria for External Quality Assurers

The External Quality Assurer will need to hold the same qualification requirements as the Assessor and Verifiers as well as:

- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice
- Level 4 V2 or D35

5.6 Centre Internal Quality Assurance

Internal quality assurance is the key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

5.7 Facilities/Resources/Safety Considerations

Any training or assessment site must meet the requirements of health and safety and accepted safe practice in the delivery of FutureQuals Qualifications. Training and assessment must be able to provide a suitable teaching area/environment conducive to learners' learning i.e. well lit, well ventilated and of adequate size.

5.8 Monitoring the Skills of Trainers

There should be a quality assurance plan, which includes provision for monitoring the skills of trainers at least once a year. A copy of the monitoring assessment should be put in the relevant trainer's portfolio.

There should be a course evaluation procedure, based on learner feedback, covering at least:

- the ability of trainers
- structure and content of the course
- the equipment used
- the training premises used

5.9 Centre Complaints Procedure

Training centres should have a complaints procedure which is given to each learner before training begins.

5.10 Syllabus

The course content is made up of the learning outcomes and assessment criteria for the units that make up the qualification. The training should include all these elements but where practicable, can be tailored to meet the needs of individuals and/or their employers.

5.11 Lesson Plans

There needs to be a lesson plan for each syllabus topic, containing aims, objectives and outcomes. A combination of theory and practical tests will help the trainer assess each learner's understanding of a given topic.

5.12 Training Equipment

It is important there is a sufficient range of equipment to support all elements of the training. Where appropriate, there should be procedures in place for maintaining hygiene when using equipment.

5.13 Training Venue

The premises should be conducive to learning. Training centres do not need to use their own training premises; the use of hired premises or client facilities is acceptable. Training centres should ensure that all premises used are fit for purpose.

5.14 Preparation and Planning

Are there adequate and sufficient training aids for the course?

Training aids should be appropriate and clearly contribute towards achievement of the stated objectives. All learners should benefit from the training aids used.

Is the classroom conducive to effective teaching and learning?

All learners require their own working area. They should be able to hear and see the trainer at all times. There should be adequate space for theory and practical work to facilitate effective learning.

Are lesson plans of sufficient quality and detail?

If a lesson plan has no strict format, it is recommended that it includes:

- time allocated for each session
- learning objectives (a statement to show what the learner is expected to achieve by the end of the session)
- trainer and learner activities during the session
- teaching methods and equipment to be used
- a method of assessing the learner's understanding

5.15 Effective Delivery

Is there an effective introduction to each topic?

The trainer should introduce each topic effectively. This will enable the learner to understand the objectives of each session.

Is the lesson plan followed?

It is important to follow the lesson plan. Every learner group has different learning needs and abilities. The trainer should be aware of this and make allowances when applying the constraints of the lesson plan.

Is the overall timetable followed?

The trainer should ensure that all training follows the specified timescales. Session times should follow the lesson plans and course syllabus. Overrunning may affect subsequent sessions and proper delivery of their content.

Is training producing a good level of interaction?

The trainer should encourage and ensure full participation and involvement of all learners in all aspects of the training. It is recommended that a **single trainer** teaches no more than **12 learners** so each individual receives an appropriate level of support.

Does the trainer ensure that every learner achieves the stated outcomes?

Assessments should be continuous to make sure the learner has gained the relevant knowledge, skills and understanding relating to each element of the course. Only when they can demonstrate this, should they move to the next subject area. Assessment methods recorded in lesson plans may include theory tests, practical work or question and answer sessions, as appropriate.

Section Six

6.1 Glossary

Analyse	to examine in detail in order to discover meaning, essential features, etc.
Apply	to devote oneself with diligence to bring into operation or use to put to practical use; utilise; employ
Assess	to judge the worth, importance, etc. of; evaluate
Calculate	to solve (one or more problems) by a mathematical procedure; compute
Carry out	to perform or cause to be implemented
Chart	to plot or outline the course of to make a detailed plan of to make a chart of
Classify	to arrange or order by classes; categorise
Collect	to gather together or be gathered together
Communicate	to impart (knowledge) or exchange (thoughts, feelings, or ideas) by speech, writing, gestures, etc.
Compare	to regard or represent as analogous or similar; liken
Compile	to make or compose from other materials or sources
Complete	to make whole or perfect to end; finish
Conduct	to do or carry out
Contrast	to distinguish by comparison of unlike or opposite qualities
Contribute	to give (support, money, etc.) for a common purpose or fund to supply (ideas, opinions, etc.) as part of a debate or discussion
Cook	to prepare (food) by the action of heat, as by boiling, baking, etc. or (of food) to become ready for eating through such a process
Define	to state precisely the meaning of (words, terms, etc.)
Deliver	to carry (goods, etc.) to a destination, esp. to carry and distribute (goods, mail, etc.) to several places to hand over, transfer, or surrender to produce or perform something promised or expected
Demonstrate	to show, manifest, or prove, esp. by reasoning, evidence, etc.
Describe	to give an account or representation of in words
Design	to work out the structure or form of (something)
Detail	to list or relate fully to include all or most particulars
Develop	to come or bring to a later or more advanced or expanded stage; grow or cause to grow gradually
Devise	to work out, contrive, or plan (something) in one's mind

Discuss	to have a conversation about; consider by talking over; debate to treat (a subject) in speech or writing
Estimate	to form an approximate idea of (distance, size, cost, etc.); calculate roughly;
Evaluate	to ascertain or set the amount or value of to judge or assess the worth of; appraise
Examine	to look at, inspect, or scrutinise carefully, or in detail; investigate
Explain	to make (something) comprehensible, esp. by giving a clear and detailed account of the relevant structure, operation, surrounding circumstances, etc
Explore	to examine or investigate, esp. systematically
Generate	to produce or bring into being; create
Give	to present or deliver voluntarily (something that is one's own) to the permanent possession of another or others to impart or communicate
Guided learning (GL)	(Expressed in hours) is the amount of time spent, whether it be in the classroom or in tutorial, actually being guided, actually being taught. Guided learning doesn't include time for assessment, and it doesn't include the time taken for individual study.
Identify	to prove or recognise as being a certain person or thing; determine the identity of
Illustrate	to clarify or explain by use of examples, analogy, etc.
Implement	to carry out; put into action; perform
Interact	to act on or in close relation with each other
Interpret	to clarify or explain the meaning of; elucidate
Investigate	to inquire into (a situation or problem) thoroughly; examine systematically, especially in order to discover the truth
Justify	to prove or see to be just or valid; vindicate to show to be reasonable; warrant or substantiate
Keep	to have or retain possession of
Lead	to show the way to (an individual or a group) by going with or ahead to guide or be guided by holding, pulling, etc. to phrase a question to (a witness) that tends to suggest the desired answer
Measure	to determine the size, amount, etc. of by measurement
Monitor	to observe or record (the activity or performance) of (an engine or other device)
Organise	to form (parts or elements of something) into a structured whole; co ordinate
Outline	to give the main features or general idea of
Participate	to take part, be or become actively involved, or share (in)
Perform	to carry out or do (an action)
Plan	to have in mind as a purpose to make a plan of (a building)
Prepare	to make ready or suitable in advance for a particular purpose or for some use, event etc.

	to put together using parts or ingredients; compose or construct to equip or outfit
Present	to show, exhibit to put forward; submit to bring or suggest to the mind
Produce	to bring (something) into existence; yield to bring forth (a product) by physical or mental effort; make
Profile	to draw, write or make a profile of
Promote	to further or encourage the progress or existence of to raise to a higher rank, status degree etc.
Provide	to put at the disposal of; furnish or supply
Recognise	to perceive (a person, creature, or thing) to be the same as or belong to the same class as something previously seen or known; know again
Recommend	to advise as the best course or choice; counsel
Research	to carry out investigations into (a subject, problem etc.)
Review	to look at or examine again to look back upon
Select	to choose (someone or something) in preference to another or others
Serve	to render or be of service to (a person, cause, etc.); help to distribute or provide
Show	to make, be, or become visible or noticeable to indicate or explain; prove
Suggest	to put forward (a plan, idea, etc.) for consideration
Summarise	to make or be a summary of; express concisely
Total Qualification Time (TQT)	is the time the awarding organisation would expect to be taken by a 'typical learner' to study for the qualification. TQT may or may not include GL.
Understand	to know and comprehend the nature or meaning of
Undertake	to contract to or commit oneself to (something) or to do (something)
Use	to put into service or action; employ for a given purpose

6.2 Definitions

Occupationally Competent:

Each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Occupationally Knowledgeable:

Each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

Qualified to Make Assessment Decisions:

Each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

Qualified to Make Quality Assurance Decisions:

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

Section Seven

7.1 Assessment Principles

FutureQuals qualifications will always include Assessment Principles whether they have been developed by a Sector Skills Council (SSC) or FutureQuals own.



Assessment Principles – Version 10 – November 2016

1. Introduction

1.1 This document sets out those principles and approaches to unit/qualification assessment already described in the Regulatory Framework. The information is intended to support the quality assurance processes of FutureQuals and it should also be read alongside individual unit assessment requirements.

1.2 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition.

2. Assessment

2.1 Learners must meet all of the learning outcomes and assessment criteria identified in each unit to achieve the full unit. Evidence should be developed over a period of time using different assessment methods.

2.2 Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made by an occupationally competent assessor *using evidence generated in the workplace during the learner's normal work activity*. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

2.3 Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.

2.4 Competence based assessment must include direct observation as a primary source of evidence. Assessment of competence based units and qualifications should ideally be carried out within the workplace, however, where this is not possible candidates can be assessed within an approved Realistic Working Environment (RWE) that replicates a real work setting. The criteria for RWE can be found under **Definitions 6.6**.

Learner evidence of occupational competence for units at any level should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria. These conditions would be those typical to the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all learners have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all learners.

However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the learner usually works.

2.5 Simulation may only be utilised as an assessment method for competence-based Learning Outcomes where this is specified in the assessment requirements of the individual unit. The use of simulation should be restricted to obtaining evidence where the evidence cannot be generated through normal work activity. Where this may be the case, the use of simulation in the unit assessment strategy will be agreed with FutureQuals.

2.6 Expert witnesses can be used for direct observation where they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined by the IQA and agreed with FutureQuals.

2.7 Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

2.8 Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor qualified to make assessment decisions.

2.9 The assessment of selected FutureQuals qualifications may be subject to additional or modified assessment requirements. These requirements can be found listed under APPENDIX A onwards. All definitions remain the same as in section 6 of this document.

3. Assessors

3.1 Assessors employed by your centre will be both currently, occupationally knowledgeable and currently, occupationally competent to assess units and qualifications for which they have the expertise. They will need to be knowledgeable and competent in both the vocational area as well as in assessment. They must not assess learners where they have a potential conflict of interest, for example a family member or close friend. If this cannot be avoided, additional quality assurance checks must be put in place.

3.2 FutureQuals requires that the assessor holds, or be working towards, a current, recognised Assessor qualification. Assessors holding the L3 Certificate in Assessing Vocational Achievement, A1/A2 or D32/33 qualifications are not required to re-qualify. Where FutureQuals does not expect the assessor to hold a formal qualification, we would expect that the assessor meets the same standards of assessment practice as set out in the Learning and Development National Occupational Standard 09 Assess learner achievement.

4. Internal Quality Assurance

4.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Centres will need to demonstrate that assessment is being monitored for consistency, reliability, inclusiveness, transparency and validity over time. Those carrying out internal quality assurance must be currently, occupationally knowledgeable, have relevant occupational expertise at the level (or above) in the area they are assuring and be qualified to make quality assurance decisions.

4.2 FutureQuals requires those responsible for internal quality assurance to hold or be working towards a current, recognised Quality Assurance qualification. Those responsible for internal quality assurance holding the L4 Award in the Internal Quality Assurance of Assessment Processes and

Practice, D34 or V1 qualifications are not required to re-qualify. Where FutureQuals does not require those responsible for internal quality assurance to hold a formal qualification we would expect that those responsible for internal quality assurance meet the standard of practice set out in the Learning and Development National Occupational Standard 11 Internally monitor and maintain the quality of assessment.

4.3 The Internal Quality Assurer is responsible for the integrity of the unit/qualification that you, as a FutureQuals centre, claim for the learner. They will also ensure that there is no conflict of interest in assessment at the centre or where it cannot be avoided, that additional quality assurance is put in place.

5. External Quality Assurance

5.1 FutureQuals External Quality Assurers are appointed against rigorous criteria and have responsibility for ensuring the integrity and quality of units and qualifications awarded by FutureQuals. Your External Quality Assurer will work with you to ensure that all FutureQuals and regulatory requirements are met.

Those carrying out external quality assurance must be currently, occupationally knowledgeable and have gained their expertise working within the sector or associated professional/occupational area they are assuring and be qualified to make quality assurance decisions.

5.2 FutureQuals requires those responsible for external quality assurance to hold or be working toward a current, recognised Quality Assurance qualification. Those responsible for external quality assurance holding the L4 Award in the External Quality Assurance of Assessment Processes and Practice, V2 or D35 qualifications are not required to re-qualify. Where FutureQuals does not require those responsible for external quality assurance to hold a formal qualification we would expect those responsible for external quality assurance to meet the standard of practice set out in the Learning and Development National Occupational Standard 12 Externally monitor and maintain the quality of assessment.

6. Definitions

6.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency unit(s) they are assessing. Occupational competence must be at unit level which might mean different assessors are needed across a whole qualification. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

6.2 Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

6.3 Qualified to make assessment decisions:

This means that each assessor must hold a relevant qualification agreed with FutureQuals as suitable to support the making of appropriate and consistent assessment decisions.

6.4 Qualified to make quality assurance decisions:

FutureQuals will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

6.5 Expert witness:

This is where an expert witness, such as a qualified professional, observes the learner working in their workplace and records their findings when it would not be possible for an assessor to observe the learner's practice.

An expert witness must:

- have a working knowledge of the units on which their expertise is based
- be occupationally competent in their area of expertise
- have EITHER a qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

The centre will have approved the expert witness but a centre assessor will judge the evidence provided by the expert witness against the assessment criteria. This can be used as competence and knowledge evidence.

6.6 Realistic Working Environment (RWE)

It is essential that organisations wishing to operate a RWE operate in an environment which reflects a real work setting. This will ensure that any competence achieved in this way will be sustained in real employment.

To undertake the assessment in a RWE the following guidelines must be met:

- the RWE is managed as a real work situation
- assessment must be carried out under realistic business pressures
- all services that are carried out should be completed in a way, and to a timescale, that is acceptable in business organisations
- candidates must be expected to achieve a volume of work comparable to normal business practices
- the range of services, products, tools, materials and equipment that the candidates use must be up to date and available
- account must be taken of any legislation or regulations in relation to the type of work that is being carried out
- learners must be given workplace responsibilities to enable them to meet the requirements of the units
- Customer perceptions of the RWE are similar to that found in the work situation being represented.

APPENDIX A

Level 2 Award in Ambulance Driving

QAN 601/7529/1

Level 3 Certificate in Emergency Response Ambulance Driving

QAN 601/7335/X

Assessment Strategy

This strategy ensures a consistent approach to those elements of assessment which require further interpretation and definition, and will support sector confidence in the new units. It applies to this qualification and the units therein that assess occupational competence.

1. Each unit must include direct observation in the workplace as a primary source of evidence.
2. Where the assessment of knowledge is specified, tasks, short answer questions and reflective commentaries/statements may be utilised. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment.
3. The use of simulation is only permitted when undertaking reversing manoeuvres where exact facilities cannot be utilised safely in the practice environment.
4. Assessment decisions for competence units must be made by an occupationally competent assessor, as defined in this assessment strategy, primarily using evidence generated in the workplace during the learner's normal work activity.
5. Expert witnesses are not permitted for this qualification.
6. All assessment for Unit L/507/7795 Drive Emergency Ambulance Vehicles must be carried out in a Double-Crewed Ambulance (DCA) or similar vehicle which is comparable in size, weight and specification to that used as part of the operational fleet of an NHS Ambulance Service.
7. To ensure there is appropriate support for and monitoring of Learners during practical sessions the delivery of Unit L/507/7795 Drive Emergency Ambulance Vehicles is required to operate at a maximum ratio of one qualified Tutor/Assessor to a maximum of 3 Learners.
8. To ensure there is appropriate support for and monitoring of Learners during practical sessions the delivery of Unit R/507/7796 Prepare, drive and manoeuvre ambulance vehicles is required to operate at a maximum ratio of one qualified Tutor/Assessor to a maximum of 3 Learners.

Tutors

1. Tutors holding the IHCD Ambulance Driving Tutor qualification or Edexcel BTEC Level 3 in Ambulance Driving Instruction or one of the recognised legacy qualifications will be accepted as meeting the requirements to teach these qualifications but must also meet the Assessor requirements detailed below to assess this qualification. All existing driving instructors holding an approved ambulance driving instruction qualification must upgrade to the new Level 4 Diploma for Emergency Response Ambulance Driving Instruction (L4DERADI) qualification by 31st December 2021.

Assessors

1. All assessment must be carried out by Assessors who are currently, occupationally competent in the area they are assessing and qualified to make assessment decisions.
2. All Assessors must hold or be registered on and actively working towards, a recognised assessor qualification. This should be the Level 3 Certificate in Assessing Vocational Achievement. Assessors working towards their Assessor qualification would be expected to achieve this within two years. Assessors holding the A1 or D32/33 qualifications are not required to re-qualify.

3. During the period of transition to regulated qualifications, assessors must meet the same standards of assessment practice as set out in the Learning and Development National Occupational Standard: 09 Assess learner achievement.

4. During the period of transition to regulated qualifications, assessors holding the IHCD Ambulance Driving Tutor qualification or Edexcel BTEC Level 3 in Ambulance Driving Instruction or one of the recognised legacy qualifications will be accepted as meeting the requirements to assess this qualification provided they also meet the requirements detailed above. All existing driving instructors holding an approved ambulance driving instruction qualification must upgrade to the new L4DERADI qualification by 31st December 2021.

Internal Quality Assurance

1. All Internal Quality Assurers (IQA) must be currently, occupationally competent in emergency response ambulance driving instruction and be qualified to make quality assurance decisions.
2. The IQA must hold or be registered on and actively working towards a recognised internal quality assurance qualification, either the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, depending on the role of the individual. IQAs working towards their IQA qualification would be expected to achieve this within two years. Internal quality assurers holding the D34 or V1 qualifications are not required to re-qualify.
3. During the period of transition to regulated qualifications, those responsible for internal quality assurance must meet the standard of practice set out in the Learning and Development National Occupational Standard 11: Internally monitor and maintain the quality of assessment.

External Quality Assurance

1. All External Quality Assurers (EQA) must be currently, occupationally competent in emergency response ambulance driving and be qualified to make quality assurance decisions.
2. The EQA must hold or be registered on and actively working towards a recognised external quality assurance qualification, either the Level 4 Award in the External Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice, depending on the role of the individual. EQAs working towards their EQA qualification would be expected to achieve this within two years. External Quality Assurers holding the V2 or D35 qualifications are not required to re-qualify.
3. During the period of transition to regulated qualifications, those responsible for external quality assurance must meet the standard of practice set out in the Learning and Development National Occupational Standard 12: Externally monitor and maintain the quality of assessment.



Future (Awards and Qualifications) Ltd
EMP House, Telford Way, Coalville,
Leicestershire LE67 3HE

Telephone: 01530 836662
Fax: 01530 836668
Email: info@futurequals.com
www.futurequals.com