

ICTQual AB



Qualification Specification

ICTQual AB Level 3 Diploma in Emergency Medical Technician



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ICTQual AB's

Level 3 Diploma in Emergency Medical Technician

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Qualification Specification about

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About ICTQual AB's

ICTQual AB is a distinguished awarding body based in the United Kingdom, dedicated to fostering excellence in education, training, and skills development. Committed to global standards, ICTQual AB's provides internationally recognized qualifications that empower individuals and organizations to thrive in an increasingly competitive world. Their offerings span diverse industries, including technical fields, health and safety, management, and more, ensuring relevance and adaptability to modern workforce needs.

ICTQual AB's delivers high-quality educational solutions through a network of Approved Training Centres worldwide. Their robust standards and innovative teaching methodologies equip learners with practical knowledge and skills for personal and professional growth. With a mission to inspire lifelong learning and drive positive change, ICTQual AB's continuously evolves its programs to stay ahead of industry trends and technological advancements.

Course Overview

The ICTQual AB Level 3 Diploma in Emergency Medical Technician is a specialized vocational qualification designed to equip individuals with the essential knowledge, skills, and practical training required to work as Emergency Medical Technicians (EMTs) or to support Paramedics in the pre-hospital environment. This diploma program focuses on developing the necessary competencies to effectively assess, stabilize, and transport patients in a variety of emergency medical situations. The curriculum covers a comprehensive range of emergency medical procedures, patient care techniques, basic and advanced life support interventions, and ambulance operations. Successful completion prepares graduates for roles in ambulance services, emergency departments, and various pre-hospital care settings.

Objectives and Aims

The primary goal (aim) of the qualification is to create competent, confident, and professional emergency medical personnel capable of providing immediate and effective care. The course aims to:

- Equip learners with the core life-saving skills needed to manage medical and trauma emergencies.
- Develop proficiency in systematic patient assessment, triage, and stabilization techniques.
- Foster critical thinking and sound decision-making abilities in high-pressure, dynamic emergency situations.

Upon completion, learners will be able to (Objectives):

- Perform systematic patient assessments, including primary and secondary surveys, and accurately interpret vital signs.
- Demonstrate knowledge of EMS structure, communication protocols, and equipment.
- Apply basic and advanced life support interventions, including CPR, AED use, and principles of advanced airway management.
- Effectively manage common medical emergencies (e.g., cardiac, respiratory, diabetic) and trauma (e.g., bleeding, fractures, spinal injuries).
- Provide care in special circumstances like obstetric emergencies (childbirth) and mass-casualty incidents (triage).
- Adhere to ethical responsibilities, legal frameworks (consent), and maintain patient confidentiality and documentation standards.
- Function effectively as a team member in emergency response operations.

Targeted Audience

This qualification is ideal for individuals who are passionate about emergency medicine and wish to start a professional career in the pre-hospital care sector.

The course is primarily targeted at:

- **Aspiring Emergency Medical Technicians (EMTs):** Individuals seeking the recognized vocational qualification to gain entry-level employment in ambulance services, private medical transport, or other emergency care roles.
- **Healthcare Support Workers:** Those already working in healthcare roles (e.g., healthcare assistants, first responders) who want to formalize their emergency skills and advance their careers into ambulance or urgent care services.
- Individuals with a strong academic foundation (high school diploma or equivalent) who are looking for a practical, skill-based qualification to enter the medical field.

Certification Framework

Qualification title	ICTQual AB Level 3 Diploma in Emergency Medical Technician
Course ID	HCM0001
Grading Type	Pass / Fail
Competency Evaluation	Coursework / Assignments / Verifiable Experience
Assessment	<p>The assessment and verification process for ICTQual AB's qualifications involves two key stages:</p> <p>Internal Assessment and Verification:</p> <ul style="list-style-type: none">✓ Conducted by the staff at the Approved Training Centre (ATC) to ensure learners meet the required standards through continuous assessments.✓ Internal Quality Assurance (IQA) is carried out by the centre's IQA staff to validate the assessment process. <p>External Quality Assurance:</p> <ul style="list-style-type: none">✓ Managed by ICTQual AB's verifiers, who periodically review the centre's assessment and IQA processes. <p>Verifies that assessments are conducted to the required standards and ensures consistency across centres</p>

Entry Requirements

To enrol in ICTQual AB Level 3 Diploma in Emergency Medical Technician, learner must meet the following entry requirements:

- ✓ **Age Requirement:** Learners are typically required to be at least 18 years old. This ensures that learners are mature enough to handle the responsibility, decision-making, and patient care duties associated with emergency medical services.
- ✓ **Educational Background:** Learners are generally required to hold a high school diploma or an equivalent qualification from a recognized institution. A strong academic foundation ensures readiness for the technical and theoretical aspects of emergency medical training.
- ✓ **Professional Experience:** Previous experience as a healthcare assistant, first responder, or volunteer in emergency or clinical settings is not mandatory but highly valuable. Such experience demonstrates commitment to healthcare and provides practical insight into patient care.
- ✓ **English Proficiency:** Since course materials, assessments, and patient interactions are conducted in English, learners must demonstrate proficiency in reading, writing, and comprehension. This is essential for accurate communication in high-pressure emergency medical situations.
- ✓ **Health and Physical Fitness:** Due to the physically demanding responsibilities of emergency medical technicians—such as lifting patients, working in stressful environments, and providing urgent care—learners must be in good health and physical condition. Institutions may require a medical examination or health clearance certificate before enrolment.
- ✓ **Science Background (Beneficial but not Mandatory):** Prior knowledge of biology, chemistry, or anatomy is advantageous. These subjects provide a solid understanding of human body systems and medical procedures, which supports success in EMT training.

Qualification Structure

This qualification comprises 9 mandatory units. Candidates must successfully complete all mandatory units to achieve the qualification.

Mandatory Units	
Unit Ref#	Unit Title
HCM0001-01	Introduction to Emergency Medical Services
HCM0001-02	Patient Assessment and Triage
HCM0001-03	Basic Life Support (BLS)
HCM0001-04	Advanced Life Support (ALS)
HCM0001-05	Emergency Medical Procedures
HCM0001-06	Ambulance Operations
HCM0001-07	Patient Transportation and Transfer
HCM0001-08	Ethics and Legal Considerations
HCM0001-09	Clinical Practicum

Centre Requirements

To ensure quality training delivery, centres must adhere to the following standards:

1. Centre Approval

- ✓ Centres must be formally approved by ICTQual AB's before delivering this qualification.
- ✓ Approval involves a review of facilities, policies, and staff qualifications.

2. Qualified Staff

- ✓ **Tutors:** Must hold relevant qualification in Paramedic or Advanced EMT level (minimum Level 4 or equivalent qualification in Pre-Hospital Care/Emergency Medical Services) and possess post-qualification experience in a frontline ambulance or emergency medical service role.
- ✓ **Assessors:** Must hold a recognized assessor qualification (e.g., CAVA, AVRA) or equivalent)
- ✓ **Internal Quality Assurers (IQAs):** Must hold a recognized IQA qualification (e.g. Level 4 Award in the IQA and Level 4 Certificate in Leading the IQA) and experience to oversee assessment standards.

3. Learning Facilities

Centre must offer:

- ✓ Private study areas and internet-enabled workspaces (for blended or physical delivery)
- ✓ Academic and pastoral support for learners
- ✓ Administrative support must be available to manage enrolment, tracking, and learner queries efficiently

4. Health and Safety Compliance

- ✓ All training facilities must comply with health and safety regulations.

- ✓ Centres must conduct regular risk assessments for practical activities.

5. Learning Resources

- ✓ **Course Materials:** Approved textbooks, study guides, and digital content must align with the qualification standards.
- ✓ **Assessment Tools:** Templates and guidelines must be provided to ensure standardized evaluation processes.
- ✓ **E-Learning Support:** Centres offering online or blended learning must implement an effective Learning Management System (LMS).

6. Assessment and Quality Assurance

- ✓ Centres must ensure assessments meet ICTQual AB's competency standards.
- ✓ Internal quality assurance (IQA) must be conducted to maintain consistency.
- ✓ External verifiers from ICTQual AB's will review assessment and training practices.

7. Learning Support

- ✓ **Qualification Guidance:** Support for coursework and assignments.
- ✓ **Career Pathway Assistance:** Information on progression opportunities in sustainability and energy sectors.
- ✓ **Accessibility Support:** Accommodations for learners with disabilities or language barriers.

8. Policies and Compliance

Centres must uphold the following policies in accordance with ICTQual AB's standards:

- ✓ Equality, Diversity, and Inclusion Policy.
- ✓ Health and Safety Policy.
- ✓ Safeguarding and Learner Protection Policy.
- ✓ Complaints and Appeals Procedure.
- ✓ Data Protection and Confidentiality Policy.

9. Reporting Requirements

- Centres must provide ICTQual AB's with regular reports on learner registrations, progress, and certification outcomes.
- Assessment records must be maintained for external auditing and quality assurance purposes.

Support for Candidates

Centres should ensure that materials developed to support candidates:

- ✓ Facilitate tracking of achievements as candidate's progress through the learning outcomes and assessment criteria.
- ✓ Include information on how and where ICTQual AB's policies and procedures can be accessed.
- ✓ Provide mechanisms for Internal and External Quality Assurance staff to verify and authenticate evidence effectively.

This approach ensures transparency, supports candidates' learning journeys, and upholds quality assurance standards.

Assessment

This qualification is competence-based, requiring candidates to demonstrate proficiency as defined in the qualification units. The assessment evaluates the candidate's skills, knowledge, and understanding against the set standards. Key details include:

1. Assessment Process:

- ✓ Must be conducted by an experienced and qualified assessor.
- ✓ Candidates compile a portfolio of evidence that satisfies all learning outcomes and assessment criteria for each unit.

2. Types of Evidence:

- ✓ Observation reports by the assessor.
- ✓ Assignments, projects, or reports.
- ✓ Professional discussions.
- ✓ Witness testimonies.
- ✓ Candidate-produced work.
- ✓ Worksheets.
- ✓ Records of oral and written questioning.
- ✓ Recognition of Prior Learning (RPL).

3. Learning Outcomes and Assessment Criteria:

- ✓ **Learning Outcomes:** Define what candidates should know, understand, or accomplish upon completing the unit.
- ✓ **Assessment Criteria:** Detail the standards candidates must meet to demonstrate that the learning outcomes have been achieved.

This framework ensures rigorous and consistent evaluation of candidates' competence in line with the qualification's objectives.

Unit Descriptors

HCM0001-01- Introduction to Emergency Medical Services

This unit introduces the roles, responsibilities, and structure of Emergency Medical Services (EMS) within the broader healthcare system. Learners will explore the history, mission, and current trends in pre-hospital care. Key topics include understanding the chain of survival, effective communication within the EMS network, and the importance of personal safety, infection control, and well-being. The unit establishes the legal and professional boundaries of an EMT's practice and the importance of teamwork and resource management in emergency response.

Learning Outcome:	Assessment Criteria:
1. Explain the structure, roles, and responsibilities of emergency medical services (EMS) in healthcare systems.	1.1 Describe the main parts of the EMS system (e.g., dispatch, ambulance, hospital). 1.2 Outline the specific job roles and duties of an EMT within the system. 1.3 Explain how EMS activities connect with the wider healthcare service.
2. Understand the chain of survival and how EMTs integrate with other healthcare professionals.	2.1 List the steps in the Chain of Survival. 2.2 Explain why starting the Chain of Survival early is important. 2.3 Identify other healthcare professionals (e.g., nurses, paramedics) an EMT works with. 2.4 Describe how an EMT's actions support the work of the whole medical team.
3. Describe the scope of practice for emergency medical technicians in different healthcare contexts.	3.1 Define the term 'scope of practice' for an EMT. 3.2 List the basic medical procedures an EMT is authorised to perform. 3.3 Explain two situations where an EMT must seek guidance from a supervisor. 3.4 Describe how the scope of practice might be different in a remote setting compared to a busy city. 3.5 Identify the legal and professional limits of the EMT role.
4. Recognise the importance of teamwork and communication in EMS operations.	4.1 Explain why clear and quick communication is essential during an emergency response. 4.2 Describe three actions that show effective teamwork (e.g., clear requests, listening). 4.3 Use appropriate, professional language when speaking to team members.

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| <p>5. Identify the different types of emergency calls and the protocols for responding to them.</p>

<p>6. Demonstrate knowledge of EMS equipment and its role in patient care.</p> | <p>5.1 Identify the main categories of emergency calls (e.g., medical, trauma, heart-related).</p> <p>5.2 Describe the initial safety checks performed before responding to a call.</p> <p>5.3 Explain the established protocol for responding to a complex or non-routine call.</p> <p>5.4 Use relevant information from the dispatcher to plan the response.</p>

<p>6.1 List five essential pieces of equipment carried by an EMT.</p> <p>6.2 Describe the main purpose of each listed piece of equipment in patient care.</p> <p>6.3 Demonstrate the correct procedure for cleaning and storing one piece of equipment after use.</p> <p>6.4 Explain how to check two pieces of equipment for readiness before starting a shift.</p> <p>6.5 Identify when a piece of equipment needs maintenance or replacement.</p> |
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HCM0001-02- Patient Assessment and Triage

This unit provides the foundational skills for evaluating patients in emergency settings. Learners will master the systematic approach to patient assessment, including the scene size-up, primary survey (ABCDEs), and detailed secondary assessment. The unit covers how to obtain a thorough patient history and accurately measure and interpret vital signs (pulse, blood pressure, respirations). A significant focus is placed on triage protocols to effectively prioritize care for multiple casualties in mass-casualty incidents (MCIs).

Learning Outcome:	Assessment Criteria:
1. Perform systematic patient assessments, including primary and secondary surveys.	1.1 Perform the primary survey quickly to find and treat immediate life threats. 1.2 Describe the correct, ordered steps for conducting the secondary survey. 1.3 Adapt the assessment method for patients who are fully conscious versus those who are unconscious.
2. Measure and interpret vital signs such as pulse, blood pressure, and respiratory rate.	2.1 Accurately measure the patient's pulse, breathing rate, and blood pressure. 2.2 Interpret whether the vital sign readings are normal, high, or low for an adult. 2.3 Explain two factors that can cause vital signs to be outside of the normal range. 2.4 Take responsibility for correctly recording all vital sign measurements.
3. Apply triage protocols to prioritise patient care in mass-casualty and emergency scenarios.	3.1 Define 'triage' and explain its purpose in a complex emergency. 3.2 Use a recognised triage system (e.g., colour-coding) to sort injured or sick people. 3.3 Justify the priority level (e.g., immediate, delayed) given to a patient based on their condition. 3.4 Identify problems that may arise during a mass-casualty triage and suggest an approach to solve them. 3.5 Apply the triage rules consistently even when faced with multiple victims.
4. Recognise signs and symptoms of life-threatening conditions and respond appropriately.	4.1 Identify the main signs of four common life-threatening conditions (e.g., severe bleeding, breathing problems). 4.2 Explain the immediate emergency actions required for two life-threatening conditions. 4.3 Respond quickly and correctly to stop a critical situation from getting worse.

5. Document and communicate patient assessment findings clearly and accurately.

- 5.1 Record all key findings from the assessment in the correct format.
- 5.2 Use clear and professional language when writing patient notes.
- 5.3 Communicate a structured handover report to the receiving hospital staff.
- 5.4 Explain the importance of accurate time-keeping for all assessment and intervention steps.

6. Understand cultural sensitivity and communication strategies when dealing with diverse patient populations.

- 6.1 Give examples of how a person's culture might affect their illness or treatment.
- 6.2 Describe methods for effective communication when there is a language or hearing barrier.
- 6.3 Show respect for the patient's privacy and personal beliefs during care.
- 6.4 Adjust communication style to suit different age groups (e.g., children, elderly).
- 6.5 Identify when personal bias might affect care and take steps to remain fair.

HCM0001-03- Basic Life Support (BLS)

This is a core practical unit focusing on immediately life-saving interventions. Learners will gain proficiency in Cardiopulmonary Resuscitation (CPR) for adults, children, and infants, adhering to current international guidelines. The unit covers the safe and effective use of an Automated External Defibrillator (AED) and techniques for managing an obstructed airway (choking). Emphasis is placed on the rapid recognition of cardiac arrest and respiratory distress, and the application of high-quality, continuous chest compressions and ventilations.

Learning Outcome:	Assessment Criteria:
1. Demonstrate cardiopulmonary resuscitation (CPR) techniques for adults, children, and infants.	<div>1.1 Perform high-quality chest compressions for an adult at the correct speed and depth.</div> <div>1.2 Adjust the technique (e.g., hand placement, pressure) when giving CPR to a child or infant.</div> <div>1.3 Maintain the correct compression-to-ventilation ratio for CPR in different situations.</div>
2. Apply the use of automated external defibrillators (AEDs) in emergency situations.	<div>2.1 State the step-by-step procedure for safely using an AED.</div> <div>2.2 Explain how to prepare a patient's chest for the placement of AED pads.</div> <div>2.3 Apply the AED pads to the correct position on an adult and a child.</div> <div>2.4 Describe the safety checks that must happen before pressing the shock button.</div>
3. Recognise and manage airway obstructions, including choking scenarios.	<div>3.1 Recognise the difference between a mild choking problem and a severe one.</div> <div>3.2 Demonstrate the correct sequence of abdominal thrusts for a conscious adult who is choking.</div> <div>3.3 Apply the correct back blows and chest thrusts for a choking infant.</div> <div>3.4 Explain the procedure for managing a patient who becomes unconscious while choking.</div> <div>3.5 Review how effective the actions have been and plan further steps if needed.</div>
4. Provide rescue breathing and basic airway management techniques.	<div>4.1 Demonstrate two ways to open an airway (e.g., head-tilt/chin-lift, jaw thrust).</div> <div>4.2 Provide effective rescue breaths using a bag-valve mask device.</div> <div>4.3 Insert an appropriate basic airway adjunct (e.g., OPA) safely and correctly.</div>

5. Understand the importance of early intervention in cardiac arrest cases.

- 5.1 Explain the link between the time treatment starts and the patient's chance of survival.
- 5.2 Describe the immediate actions needed to start CPR and defibrillation as soon as possible.
- 5.3 Take responsibility for initiating the intervention process immediately upon recognizing cardiac arrest.
- 5.4 Explain how early intervention helps prevent severe brain damage.

6. Work effectively in teams to deliver coordinated BLS interventions.

- 6.1 Communicate clearly with team members to coordinate roles and tasks.
- 6.2 Demonstrate the correct technique for rotating rescuers to maintain high-quality chest compressions.
- 6.3 Follow instructions quickly and correctly when directed by a team leader.
- 6.4 Describe how to effectively use the AED while chest compressions are ongoing.
- 6.5 Take responsibility for a specific role during a team resuscitation effort.

HCM0001-04- Advanced Life Support (ALS)

Building upon BLS, this unit introduces the fundamental principles and scope of Advanced Life Support, typically performed in support of a Paramedic. It covers the recognition and management of basic cardiac arrhythmias and the application of advanced cardiac life support protocols. Key areas include advanced airway management techniques and the principles of intravenous (IV) access and fluid administration. Learners will understand the basic pharmacology of common emergency medications and their administration within the EMT's scope of practice.

Learning Outcome:	Assessment Criteria:
1. Understand the principles of advanced airway management, including intubation.	<ul style="list-style-type: none">1.1 Describe the basic reason for using advanced airway devices.1.2 Explain the equipment and steps needed to assist with or prepare for intubation.1.3 Describe how to check if an advanced airway device is placed correctly.
2. Administer emergency medications under supervision and within EMT scope.	<ul style="list-style-type: none">2.1 Identify two emergency medications an EMT may administer or assist with.2.2 State the right dose, way, and reason for giving one common medication.2.3 Explain the five 'rights' of safe medication administration.2.4 Document the use of medication correctly and clearly on the patient record.
3. Apply advanced cardiac life support protocols, including arrhythmia recognition.	<ul style="list-style-type: none">3.1 Recognise two life-threatening heart rhythms (arrhythmias) on a cardiac monitor.3.2 Describe the appropriate ALS response protocol for an electrical cardiac rhythm that requires immediate defibrillation.3.3 Explain the role of drug therapy in two different cardiac arrest scenarios.3.4 Identify a problem in an ALS protocol and suggest a simple corrective action.3.5 Apply basic BLS skills continuously while ALS procedures are in progress.
4. Use advanced equipment such as manual defibrillators and cardiac monitors.	<ul style="list-style-type: none">4.1 State the difference between an AED and a manual defibrillator.4.2 Demonstrate the correct procedure for monitoring a patient's heart rhythm.4.3 Describe the safety steps required when operating a manual defibrillator to protect the team.

5. Stabilise critically ill or injured patients for transfer to higher-level care.

- 5.1 Identify the key signs that a critically ill patient is getting worse.
- 5.2 Apply basic, non-drug methods to improve a patient's breathing or circulation before transport.
- 5.3 Explain the steps for preparing a critical patient for a safe transfer.
- 5.4 Justify the decision for rapid transport versus spending more time to stabilise the patient at the scene.

6. Integrate ALS protocols with BLS skills for comprehensive emergency care.

- 6.1 Explain how high-quality BLS forms the necessary foundation for ALS.
- 6.2 Demonstrate how to switch from basic care to advanced care with minimal delay.
- 6.3 Maintain a clear view of all interventions (basic and advanced) being performed.
- 6.4 Identify when ALS procedures might be failing and suggest a return to basic, effective care.
- 6.5 Take responsibility for ensuring that basic care steps (e.g., ventilation) are not forgotten during complex ALS procedures.

HCM0001-05- Emergency Medical Procedures

This unit covers the essential, practical skills for managing various medical and trauma conditions. It includes techniques for controlling severe haemorrhage, dressing and bandaging wounds, and immobilizing fractures and spinal injuries. Learners will study the recognition and initial management of shock, burns, poisoning, and allergic reactions. The unit also addresses specific medical emergencies such as diabetic crises, seizures, and environmental emergencies, focusing on stabilization and preparatory procedures for transport.

Learning Outcome:	Assessment Criteria:
1. Perform wound care and bleeding control using dressings, bandages, and tourniquets.	1.1 Select and apply the correct type of dressing for different wound sizes. 1.2 Apply direct pressure and elevation to control external bleeding effectively. 1.3 Demonstrate the safe and correct use of a tourniquet for life-threatening bleeding.
2. Apply immobilisation techniques for fractures, dislocations, and spinal injuries.	2.1 Demonstrate the safe application of a simple splint to immobilise a suspected broken bone in an arm or leg. 2.2 Describe the key signs and symptoms that suggest a possible spinal injury. 2.3 Demonstrate a safe moving technique (e.g., log roll) for a patient with a suspected spinal injury. 2.4 Explain how to check for circulation, feeling, and movement before and after applying a splint.
3. Recognise and manage shock, burns, poisoning, and allergic reactions.	3.1 Identify the early and late signs of shock in a patient. 3.2 Apply appropriate non-drug treatments for a patient in shock. 3.3 Describe the first-aid steps for managing a severe burn injury. 3.4 Explain the necessary actions for a patient having a severe allergic reaction (anaphylaxis). 3.5 Take responsibility for immediately starting the correct protocol for a suspected poisoning.
4. Assist in obstetric emergencies, including childbirth and neonatal care.	4.1 Describe the three stages of normal labour and delivery. 4.2 Explain the necessary preparations and equipment needed to assist with a delivery in the field. 4.3 Describe the immediate care required for the newborn baby after birth.

5. Perform suctioning, oxygen therapy, and intravenous access under guidance.

- 5.1 Demonstrate the correct procedure for using a suction device to clear a patient's airway.
- 5.2 Select the correct oxygen mask and flow rate for a patient based on their breathing condition.
- 5.3 Explain the basic steps for assisting a paramedic with intravenous access.
- 5.4 Monitor the patient's reaction to the oxygen or suctioning and make necessary adjustments.

6. Use infection prevention and control measures during emergency procedures.

- 6.1 List the necessary Personal Protective Equipment (PPE) required for different procedures.
- 6.2 Demonstrate the correct and safe way to put on and take off PPE.
- 6.3 Explain the safe disposal procedure for contaminated sharp items (e.g., needles).
- 6.4 Describe how to clean hands correctly before and after patient contact.
- 6.5 Take responsibility for ensuring all team members follow infection control rules at the scene.

HCM0001-06- Ambulance Operations

This unit focuses on the practical and operational aspects of working within an ambulance service. It covers the daily checks, maintenance, and safe operation of emergency vehicles. Learners will study the principles of safe lifting and moving of patients using various specialized equipment. The unit also addresses the effective use of radio communication and technology for dispatch and coordination, as well as the importance of scene safety and hazard awareness at emergency locations.

Learning Outcome:	Assessment Criteria:
1. Operate safely within an ambulance environment, following standard protocols.	<div>1.1 Describe the layout and safety features of a standard ambulance patient compartment.</div> <div>1.2 Follow the correct safety protocols for securing the patient and equipment during transport.</div> <div>1.3 Explain two rules for safe movement and working inside a moving ambulance.</div>
2. Understand the use of onboard medical equipment and supplies.	<div>2.1 Identify the location of four different medical supply drawers or compartments in the ambulance.</div> <div>2.2 Describe the function of two non-portable pieces of equipment fixed inside the ambulance.</div> <div>2.3 Explain the correct procedure for managing and organizing onboard medical gases.</div> <div>2.4 Use supplies from the ambulance correctly during a simulated patient care scenario.</div>
3. Apply safe driving principles for emergency vehicles (theory-based).	<div>3.1 Describe the legal requirements for driving an emergency vehicle with lights and sirens.</div> <div>3.2 Explain two safe driving techniques for bad weather conditions.</div> <div>3.3 Describe the concept of defensive driving and why it is important for ambulance operations.</div> <div>3.4 Explain the safe procedure for approaching and crossing busy intersections.</div> <div>3.5 Identify the responsibilities of the non-driving EMT during emergency vehicle operation.</div>
4. Demonstrate proper patient lifting and moving techniques.	<div>4.1 Demonstrate two different safe and correct lifting techniques to move a patient without hurting yourself or the patient.</div> <div>4.2 Explain the importance of using team lifting and clear communication before any move.</div> <div>4.3 Select the appropriate lifting or moving device based on the patient's condition and the environment.</div>

5. Understand communication systems used in ambulance services.

- 5.1 Identify the different communication devices used in ambulance operations (e.g., radio, mobile data terminal).
- 5.2 Describe the correct radio procedure and terminology to communicate with dispatch.
- 5.3 Explain how patient confidentiality is maintained when using radio communication.
- 5.4 Demonstrate the correct use of a communication device during a simulated response.

6. Carry out vehicle checks, restocking, and preparation for emergency readiness.

- 6.1 List the mandatory daily checks (e.g., fuel, fluids, tires) that must be done on the ambulance.
- 6.2 Explain the system for restocking supplies to ensure everything is ready for the next call.
- 6.3 Take responsibility for correctly completing the end-of-shift vehicle and equipment checklist.
- 6.4 Identify missing or expired items and ensure they are immediately addressed.
- 6.5 Review the ambulance's readiness and confirm it meets all necessary standards.

HCM0001-07- Patient Transportation and Transfer

This unit provides instruction on the critical phase of patient movement and handover. It focuses on the safe and smooth transfer of patients between the scene, the ambulance, and the receiving hospital or facility. Key areas include continuous patient monitoring and reassessment during transit and preparing comprehensive handover reports (SBAR). The unit also addresses the psychological aspects of patient care during transport and techniques for effective communication with patients and receiving medical staff.

Learning Outcome:	Assessment Criteria:
1. Apply safe techniques for transferring patients from the scene to ambulances.	<div>1.1 Select the safest path and method to move a patient from a scene to the ambulance.</div> <div>1.2 Demonstrate a safe, team-based technique for loading a patient on a stretcher into the ambulance.</div> <div>1.3 Explain how to manage complex environmental factors (e.g., stairs, small spaces) during a move.</div>
2. Use stretchers, spinal boards, and lifting devices correctly.	<div>2.1 Demonstrate the correct and safe operation of the main ambulance stretcher.</div> <div>2.2 Apply a spinal board or similar device correctly to a patient.</div> <div>2.3 Explain the function and correct use of at least one other lifting device (e.g., scoop stretcher).</div> <div>2.4 Take responsibility for ensuring the patient is securely strapped onto the device before moving.</div>
3. Monitor patients during transportation and provide ongoing care.	<div>3.1 Describe the procedures for continuous patient monitoring during the drive to the hospital.</div> <div>3.2 Identify when a patient's condition is changing during transport.</div> <div>3.3 Provide continuous, necessary care (e.g., oxygen, reassurance) throughout the transport.</div> <div>3.4 Review the patient's condition and make necessary adjustments to care based on findings.</div> <div>3.5 Document all changes in the patient's condition and care provided during transport.</div>
4. Communicate effectively with receiving healthcare facilities.	<div>4.1 Deliver a concise and professional verbal report to the receiving staff upon arrival.</div> <div>4.2 Explain the importance of providing all relevant information (e.g., patient history, interventions).</div> <div>4.3 Respond clearly and accurately to questions from the hospital team.</div>

5. Understand the psychological needs of patients during transfer.

- 5.1 Identify signs of anxiety, fear, or distress in patients during transport.
- 5.2 Use reassurance and simple explanations to help calm a patient.
- 5.3 Describe ways to respect the patient's privacy and dignity during the transfer process.
- 5.4 Explain how to manage a patient who becomes confused or disruptive during transport.

6. Maintain safety protocols to protect both patients and EMTs.

- 6.1 Describe the safety checks required to secure all equipment and patient belongings in the ambulance.
- 6.2 Maintain personal safety by using correct body mechanics during lifting.
- 6.3 Identify potential risks inside the ambulance (e.g., unsecured objects) and remove them.
- 6.4 Use appropriate PPE to protect yourself from infection risks during the transfer.
- 6.5 Take responsibility for the safety of both the patient and the ambulance partner throughout the transfer.

HCM0001-08- Ethics and Legal Considerations

This essential unit explores the ethical responsibilities and legal framework that govern emergency medical practice. Learners will examine topics such as patient consent, refusal of care, and the legal protections afforded to both the patient and the provider. It covers the importance of confidentiality and data protection (e.g., GDPR). The unit also addresses the EMT's duty of care, mandatory reporting requirements, and ethical decision-making processes in complex or ambiguous emergency scenarios.

Learning Outcome:	Assessment Criteria:
1. Understand the ethical responsibilities of EMTs in patient care.	1.1 Define 'ethical responsibility' in the context of emergency care. 1.2 Explain the importance of treating all patients fairly and equally. 1.3 Describe the concept of 'doing no harm' (non-maleficence) in their procedures.
2. Apply confidentiality and data protection principles in healthcare settings.	2.1 Describe what patient information must be kept private (confidential). 2.2 Explain the correct way to handle and store patient records to ensure data protection. 2.3 Identify situations where confidential information can legally be shared. 2.4 Take responsibility for keeping all patient details secure and private.
3. Recognise legal frameworks, consent, and patient rights in emergency care.	3.1 Define 'consent' and explain when and how it should be obtained from a patient. 3.2 Describe the procedure for treating an unconscious patient (implied consent). 3.3 Explain the legal implications of a patient refusing treatment. 3.4 Identify two common patient rights in an emergency setting. 3.5 Describe the process for reporting suspected child or adult abuse.
4. Demonstrate cultural competence and respect in diverse communities.	4.1 Explain why it is important to respect a patient's cultural and religious practices. 4.2 Demonstrate respectful communication with people from diverse backgrounds. 4.3 Identify two ways in which cultural differences might affect medical care.

5. Handle ethical dilemmas and make patient-centred decisions.

- 5.1 Describe a common ethical problem (dilemma) an EMT might face.
- 5.2 Explain the steps used to make a good, patient-centred decision in a difficult situation.
- 5.3 Justify a decision made during an ethical dilemma based on ethical principles.
- 5.4 Take responsibility for decisions made under pressure.

6. Maintain professional conduct in stressful and high-pressure environments.

- 6.1 Maintain a calm and professional manner when dealing with difficult patients or situations.
- 6.2 Describe strategies for managing personal stress after a difficult call.
- 6.3 Explain the importance of honesty and integrity in all patient dealings.
- 6.4 Respond politely and professionally to any complaints or criticism.
- 6.5 Demonstrate autonomy by acting responsibly and professionally without constant supervision.

HCM0001-09- Clinical Practicum

The Clinical Practicum is the mandatory hands-on application unit, allowing learners to integrate theoretical knowledge with practical skills in a real-world setting. This supervised experience may take place in ambulance services, emergency departments, or other clinical environments. Learners will practice patient assessment, basic interventions, and teamwork under the direct guidance of experienced professionals. This unit is crucial for developing clinical competence, professionalism, effective communication, and confidence in managing actual emergency patients.

Learning Outcome:	Assessment Criteria:
1. Apply theoretical knowledge in supervised, real-world emergency settings.	<div>1.1 Correctly apply learned procedures in a practical scenario under supervision.</div> <div>1.2 Use factual and theoretical knowledge to guide actions on complex, non-routine calls.</div> <div>1.3 Explain the reasons behind two key decisions made during a patient contact.</div>
2. Work alongside healthcare teams in ambulances, hospitals, or clinics.	<div>2.1 Integrate smoothly into the existing healthcare team structure.</div> <div>2.2 Communicate clearly and concisely with all team members (e.g., nurses, doctors).</div> <div>2.3 Take responsibility for completing assigned tasks accurately and promptly.</div> <div>2.4 Describe the role and responsibilities of two different healthcare professionals observed.</div>
3. Demonstrate competence in patient assessment and emergency interventions.	<div>3.1 Perform a complete and systematic patient assessment, including primary and secondary surveys.</div> <div>3.2 Select and correctly use basic emergency equipment (e.g., oxygen, splints).</div> <div>3.3 Demonstrate competence in performing high-quality CPR and using an AED.</div> <div>3.4 Identify problems during an intervention and try to fix them quickly.</div> <div>3.5 Exercise judgement to prioritise care based on the patient's injuries.</div>
4. Gain hands-on experience in responding to real emergency cases.	<div>4.1 Document accurate notes on at least three different types of emergency cases.</div> <div>4.2 Perform a specified range of procedures across different types of emergency calls.</div> <div>4.3 Describe the main challenges encountered during a real-world case and how they were addressed.</div>

5. Build confidence in decision-making and patient care delivery.

- 5.1 Initiate and complete tasks and procedures without needing constant direction.
- 5.2 Explain a non-routine decision made under pressure and justify the choice.
- 5.3 Show increased confidence in interacting with patients and their families.
- 5.4 Describe how a critical event was handled and identify areas of effective personal action.

6. Reflect on clinical experiences to identify strengths and areas for improvement.

- 6.1 Write a detailed reflection on a complex or challenging patient encounter.
- 6.2 Review how effective the methods and actions used during the call were.
- 6.3 Identify two personal strengths demonstrated during the practicum.
- 6.4 Identify two specific areas for improvement in future practice.
- 6.5 Explain a plan for future learning based on the identified areas for improvement.

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