

First Person on Scene Rules and Regulations

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Summary of major changes

FPoS Enhanced: Increase of recommended clinical practice from 20 hours to 40 hours and number of different procedures that must be documented as learner evidence. This change has been made in response to feedback that it was unlikely that a learner would experience the variety of different procedures in such a short timescale and that therefore the timescale has been extended to 40 hours as a more realistic estimate.

Please note: the clinical placement timescale is an estimate. An approved centre must make sure that a learner has the opportunity to produce their evidence of procedures, personally undertaken under supervision, whether it takes 30 hours or 70 hours. It takes as long as generating the evidence takes therefore there must be some flexibility in the clinical placement which must be demonstrated at approval.

Inclusion of guidance of Distance Learning and Assessment

Revised Tutor/Assessor requirements

Introduction

The purpose of the First Person on Scene © (FPOS) qualifications is to provide immediate life support to the patient pending the arrival of definitive pre-hospital care. Effective interventions in the following areas have been shown to make a difference to survival outcome, and are reflected in the FPOS qualifications framework.

- catastrophic bleeding
- airway stabilisation
- basic life support
- early defibrillation
- oxygenation
- circulatory support

Clinical endorsement for the FPOS framework and assessments will be through the Faculty of Pre-Hospital Care (Edinburgh). Whilst achievement of qualifications and units within the framework confirms that individuals have met both the theoretical and practical requirements, this does not imply a 'license to practice', the scope of which will be for the employing/responding organisation to determine.

1.1 Qualifications Available

1.1.1 There are three core qualifications available for FPOS learners:

Basic	(recommended programme duration: *10 hours contact time; 90 minutes assessment)
Intermediate	(recommended programme duration: *30 hours contact time; 2 hours assessment)
Enhanced	(completion of FPOS Intermediate; recommended programme duration: *100 hours contact time, 2 hours assessment, minimum 40 hours clinical practice and application under mentorship; minimum of 10 different procedures to be documented and corroborated by expert witness)

*Please note: These guidelines are for face-to-face full time delivery as stand alone programmes. The FPoS Basic programme is embedded within the FPoS Intermediate programme therefore if a candidate has successfully completed FPoS Basic they will not be required to complete full FPoS Intermediate programme.

Please note that the assessment times are indicative **per learner** and takes into account the theory assessment and at least 6 practical assessments.

Please see section 2.3.4 Part-time Training for guidance on alternative delivery models for the knowledge component of the FPoS programme.

1.1.2 The Basic and Intermediate qualifications are by direct entry, and where the role is justified, learners may be trained in additional skills and knowledge from within the FPOS Qualifications Framework found in Annex 1. Access to the Enhanced qualification is for holders of the FPOS Intermediate qualification (or equivalent such as the British Red Cross First with Enhanced Skills).

1.1.3 The qualifications will be valid for a period of 3 years from the date of successful completion when learners should be reassessed. We recognise that there may be radical changes in clinical practice in the interim where we will amend the FPoS programme and advise centres that we recommend that they update their current and former learners of these changes and reassess where appropriate.

It is the responsibility of the learner to maintain their skills and knowledge in accordance with their employing/responding organisation.

Best practice would be for learners to be assessed at least every 6 months for learners who do not apply FPoS skills on a regular basis as a practitioner.

Practitioners should be reassessed at least every 3 years.

- I.1.4 All training leading to the above qualifications must be carried out at a Pearson approved FPOS Centre, the criteria for Centres can be found in Section 2 Accreditation of Centres.
- I.1.5 Learners are encouraged to maintain a log book or portfolio of all the incidents attended to show their skills use. It is best practice for learners to review and evaluate the effectiveness of their treatment but will also be an effective guide to training providers to the focus on the key areas that should be concentrated on for any scheduled refresher training.
- I.2 Registration and Certification of Learners**
 - I.2.1 Centres must register learners and apply for certification through the Edexcel Online system by the start of delivery of the relevant programme Centres will be invoiced for each registration made; the fee will be at the prevailing rate.
 - I.2.2 FPOS Centres are responsible for inputting the correct learner information, including any optional Units/skills undertaken.
 - I.2.3 Edexcel will forward certificates directly to FPOS Centres using recorded delivery. Centres are then responsible for ensuring that certificates are appropriately issued to successful learners. We would recommend that centres issue certificates to learners by recorded delivery so that any certificate not received by the learner can be traced.
 - I.2.4 Edexcel will re-issue lost or damaged certificates, subject to appropriate confirmation from the FPOS Centre that the claim is bona-fide but reserves the right to levy a charge for this to recover processing costs.
 - I.2.5 At the end of 3 years, learners whose certificate expires are eligible to re-register and provided they meet the assessment requirements (knowledge and practical) in force at the time, will be issued with a new certificate valid for 3 years

SECTION 2: CENTRE APPROVAL

This section covers:

- The Approvals Process
- Learner Support
- Quality of Assessment and Training
- Equipment
- Moderation of Assessment
- Management of Information
- Review and Evaluation

Introduction

The aim of the approvals process is to ensure the maintenance and the quality of assessment processes and training delivery. This is particularly important for the FPOS qualifications as training is likely to be conducted in community settings rather than one central training centre. Centrally set knowledge and practical assessments will ensure there is a national standard available for those involved in Community Responder groups, and more widely those who through the nature of their role are likely to find themselves first on the scene.

To further promote consistency of learner learning, support materials are available for learners.

2.1 The Approval Process

2.1.1 New centres wishing to apply for approval to deliver any of the FPOS qualifications should do so by completing and submitting the appropriate Centre and Qualification approval forms. New centres must be aware of the standard requirements for centre approval from Pearson as well as the additional requirements for the qualification approval requirements for the FPoS programmes.

2.1.2 Centres must also secure the sponsorship of Pearson Regional Account Manager or Business Development Manager, who will advise and assist them through the approval process which will include:

- Briefing (desk-top review of documentation)
- Centre visit (review of systems and resources)
- Standards Verification visit (verifying course documentation and procedures)

2.1.3 Feedback will be provided on all these stages and may involve requests for further information (RFI) before approval is given. Approval may also be given with conditions that must be met within a timescale.

Centres will be able to register learners following successful Centre Approval. Following the first programme, centres will be to apply for the learners' certificates which will generate a Standards Verification to verify the evidence and sign off the Centre.

2.1.4 Existing Edexcel Centres wishing to add FPOS to the approval should apply using the Qualification Approval form via Edexcel On-line. Centres not operating in the same subject area will undergo briefing and a Standards Verification visit.

2.1.5 All Centres are required to use assessments provided via a secure website. Log on details for this will be forwarded with confirmation of their Approval.

2.1.6 Centres will have a right to comment on all aspects of the Approval process. In the event of dispute, Centres may appeal to Edexcel whose decision will be final.

2.1.7 FPoS Enhanced approval

Centres wishing to come forward to be approved to deliver the FPoS Enhanced programme must be aware that as there is an element of drug therapy in this course and that as a centre they must therefore be recognised by the relevant agency

in their region and/or country of delivery which regulates and/or legislates the legal prescription and administration of selected drugs. For example in England, the centre must be register with the Care Quality Commission.

Centres approved for FPoS Enhanced must be able to deliver the requirements of the full qualification. That will include the mentor support, performance assessment and reporting of clinical decisions, undertaken independently by the learner, as part on an 'on-the-road' assessment. Centres must be aware that the timescales for a learner to effectively evidence the range of procedures required may vary widely depending on the incidents attended. Please note patient transfers may not be eligible for learner evidence as in the majority of cases the patient care has been pre-determined by medical staff.

Please note: Centre approval will be granted on the understanding that centres will adhere to an assessor/learner ratio of 1:6 for the practical assessment. This is estimated to be the optimum ratio that will allow learners to be effectively assessed in numerous scenario based assessments that will cover the range of procedures required for the successful completion of each programme. Centres coming forward for approval must make sure they have the required competent staff available for assessment that must not include the cohort tutor.

2.2 Learner Support

- 2.2.1 To maximise learner contact times on FPOS courses, centres should provide potential learners with pre-learning material appropriate to the award. Learner manuals are available from Pearson to assist with this. Such materials could also include information about the local Ambulance Trusts – resources, structure etc. to help orientate the learner's role.
- 2.2.2 The centre must demonstrate that the full range of resources is available to meet the learners needs and may include:
- a range of suitably maintained audio and visual aids
 - appropriately maintained medical/technical resources to meet the teaching and assessment requirements.
 - adequate resources that allow all learners in a cohort to practice and be assessed for practical skills
- 2.2.3 Whilst not essential, access to library facilities and similar resources for FPOS learners would be helpful, particularly to support refresher training and / or assist learners who may wish to study further.
- 2.2.4 The learning and assessment environment must be conducive to learning, fit for purpose, meet Health and Safety requirements and should also be covered by the relevant policies required by Pearson accredited centres.

2.3 Quality of Assessment and Training

- 2.3.1 All staff involved in the training and assessment on FPOS courses must be clinically competent and have relevant instructional qualifications/experience (see also Section 3, FPOS Instructional Staff).
- 2.3.2 Centres must maintain a register of all staff they either intend to instruct and assess on FPOS courses, or who in between accreditation and re-accreditation were involved in the delivery of programmes.

Documentation should include:

- a register of instructional staff detailing their clinical and instructional competence; this should also include evidence of any CPD or refresher training for both clinical and instructional competence.
- a system for mentoring and supporting instructional staff
- a record of when instructional staff have been issued with the current course programme

2.3.3 Assessments must be conducted and recorded in line with regulations and appropriate to the qualification, and must include:

- the provision for examination security
- implementation of the invigilation procedure
- realistic provision for practical assessments
- independent assessors ie the tutor of a cohort cannot be the assessor of any learner in that cohort.

PART-TIME TRAINING

2.3.4 Whilst there are benefits of part-time study, it is important to ensure the following:

- that all the various aspects of the qualifications are fully met there is provision within the programme for re-enforcement of previous sessions
- there is a sense of coherence about the programme
- candidates should be registered at the beginning of the programme so that centres can effectively monitor candidate progress and determine whether re-assessment of previously attained knowledge or skills when required

Distance Learning/e-learning

It has long been recognised that the learning environment, and the availability of tutors and peers to a learner to explore and discuss new learning and skills, is key to the retention and effective application of newly attained skills. With advances in technology, communication and presentation it is clear that this support can be attained through a number of means other than just face-to-face instruction.

Pearson recognises that the knowledge requirement of FPoS Basic and FPoS Intermediate may be delivered and monitored through a number of different strategies and that centres may choose to tailor their delivery depending on the requirements of any chosen cohort.

If a centre is planning to deliver the training upon which these FPoS assessments are derived they must ensure they take full account of any restrictions placed on the collation and storage of data on learners and the collection and storage of learners' evidence of achievement both within and across the borders of countries in which they operate.

Centres must ensure learners are provided with:

- course information that clearly sets out the responsibilities of the centre for the delivery of the programme of study
- the course specification, to show the intended learning outcomes and associated assessment criteria
- an explanation of the intended teaching, learning and assessment methods for the programme
- a clear schedule for the delivery of the distance learning package and associated resources and study materials
- a clear schedule for the interim (formative) and final (summative) assessment of learners' work outwith those of the external assessment
- confirmation that the delivery of the distance learning package and associated resources and study materials meet the expectations of Pearson in respect of the quality of teaching and learning-support material for the programme of learning
- confirmation that the distance learning provision is subject to the normal, scheduled internal quality assurance processes and the quality improvement cycle.

Support for Learners

Learners must be provided with:

- a clear explanation of the requirements of the programme of learning and of the type and amount of independent and supported learning
- a timetable of any support available to them through scheduled activities, for example tutorial sessions or web-based conferences
- clear and up-to-date information about any local or distance learning support available to them for the programme of learning
- clarification of their own responsibilities as learners and that of the centre for the support of the programme of learning
- an identified contact, available either locally or remotely through email, telephone or other means, who can give them constructive feedback on their learning and progress towards their qualification aim
- the encouragement to engage fully with their learning, the assessment process and assessment planning
- access to learning that ensures disabled learners are not treated less favourably than non-disabled learners through distance learning
- tutors and trainers with appropriate and suitable contemporary knowledge and skills for the delivery of the programme of learning in the specified format.

Distance Learning Platform System Access and Security

Centres must have rigorous processes in place to secure authentication of learners' work and evidence submitted as evidence of learning for assessment purposes.

The distance learning platform should be securely, readily and easily accessible for learners, tutors, assessors, internal quality assurance personnel and – if required - for Pearson standards verifiers.

Centres must provide learners with confidence that their evidence of learning will not suffer interference and will be correctly attributed to them. Evidence must be maintained in a secure environment, access to which is limited through:

- a defined hierarchy of user access
- unique security passwords/IDs provided for each user
- read-only rights provided to those with limited access
- 'isolation' of completed units following final (summative) assessment, when this applies.

The distance learning platform must provide for contingency to mitigate the risks associated with the loss of evidence of learners' learning through:

- the use of back-up facilities in the event of system failure
- facility to archive individual learner evidence on appropriate media e.g. CD ROM, Flash memory sticks
- (for centrally hosted services) full Disaster Recovery processes being in place at the hosting data centre.

Distance Learning Platform Usability and Accessibility

The distance learning platform must be easy and intuitive to use for all users – learners, tutors, assessors, internal quality assurance personnel and – if required - Pearson Standards Verifiers - and to be capable of:

- storing the full range of file types: text, sound, scanned images, digital pictures, video, templates and standard software applications, as required
- being customised for learners with special access requirements
- providing links to other documents/areas, such as centre policies and procedures, Edexcel qualification documentation and the relevant Sector Skills Council, Professional Bodies' and other websites, as required
- providing a full range of user support material, including Frequently Asked Questions and user guides.
- In pursuit of usability and accessibility the distance learning platform must provide learners, tutors, assessors, internal quality assurance personnel and – if required - Edexcel standards verifiers with software and full technical support, where needed.

Any assessment undertaken on-line for these will only be acceptable for centre monitoring of learner progression and attainment of the key learning objectives. The assessment methodology for the qualifications will not change.

If an FPoS approved centre wishes to use a distance or e-learning package from a third party they must advise Pearson at the approval stage or before they plan to employ the package for registered learners. It is the responsibility of the centre to make sure that the package fulfils the requirements listed above.

2.4 Equipment

2.4.1 It is important that learners spend as much time as is necessary to become familiar and confident with the equipment they will be using; supporting training aids for training are also important.

See FPOS Recommended Equipment List found in Annex 2.

2.4.2 Equipment should be fully functioning and in good condition; it should also reflect the type to be used by the learner post-course.

2.4.3 Maintenance records for the FPOS equipment must be kept by the Centre and made available during quality monitoring visits.

2.5 Moderation of Assessment

2.5.1 Final assessment decisions must be subject to appropriate internal validation, which must include:

- a mechanism to examine the final results of all learners prior to the application to Pearson for certificates
- a sample of practical assessments should be subject to Internal Verification

2.5.2 The Centre must liaise with the Standards Verifier on all issues of quality irregularities and must co-operate fully with the annual Standards Verifications visit.

2.6 Management of Information

2.6.1 A Centre must ensure sufficient staff and support systems are in place to enable the management of information and the timely production of reports and records, including the refresher training undertaken.

2.6.2 Centres should ensure adequate security arrangements for information and comply fully with the Data Protection Act 1998, which came into effect in March 2000.

2.6.3 Services are required to demonstrate that learners have met the standard of competencies for the full range of outcomes.

2.7 Review and Evaluation

2.7.1 The Centre must have an effective system to monitor and review Pearson verification reports to identify issues and ensure appropriate action is taken.

2.7.2 There is a system for capturing and utilising learner and Centre feedback to evaluate the effectiveness and quality of provision (course evaluation sheets).

SECTION 3: FPOS INSTRUCTIONAL STAFF

This section covers:

- Approved Staff
- FPOS Instructional Course

Introduction

The key to good patient care to be provided by FPOS individuals is the training they receive. This section outlines the requirements for those involved in the training and assessment of FPOS learners.

3.1 Approved Staff

- 3.1.1 All training and assessment for FPOS qualifications must be undertaken by appropriately qualified staff, competent in training skills and who holds a recognised relevant vocational award.
- 3.1.2 Centres with instructional staff whose qualifications are not on the approved list may apply for recognition at the Briefing stage. Similarly Centres who wish to add tutors to their Centre approval can seek recognition at any stage.
- 3.1.3 Tutors on FPOS courses should maintain both their instructional and clinical skills, particularly where they are not regularly involved in delivering training. Tutors should maintain records of courses on which they were involved and any training/educational experiences to support their ongoing competence for the previous 3 years, updated annually.
- 3.1.4 Centres should maintain a record of all tutors used on FPOS courses, and their individual portfolios ready for verification during quality assurance visits.

FPOS – APPROVED TUTOR LIST

Instructional Qualifications - Enhanced

IHCD Tutor Award

IHCD Instructional Methods Course (PASS)

L3 qualification in the Teaching in the Life Learning Sector (CTTLS/DTTLS replaced by Pearson BTEC suite in Education and Training January 2014)

Certificate of Education

80 hours of certificated training/teaching from a recognised awarding organisation

Any Nurse Tutor qualification

Instructional Qualifications – Basic and Intermediate

Any of the above

Basic Instructional Techniques (BITS), Ministry of Defence

Defence Instructional Techniques (DITS), Ministry of Defence

40 hours of certificated training/teaching from a recognised awarding organisation

NB Tutors registered for tutor qualifications may teach on FPOS courses as part of their evidence gathering towards achievement for a qualification that they have proof of enrolment.

Clinical Qualifications - Enhanced

IHCD Ambulance Technician qualification

IHCD Ambulance Paramedic qualification

State Registered Paramedic

Doctor (GMC registered)

Nurse (NMC registered with relevant clinical experience) such as A&E or Trauma Nurse

Clinical Qualifications - Intermediate

IHCD Ambulance Technician qualification

IHCD Ambulance Paramedic qualification

State Registered Paramedic

Doctor (GMC registered)

Nurse (NMC registered with relevant clinical experience)

CMT1 (Ministry of Defence)

Emergency Care Assistant or similar within the NHS Ambulance Service

St John Emergency Transport Attendant (ETA)

FPOS Enhanced or equivalent such as an Ambulance Paramedic Support role that is at least 100 hours in duration

Clinical Qualifications - Basic

IHCD Ambulance Technician qualification

IHCD Ambulance Paramedic qualification

State Registered Paramedic

Doctor (GMC registered)

Nurse (NMC registered with relevant clinical experience)

CMT1 (Ministry of Defence)

CMT2 & 3 (Ministry of Defence)

FPOS Intermediate

5 day Emergency Medical Technician (EMT) course

British Red Cross First Aid with Enhanced Skills

SECTION 4: ASSESSMENTS

This Section Covers:

- Knowledge Assessments
- Practical Assessments
- Borderline Failures

Introduction

Pearson has an extensive question bank from which knowledge assessments for the FPOS qualifications are drawn; these are complemented by practical skills based tests.

Specific pass standards for the FPOS qualifications are shown in the table below.

	FPOS Basic		FPOS Intermediate	
	Pass Standard	Time Allowed	Pass Standard	Time Allowed
Knowledge	70%	30minutes	70%	30 minutes
Practical Components Basic Life Support Unconscious patient (check) Arrest of haemorrhage AED	All key criteria to be met	60 minutes	All key criteria to be met	60 minutes
Scenario assessment including 2 further situations from: Unconscious Patient (Suction) Oxygen Supplementation Removal of Crash Helmets Immobilisation				

4.1 Knowledge Assessments (Examinations)

- 4.1.1 Knowledge and practical assessments are provided by Edexcel via a secure website; only approved Centres have access to this site.
- 4.1.2 Centres will be required to document the printing, copying and destruction of the papers using the Knowledge Assessment Control Sheet found in Annex 3 (see also 4.1.6 below)
- 4.1.3 Following copying of the exact number of test papers needed, they should be double sealed inside envelopes and MUST NOT be opened until the time of the assessment and in front of the learners.
- 4.1.4 The examination log should be completed and retained for verification at annual visits.
- 4.1.5 A nominated individual not involved in the provision of the training should witness:
- the time the test file was opened and printed
 - the subsequent copying of the requisite number of papers
 - the destruction of papers and marking schemes following assessment
- 4.1.6 This process should be documented and signed for by the nominated individual and the trainer conducting the Knowledge Assessment Control Sheet pro-forma found in Annex 4, and retained for verification.
- 4.1.7 Guidance for examiners and learners can be found in Annex 5, and are included with the knowledge assessments. These instructions must be observed to ensure learners are examined fairly and consistently.

Pearson reserves the right to take appropriate action in the event of the misuse or serious lapses of security arrangements; this could include removal of approval.

4.2 Practical Assessments

4.2.1 Learners will be required to demonstrate their ability to perform a number of practical skills to a satisfactory standard; the range of skills will be determined by the level of Award and any additional competencies required.

It is important to remember that the needs of patients are best met by those deemed to have met the training standard.

4.2.2 The practical assessments provided detail:

- the equipment required
- the scenario script for the learner
- supporting knowledge relevant to the scenario and/or practical skills required
- key areas to be met; these include both practical and knowledge elements

4.2.3 For a pass to be awarded, learners must be assessed individually and must meet all the key areas. Learners who fail to meet up to 2 of the key areas may be offered the opportunity to re-do these, and/or be offered a verbal assessment, viva-voce; see below for guidance on borderline failure.

Similarly, learners who fail up to 2 of the key areas in practical assessments may be offered the opportunity to re-demonstrate the particular aspect. If the failed element related to the supporting knowledge the learner can be re-assessed by viva-voce.

Centres must factor in the possible requirement of mediation and reassessment of learner into the scheduled assessment period determined for each training cohort.

4.3 Borderline Failures Re-sitting of Assessments

4.3.1 Learners who fail either the knowledge or practical assessments will only be required to re-sit the failed element.

4.3.2 Learners who fail both knowledge and practical assessments must retake them.

4.3.3 Learners who fail a knowledge assessment by less than 5% may be offered a verbal re-assessment, viva-voce; guidance on conducting viva's can be found in Annex 4 Viva-Voce Assessments

4.3.4 Learners who fail a re-sit paper and/or a viva-voce assessment must re-sit the entire assessments for that award.

4.3.5 Learners can re-sit any combination of the above aspects as required, but centres should bear in mind the need for remedial training as appropriate.

5. RECOGNITION OF PRIOR LEARNING (RPL)

This section covers:

- Establishing an RPL process
- Assessment and Verification

Overview to the Recognition of Prior Learning (RPL)

The accreditation of prior learning (RPL) is a process that recognises that some of the learning that can contribute to formal recognition has already taken place. The safeguard is that wherever and whenever the experience occurred, the evidence of the learning must be proven; this can include assessment.

Acceptable evidence for RPL recognition must be:

- Authentic - clearly relates to the candidates own efforts e.g. original certificates
- Current - within the last 3 years or evidence of updating clinical skills (every 6 months for Automated External Defibrillators)
- Relevant - the evidence presented needs to correspond to skills and knowledge of the FPOS Intermediate
- Sufficient - is everything covered in enough detail to be confident that credit can be considered

Centres must be aware of and apply the current Pearson policy on the Recognition of Prior Learning as part of their centre approval process.

Title	FIRST PERSON (Basic)	FIRST PERSON (Intermediate)	FIRST PERSON (Enhanced)
Entry requirements	DIRECT ENTRY	DIRECT ENTRY	via FPOS INTERMEDIATE
THE PRE-HOSPITAL ENVIRONMENT	A1.1 The role of FPOS A1.2 Scene safety A1.3 Minimising risk of infection A1.4 Post-incident procedures	As for FPoS Basic plus: B 1.1 Scene management - Safety - Triage	As for FPoS Intermediate: C 1.1 Introduction to the body - Respiratory - Cardiac - Nervous - Digestive
PATIENT ASSESSMENT	A2.1 Communicating with patients A2.2 Examination and assessment	As for FPoS Basic plus: B2.1 Communicating with patients B2.2 Primary survey and assessment B2.3 Safe moving and handling *	As for FPoS Intermediate: C2.1 Patient Assessment - take a blood pressure measurement - pulse oximetry - take a temperature - take a blood glucose measurement C2.2 Patient positioning C2.3 Cardiac monitoring
RESPIRATION & AIRWAY MANAGEMENT	A3.1 Recognition of respiratory problems A3.2 Common breathing difficulties A3.3 Basic airway management <ul style="list-style-type: none"> • Causes of blocked airway • Opening & maintaining a clear airway • Choking 	As for FPOS Basic plus : B3.1 Use of suction * B3.2 Removal of crash helmets *# B3.3 Use of oro-pharyngeal airways * B3.4 Oxygen supplementation * B3.5 Ventilation support * B3.6 Bag/valve/mask #	As for FPoS Intermediate plus: C3.1 Removal of crash helmets C3.2 Bag/valve/mask C3.3 Use of laryngeal masks C3.4 Use of naso-pharyngeal airways

BASIC LIFE SUPPORT	A4. Perform basic life support A4.2 Recovery position	As for FPOS Basic plus: B4.1 Perform child & infant basic life support *#	As for FPoS Intermediate plus: C4.1 Perform child & infant basic life support
DEFIBRILLATION	A5.1 Automated external defibrillation	As for FPOS Basic plus: B5.1 Normal / abnormal heart rhythms	C5 As for FPoS Intermediate
CIRCULATION & SHOCK	A6.1 Recognition and initial care of haemorrhage <ul style="list-style-type: none"> • bleeding • shock (to include feints) 	B6 As for FPOS Basic	C6 As for FPoS Basic
MEDICAL RELATED EMERGENCIES	Recognition and initial care of: A 7.1 Heart attack/angina A7.2 Diabetes A7.3 Stroke A7.4 Epilepsy A7.5 Unconscious patient A7.6 Asthma / anaphylaxis	As for FPOS Basic plus : B7.7 Assisting the Paramedic	As for FPoS Intermediate plus: C7.1 Provide initial maternity care C7.2 Extremes of temperature C7.2 Poisoning
TRAUMA RELATED EMERGENCIES	A8.1 Recognition & initial care of injuries to bones, joints, tendons & ligaments *# A8.2 Recognition & initial care of burns and scalds * # A8.3 Recognition & initial care of other trauma related injuries * # A8.4 Skeletal stabilisation * #	B8 As for FPOS Basic	As for FPoS Basic plus: C8.1 Recognition & initial care of injuries to bones, joints, tendons & ligaments C8.2 Recognition & initial care of burns and scalds C8.3 Recognition & initial care of other trauma related injuries C8.4 Skeletal stabilisation
INFANTS & YOUNG PEOPLE	N/A	N/A	C9.1 Initial management of the sick child C9.2 Recognition and response to suspected child abuse
DRUG THERAPY	N/A	N/A	C10.1 Provide emergency drug therapy <ul style="list-style-type: none"> • Adrenaline (1:1,000 for anaphylaxis) • Aspirin • Entonox • GTN • Glucagon/40% dextrose gel • Salbutamol

Note:

* additional optional units for FPOS Basic

additional optional units for FPOS Intermediate

additional optional units for FPOS Enhanced

Annex 2 - FPOS – RECOMMENDED EQUIPMENT LIST

FPOS Basic

Automated External Defibrillator
Bandages (selection)
Defibrillator Pads
Pocket Mask
Resuscitation Manikin (1:6 learners)

OPTIONAL

Bag/ Valve / Mask
Crash Helmets (selection)
Oro-pharyngeal Airways (selection)
Oxygen Equipment
Suction Device
Airway manikins

FPOS Intermediate

As for Basic plus:
Bag/ Valve / Mask
Crash Helmets (selection)
Oro-pharyngeal Airways (selection)
Oxygen Equipment
Suction Device
Airway manikins
Crash Helmets (selection)
Automated External Defibrillator
Oro-pharyngeal Airways (selection)
Rhythm Simulators
BM kit
Selection of collars

OPTIONAL

Spinal boards

FPOS Enhanced

As for Intermediate plus:
Pulse oximeter
Non-invasive temperature reading equipment
Blood glucose testing kit
Bag / Valve / Mask
Laryngeal masks
Naso-pharyngeal airways
Infant CPR manikin
Immobilisation equipment (as used)
Drug administration equipment
Sharps boxes

Annex 3

PEARSON EXAMINATION EXAMPLE PAPER CONTROL SHEET

Course	Exam date	Date downloaded	Files deleted	Witnessed by	No. copies	Papers destroyed	Witnessed By
Basic	11/02/14	10/02/14	10/02/14	A N Other	12	11/2/13	A N other

Annex 4

FPOS - GUIDANCE TO LEARNERS

BASIC AWARD

Part 1 - Knowledge Assessment (time allowed - 30 minutes)

This paper comprises 25 questions made up of 10 true/false and 15 multi-choice. The pass mark is 70% (Learners results can be calculated by multiplying the combined marks for true/false and multi-choice by 4).

- a) Write your learner number on your Answer sheet - NOT YOUR NAME.
- b) Read the questions carefully before answering them.
- c) Answer as many questions as you can; marks will not be deducted for any questions that you leave unanswered.
- d) One mark will be awarded for each correct answer.
- e) Questions 1 to 10 provide two options, a) or b); in some cases the options will be true or false, in others, two choices are given. Encircle your answer, on the sheet provided, against the corresponding number.
- f) Questions 11 to 25 offer four choices, only one of which is correct. Encircle your answer, on the sheet provided, against the corresponding number.
- g) If at any stage you change your mind, you must ensure that the final answer to a question you wish the examiner to mark is clearly indicated.
- h) Queries or questions regarding any of the questions on the Paper should be raised with the invigilator after the exam.
- i) If you need to leave the exam room at any stage during the exam, you should indicate to the invigilator; you will be accompanied at all times as is reasonable, and should minimise any disruption to other learners.
- j) You will be advised when there are 10 minutes left before the end of the exam. When you are asked to do so, you must stop writing.
- k) You must not leave the exam room until instructed to do so; if you leave before being instructed to, you may be disqualified.

Part 2 - Practical Assessments (time allowed - 60 minutes)

Practical assessments will be set, each with associated oral questions, in which your knowledge and practical techniques will be assessed in the following scenarios:

- Basic Life Support
- Unconscious Patient (check)
- Arrest of Haemorrhage
- Automated External Defibrillator

Each test is a PASS / FAIL - for a pass to be achieved, all the key areas of the assessment must be met.

Annex 5

FPOS - GUIDANCE TO LEARNERS

INTERMEDIATE QUALIFICATION

Part 1 - Knowledge Assessment (time allowed - 30 minutes)

This paper comprises 25 questions made up of 10 true/false and 15 multi-choice. The pass mark is 70% (Learners results can be calculated by multiplying the combined marks for true/false and multi-choice by 4).

- a) Write your learner number on your Answer sheet - NOT YOUR NAME.
- b) Read the questions carefully before answering them.
- c) Answer as many questions as you can; marks will not be deducted for any questions that you leave unanswered.
- d) One mark will be awarded for each correct answer.
- e) Questions 1 to 10 provide two options, a) or b); in some cases the options will be true or false, in others, two choices are given. Encircle your answer, on the sheet provided, against the corresponding number.
- f) Questions 11 to 25 offer four choices, only one of which is correct. Encircle your answer, on the sheet provided, against the corresponding number.
- g) If at any stage you change your mind, you must ensure that the final answer to a question you wish the examiner to mark is clearly indicated.
- h) Queries or questions regarding any of the questions on the Paper should be raised with the invigilator after the exam.
- i) If you need to leave the exam room at any stage during the exam, you should indicate to the invigilator; you will be accompanied at all times as is reasonable, and should minimise any disruption to other learners.
- j) You will be advised when there are 10 minutes left before the end of the exam. When you are asked to do so, you must stop writing.
- k) You must not leave the exam room until instructed to do so; if you leave before being instructed to, you may be disqualified.

Part 2 - Practical Assessments (time allowed - 90 minutes)

Practical assessments will be set, each with associated oral questions, in which your knowledge and practical techniques will be assessed in the following scenarios:

- Basic Life Support
- Unconscious Patient (check)
- Arrest of Haemorrhage
- Automated External Defibrillator

plus 2 of the following:

- Unconscious Patient (Suction)
- Oxygen Supplementation
- Removal of Crash Helmets
- Immobilisation

Each test is a PASS / FAIL - for a pass to be achieved, all the key areas of the assessment must be met.

Annex 6

VIVA-VOCE ASSESSMENTS

There are many reasons why learners do not pass examinations; examination nerves, illness on the day, mis-reading of the questions, complacency etc,

A verbal assessment, viva-voce, is one way of checking whether the individual had a bad day or simply did not know. They should be seen as a legitimate part of the assessment process to be used where circumstances allow; they are not intended to be a re-run of the entire assessment.

Selection of Individuals

The use of viva-voce assessments is discretionary, and should be by agreement between the trainer involved in the training and the individual.

Due account should be taken of the individuals performance during their training, and whether both parties feel that the learner would benefit from additional training before re-sitting the exam.

It must be remembered that viva-voce assessments are used where learners have not met the required standard, and it may not be in the best interests of the learner or the potential patient if there are general underlying weaknesses.

If a decision is made to viva-voce a learner, then it should be undertaken as soon as is practicable.

Application of the Viva-voce

The viva-voce should focus on those areas where the learner answered incorrectly or avoided answering or had difficulty in expressing themselves in the case of practical assessments.

Learners should be encouraged to give an explanation of the area in question, e.g. "can you describe", "tell me what considerations you would make when"

Assessors should avoid leading questions which may indicate what the answer should be; give the learner sufficient time to answer fully, but also need to be aware of when a suitable 'break point' occurs, i.e., the point at which the learner has either given a satisfactory answer that conveys sufficient understanding for the questions they originally answered incorrectly, or is unable to do so.

Account should be taken of the continuity of the responses and the logical progression of the thinking; avoid stopping the learner in full flow.

The viva-voce should seek to establish that the learner has sufficient knowledge and understanding to achieve the original pass mark. The assessment decision should be recorded appropriately.

Support Materials available

FPoS Syllabus – contact your account manager for a copy

FPoS Manual – purchased from Pearson Publications

FPoS manuals can now be ordered directly from the Pearson Publications ordering team.

<http://www.edexcel.com/Aboutus/contact-us/Pages/publications-resources.aspx>

Assessments – FPoS Basic and Intermediate available from Pearson secure site post approval