

Document Title: -STN013 Emergency Medical Services (EMS) Dispatch Education and Training Standard – V1		Page: 1 of 26
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Version History

Version	Date	Details
1	July 2014	This standard supersedes the previous EMS Dispatcher (RCS004-V1) and introduces course recognition criteria previously set out in Council Rules (RUL006 V4). Content of standard unchanged.

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Role and Professional Responsibility of an EMS Dispatcher

An emergency medical service (EMS) Call-taker/Dispatcher is a person who is trained and employed in Ambulance Control Centres. It involves two broad aspects of work, call taking where emergency medical 999/112 calls are received, prioritised and where the most appropriate ambulance is dispatched to the emergency in accordance with *PHECC's EMS Priority Dispatch Standard*, and ambulance resources are optimised in their areas of operations. The EMS Call-taker is a trained individual whose primary responsibility is to take emergency calls whilst the EMS Dispatcher has a primary role in the dispatch and oversight of the emergency response.

Successful completion of the EMS Dispatcher standard including assessment leads to the award of the joint recognised institution/PHECC award in EMS Dispatcher. This award ensures that the EMS Dispatcher has fulfilled the educational and training requirements as prescribed by PHECC, thereby possessing the knowledge, skills and professionalism in line with the expectations of the public and the profession. The EMS Dispatcher is required to ensure their ongoing competency by participation in continuous professional competency and other in-service training schemes.

Learning Outcomes of the EMS Dispatcher Standard

The education and training standard is the expected competency of the student upon completion of a recognised course. A graduate at the end of a recognised course EMS Dispatcher will be able to:

1. Demonstrate effective communication skills in their role as an EMS Dispatcher
2. Demonstrate effective use of appropriate technology in their role as an EMS Dispatcher
3. Adopt a professional approach to their practice
4. Demonstrate a commitment to continuous professional competency

A number of key domains arise from the course outcomes and are listed below. Note that these domains can cross over into more than one course outcome.

Learning Outcome 1

Demonstrate effective communication skills in their role as an EMS Dispatcher

1. General communication skills
2. Communicate effectively with the public, colleagues and external agencies

Learning Outcome 2

Demonstrate effective use of appropriate technology in their role as an EMS Dispatcher

1. Information and communication technology skills
2. Accessing and utilising data sources

Learning Outcome 3

Adopt a professional approach to their practice

1. Attitudes, ethical understanding and legal responsibilities
2. Pre-hospital emergency care operational procedures
3. Basic emergency care

Learning Outcome 4

Demonstrate a commitment to continuous professional competency

1. Personal development
2. Continuous professional competency

Framework for the EMS Dispatcher Standard

Framework for the EMS Dispatcher standard		
Learning Outcome	Educational Domain	Module(s)
Demonstrate effective communication skills in their role as an EMS Dispatcher (L1)	Communicate effectively with the public, colleagues and external agencies (L1D2)	1. Communication at Major Events
Demonstrate effective use of appropriate technology in their role as an EMS Dispatcher (L2)	Information and communication technology skills (L2D1)	1. Radio procedures
	Accessing and utilising data sources (L2D2)	1. Computer aided dispatch 2. Manual dispatch
Adopt a professional approach to their practice (L3)	Attitudes, ethical understanding and legal responsibilities (L3D1)	1. Code of professional conduct and ethics
	Pre-hospital emergency care operational procedures (L3D2)	1. Standard operational procedures 2. Hazardous substances 3. Major Emergency
	Basic emergency care (L3D3)	1. ¹ Cardiac First Response
Demonstrate a commitment to continuous professional competency (L4)	Personal development (L4D1)	1. The well-being of the EMS Dispatcher 2. Planning 3. Motivation 4. Decision making & resource allocation 5. Time management
	Continuous professional competency (L4D2)	1. Continuous professional competency 2. Report writing

¹ The CFR Community level course is either a pre-requisite or co-requisite.

Learning Outcome 1

Demonstrate effective communication skills in their roles as an EMS Dispatcher.

1. General Communication Skills (L1D1)
2. Communicate Effectively with the Public, Colleagues and External Agencies (L1D2)

Communication at Major Events

At the completion of this module the student will be able to effectively manage the communications function for ambulance services at Major Events.

Knowledge Objectives

At the completion of this section, the student will be able to:

1. State the role of the Ambulance Service at a Major Event
2. State the benefits of having a separate radio network for a Major Event
3. Outline the role of an EMS Dispatcher at a Major Event
4. Outline the role of the Communications Officer at a Major Event
5. Identify the different ways to communicate with other agencies at a Major Event
6. Outline the different ways to record the movement of Ambulance Service resources
7. Identify the communications and dispatch facilities on a mobile control vehicle

Attitudinal Objectives

At the completion of this section, the student will be able to:

1. Outline how Ambulance Service resources are tasked at Major Events

Skills Objectives

At the completion of this section, the student will be able to:

1. Demonstrate how to use a status board
2. Demonstrate how to prepare a radio net for a Major Event
3. Set up a mobile control vehicle for a Major Event
4. Demonstrate how to keep a radio log/incident form at a Major Event
5. Demonstrate how to set up a mobile control for operations at Major Events
6. Demonstrate how to gauge the network capacity at a Major Event

Learning Outcome 2

Demonstrate effective use of appropriate technology in their role as an EMS Dispatcher

1. Information and Communication Technology Skills (L2D1)
2. Accessing and Utilising Data Sources (L2D2)

Radio Procedures

On completion of this module, the student will have the skills necessary to manage radio procedures at EMS Dispatcher level in the Command & Control Centre and will be able to outline new developments in Digital Radio Technology.

Knowledge Objectives

At the completion of this section, the student will be able to:

1. Differentiate between radio and telephone communications
2. Define VHF and UHF
3. Define digital radio and analogue radio
4. Outline the main functions of an Ambulance Service radio net
5. Identify the factors that lead to poor radio transmission
6. Identify the importance of radio call signs to ensure effective radio communication
7. List the mandatory Selective Calls (SELCALL) required when responding to an incident:
 - a) Mobile to scene
 - b) Arrival at scene
 - c) Depart scene
 - d) At destination (hospital)
 - e) Clear
 - f) Return to base
8. List and explain the acceptable radio abbreviations
9. List the steps required for transmitting a long radio message
10. Outline the use of different frequencies
11. Define local and regional channels
12. Outline backup procedures for hill top sites to include:
 - a) Generators
 - b) U.P.S.
13. Outline the procedures to identify the location of local / regional hilltop sites
14. Outline the use of hill top sites
15. Outline the procedures to be followed in the event of a hilltop site failure
16. Outline the function of microwave systems
17. Define alternative routing/rerouting
18. Outline the use of repeaters
19. Outline the use of "talk-through"
20. List the benefits of digital radio
21. Outline the implications for the change over from analogue to digital trunk radio
22. State how workgroups will change the dynamics of radio nets
23. Outline the advantages for inter service communications

Attitudinal Objectives

On completion of this section, the student will be able to:

1. Describe the benefits of a radio network as a communications device in the ambulance service
2. Outline the rationale for completing a radio check at the commencement of duty
3. Have an increased awareness of the benefits of digital radio

Skills Objectives

At the completion of this section, the student will be able to:

1. Identify aerials and connections
2. Operate a fixed mobile radio set
3. Operate a hand held radio set
4. Demonstrate an organised, concise radio transmission
5. Demonstrate a simulated radio report to a medical facility using an appropriate format (e.g. ASHICE)
6. Demonstrate how to prepare a radio net

Computer Aided Dispatch

At the completion of this module, the student will be able to utilise the dispatch software within CAD.

Knowledge Objectives

At the completion of this section, the student will be able to:

1. Outline call prioritisation
2. Identify ambulance resources available
3. Outline how to assign vehicles and crews to duty
4. Outline how to resource ambulances to calls
5. Outline how to stand down crews and resource others
6. Outline how to close a call
7. Identify when a call should be reprioritised
8. Outline the information necessary before closing a call
9. Outline how SELCALL information is captured from other services resources
10. Outline how a Major Event/Emergency are handled in the local CAD
11. Identify failures in all communications systems including automatic vehicle location (AVL) and computer aided dispatch (CAD)

Attitudinal Objectives

At the completion of this section, the student will be able to:

1. Understand the importance of the role of the EMS Dispatcher in a Command & Control Centre

Skills Objectives

At the completion of this section, the student will be able to:

1. Demonstrate in a simulated exercise-
 - a) How to assign a vehicle and crew to duty
 - b) How to resource a vehicle to an incident
 - c) How to stand down a vehicle
 - d) How to close a call
 - e) the correct use of the SOP's used in a communications technology failure
2. Demonstrate under simulated conditions-
 - a) Identify the necessary data items required before closing a call

Manual Dispatch

At the end of this section, the student will be able to utilise manual dispatch techniques in the event of a CAD failure or a Major Event/Emergency scenario.

Knowledge Objectives

At the completion of this section, the student will be able to:

1. Outline call prioritisation
2. Outline how a resource log is maintained manually
3. Outline how to manually assign vehicles and crews to duty
4. Outline how to manually resource ambulances to calls
5. Outline how to manually stand down crews and resource others
6. Outline how to manually close a call
7. Identify when a call should be reprioritised
8. Outline how a call log is recorded manually
9. Outline the information necessary before manually closing a call
10. Outline how SELCALL information is captured manually
11. Outline how 'retrospective calls' are inputted manually into the CAD

Attitudinal Objectives

At the completion of this section, the student will be able to:

1. Describe the importance of being able to use the manual system in the event of a CAD failure

Skills Objectives

At the completion of this section, the student will be able to:

1. Demonstrate in a simulated exercise the manual techniques for
 - a) How to assign a vehicle and crew to duty
 - b) How to resource a vehicle to an incident
 - c) How to stand down a vehicle
 - d) How to close a call
 - e) How to log call details

Learning Outcome 3

Adopt a professional approach to their practice

1. Attitudes, ethical understanding and legal responsibilities (L3D1)
2. Pre-hospital care operational procedures (L3D2)
3. Basic emergency care (L3D3)

EMS Call-taker/Dispatcher Code of Professional Conduct and Ethics

At the completion of this module, the student will be able to describe the EMS Call Taker/Dispatcher Code of Professional Conduct and Ethics² and their responsibilities to uphold the code.

Knowledge Objectives

At the completion of this section, the student will be able to:

1. Outline the EMS Call-taker/Dispatcher Code of Professional Conduct and Ethics

Attitudinal Objectives

At the completion of this section, the student will be able to:

1. Accept and uphold the EMS Call-taker/Dispatcher Code of Professional Conduct and Ethics

Skills Objectives

At the completion of this section, the student will be able to:

1. Apply the principles contained in the EMS Call Taker/Dispatcher code during work in the Command & Control Centre

² The EMS Call Taker/Dispatcher Code of Professional Conduct and Ethics is a dynamic document, the current version can be accessed from the website www.phecc.ie

Standard Operational Procedures

On completion of this module, the student will be able to outline the standard operational procedures applicable to the role of an EMS Dispatcher.

Knowledge Objectives

On completion of this section, the student will be able to:

1. Outline the SOP's applicable to an EMS Dispatcher
2. Identify the correct initiation process for the SOP's applicable to an EMS Dispatcher

Attitudinal Objectives

On completion of this section, the student will be able to:

1. Describe the benefits of having effective SOP's for an EMS Dispatcher

Skills Objectives

At the completion of this section, the student will be able to:

1. Demonstrate using simulated exercises, how to apply each of the SOP's applicable to an EMS Dispatcher

Hazardous Substances

On completion of this module, the student will have a greater awareness of hazardous substances and allow them to appreciate the Emergency Service's response to an incident at the level of EMS Dispatcher.

Knowledge Objectives

At the completion of this section, the student will be able to:

1. Outline the methods of preventing contamination of self, equipment and facilities
2. Recall the safety precautions required to ensure bystander and scene safety at an incident
3. Recall the component parts of
 - a) An ADR Hazard Warning Panel
 - b) A Hazchem Warning Panel
4. List the 9 classes of hazardous materials
5. Outline the responsibilities of the Ambulance Service at an incident
6. Identify what other agencies should be contacted at an incident
7. Identify the transport emergency cards (Tremcards) to acquire relevant information needed for a hazardous scene

Attitudinal Objectives

At the completion of this section, the student will be able to:

1. Outline the role and responsibilities of the Gardaí and Fire Service in ensuring scene safety
2. Outline the role of the Ambulance Service in responding to hazardous materials incidents

Skills Objectives

At the completion of this section, the student will be able to:

1. Demonstrate in simulated exercises how to advise crews not to enter a hazardous scene
2. Demonstrate in simulated exercises how to identify hazards at a scene

Major Emergency

At the end of this module the student will be able to outline the role of the Ambulance Command & Control Centre in a Major Emergency.

Knowledge Objectives

At the completion of this section, the student will be able to:

1. Define a Major Emergency
2. Outline Major Emergencies to include the following:
 - a) Natural
 - b) Manmade
 - c) Simple
 - d) Compound
 - e) Compensated
 - f) Uncompensated
3. Outline the Ambulance Service command structure in relation to strategic, tactical and operational levels
4. Outline the seven key principles for a Major Emergency structured response to include:
 - a) Command
 - b) Safety
 - c) Communications
 - d) Assessment
 - e) Triage
 - f) Transport
 - g) Treatment
5. List the components of a triage sort and state where on Major Emergency Site it is carried out
6. Sketch a schematic diagram of the patient through flow at a Major Emergency Site identifying operational and tactical areas
7. List the roles of the first ambulance crew on scene at a Major Emergency differentiating between practitioner 1 and practitioner 2 as outlined in PHECC CPGs
8. Identify the tabard worn by the Controller of Operations for each of the three principal response agencies
9. Differentiate between local, regional and national coordination for Major Emergencies
10. Outline the concept of the lead agency

Attitudinal Objectives

At the completion of this section, the student will be able to:

1. Appreciate the concept of the most (help) for the most (patients)

Skills Objectives

At the completion of this section, the student will be able to:

1. Operate the SOPs for dispatching resources to the emergency site given the scenario of a Major Emergency

2. Demonstrate under simulated exercise conditions what agencies should be contacted in relation to a Major Emergency

Learning Outcome 4

Demonstrate a commitment to continuous professional competency

1. Personal development (L4D1)
2. Continuous professional competency (L4D2)

The Well-Being of the EMS Dispatcher

At the end of this section, the student will be able to recognise critical incident stress in their working environment and be able to initiate the standard operating procedure for critical incident stress management in their service.

Knowledge Objectives

At the completion of this section, the student will be able to:

Re-identify from their call taker course the following:

1. How stress affects human behaviour
2. The principal sources of occupational stress
3. Their own areas of vulnerability to stress
4. Identify a critical incident
5. Identify critical incident stress and the most frequent ways it can affect personnel working in the Ambulance Service
6. List the signs and symptoms of excessive occupational and critical incident stress in the front-line staff that would interact with the EMS Dispatcher
7. Outline the possible way in which an EMS Dispatchers family may be affected by his/her stress levels
8. Outline the standard operating procedure for the management of critical incident stress in Ambulance Service front line staff attending at incidents
9. Outline the critical incident stress management in operation for Ambulance Service staff and how to access assistance for others or self

Attitudinal Objectives

At the completion of this section, the student will be able to:

1. Describe the basic stress management support the EMS Dispatcher can give to ambulance Service staff

Skills Objectives

At the completion of this section, the student will be able to:

1. Demonstrate in simulated exercises and role play the different ways to recognise critical incident stress in
 - a) Oneself
 - b) Their peers
 - c) Ambulance Service colleagues

Planning

At the end of this section, the student will be able to focus on planning techniques in their roles as EMS Dispatchers.

Knowledge Objectives

At the completion of this section, the student will be able to:

1. Define and identify the importance of planning
2. Identify the problems with planning
3. Outline how to set objectives
4. Outline how objectives need to have visibility and meaning
5. Outline how objectives can be effective
6. Outline how to set out and use a task list
7. Identify how to prioritise a task list
8. Outline how an *impact analysis matrix* would help with prioritising
9. Outline how the planning triangle can be used in prioritising
10. Outline how a *responsible accountable consulted informed* (RACI) chart can be used in planning
11. Outline how the *plan do check act* (PDCA) cycle can unite all the elements of planning
12. Identify the common pitfalls in planning

Attitudinal Objectives

At the completion of this section, the student will be able to:

1. Understand how planning can help in achieving set objectives

Skills Objectives

At the completion of this section, the student will be able to:

1. Use simulated exercises and role play using different planning models to demonstrate an understanding of setting objectives, planning and prioritising tasks

Motivation

At the end of this section the student will be able to demonstrate methods for improving the motivation of members of staff that they work with as an EMS Dispatcher.

Knowledge Objectives

At the completion of this section, the student will be able to:

1. Define motivation
2. Identify motivators
3. Identify demotivators
4. Outline Maslow's Hierarchy of Needs
5. Identify their own motivational factors and compare them to the groups' motivational factors
6. Outline how performance is affected by the group's motivational factors

Attitudinal Objectives

At the completion of this section, the student will be able to:

1. Explain that factors outside your control may motivate or demotivate
2. Outline the different factors of motivation

Skills Objectives

At the completion of this section, the student will be able to:

1. Use simulated exercises and role play to demonstrate the different ways that motivation can affect the function of a group
2. Demonstrate how establish a list of demotivators from a simulated exercise

Decision Making & Resource Allocation

At the completion of this module, the student will be able to demonstrate the ability to make informed decisions and allocate resources.

Knowledge Objectives

At the completion of this section, the student will be able to:

1. Identify that decision making is a life skill
2. Identify that effective decision making is a process
3. Identify that this process can be learned and applied
4. Outline why effective decision making is critical for any organisation
5. Identify the elements that can influence the decision making process
6. Identify that decision making can be individual and as a group
7. State the advantages and disadvantages of individual and group decision making
8. Identify the main obstacles to effective decision making
9. Draw a diagram to represent the decision making process
10. Identify the criteria to be taken into account for an effective decision making process
11. Outline the 8 critical components for effective decision making
12. Draw a *cause and effect diagram* to structure a decision
13. Outline how uncertainty and risk affect the decision making process
14. Outline how drivers and resistors affect the decision making process
15. Outline how linked decisions affect the decision making process
16. Outline how trade- offs affect the decision making process
17. Outline how prioritisation criteria affect the decision making process
18. Outline the key elements in communicating decisions
19. Outline the main criteria in resource allocation
20. Outline the consequences of ineffective resource allocation

Attitudinal Objectives

At the completion of this section, the student will be able to:

1. Outline the nature of the decision making process

Skills Objectives

At the completion of this section, the student will be able to:

1. Demonstrate how to use decision making to improve personal performance
2. Demonstrate how to use decision making to improve an EMS Dispatcher's performance
3. Demonstrate how to use decision making to improve organisational performance
4. Demonstrate in simulated exercises how to apply the skills from this section in the role of an EMS Dispatcher

Time Management

At the completion of this module the student will be able to utilise time management skills.

Knowledge Objectives

At the completion of this section, the student will be able to:

1. Define time
2. Have an awareness of how their time is currently used
3. Outline how time management is linked to personal effectiveness and stress
4. Identify the pitfalls to time management
5. Identify the remedies to time management pitfalls
6. Define prioritisation
7. Outline how to deal effectively with time wasters and time stealers
8. Identify future actions to make effective use of time

Attitudinal Objectives

At the completion of this section, the student will be able to:

1. Recognise the benefits of effective time management

Skills Objectives

At the completion of this section, the student will be able to:

1. Demonstrate how to compile a time log
2. Demonstrate how to compile a prioritisation list

Continuous Professional Competency

At the completion of this module, the student will be able to assemble their own personal development plans to assist with continuous professional competency (CPC) requirements.

Knowledge Objectives

At the completion of this section, the student will be able to:

1. Identify own CPC requirements
2. Describe how to evaluate CPC process from an individual perspective
3. State how personal development plans (PDPs) assist to develop and enhance knowledge, understanding and ability
4. State how PDP's and "SMART Objectives" assist professionals to discover new learning opportunities
5. State the principles of constructive feedback and how it provides for personal growth

Attitudinal Objectives

At the completion of this section, the student will be able to:

1. Actively participate and support research
2. Actively participate and support CPC requirements

Skills Objectives

At the completion of this section, the student will be able to:

1. Utilise a learning portfolio to plan, analyse, reflect and record evidence of CPC

Report Writing

At the completion of this module, the student will be able to produce reports at EMS Dispatcher level for different end users.

Knowledge Objectives

At the completion of this section, the student will be able to:

1. Outline the systematic approach to report writing giving examples of current work situations requiring reports
2. Outline different applicable report writing techniques
3. Outline ways to make reports easier to read and understand
4. Identify the different possible readers of reports prepared by an EMS Dispatcher
5. Outline how to write an executive summary
6. Outline the reports available from a CAD used by an EMS Dispatcher

Attitudinal Objectives

At the completion of this section, the student will be able to:

1. Adopt a wider view of where the information they are compiling is required

Skills Objectives

At the completion of this section, the student will be able to:

1. In simulated exercises produce reports intended for a variety of user requirements

Approval criteria for the course: EMS Dispatcher

Council set the requirements for submitting an application as well as maintaining status as a PHECC recognised institution in Council Rules. The detailed course recognition criteria are described in subsections below. The information supplied by the Applicant institution against each of the criteria must satisfy Council that arrangements are in place to provide a high quality course ensuring the validity of the joint PHECC/recognised institution award in EMS Dispatcher.

1. **Entry criteria:**
 - a) The age for entry to an EMS Dispatcher course is 18.
 - b) New entrants will have at least an Irish Leaving Certificate or equivalent.
 - c) A degree of competence in computer/keyboard & mouse skills. The recognised institution can determine the required standard and assess applicants' competence during the application process accordingly.
 - d) New entrants to the recognised course: EMS Dispatcher will have successfully completed the recognised course: EMS Call-Taker.
2. **Duration of the EMS Dispatcher course** including assessment is no less than 60 hours or 2 weeks (6 hour instruction per day) and a 3 week supervised work placement. It can be delivered on a full time or part-time/modular basis.
3. **Co-requisites:** Manual handling, visual display unit/display screen equipment training and CFR Community courses will be completed as co-requisites to the EMS Dispatcher course.
4. **Recognition of Prior Learning:** A recognised institution's recognition of prior learning (RPL) policy must express the intent to permit existing Control personnel apply for RPL. Written procedures must unambiguously support policy; while informing and enabling RPL to take place. Acknowledging the variety of training provided in Ireland to date, 3 possible outcomes of RPL are recognised by Council for existing Control personnel:
 - a) No additional training required and individuals are eligible for award of the joint PHECC/recognised institution certificate at the appropriate level (EMS Call-Taker and/or EMS Dispatcher).
 - b) Additional training is required prior to the award of the joint PHECC/recognised institution certificate at the appropriate level (EMS Call-Taker and/or EMS Dispatcher).
 - c) Additional training plus assessment is required prior to the award of the joint PHECC/recognised institution certificate at the appropriate level EMS Call-Taker and/or EMS Dispatcher).
5. **Design of the EMS Dispatcher course and teaching methods:** The course must:
 - a) Balance theory and practice to achieve the learning outcomes (course and domain specific) and competencies specified.

- b) Utilise a range of teaching/learning strategies providing a balance between presentations, small group interactions, demonstrations, practical and self- directed learning. Electronic learning approaches are welcomed.
 - c) Promote a commitment to self-directed and lifelong learning and must be dynamic to reflect ongoing changes in pre-hospital emergency care delivery such as changes in emergency call management including medical prioritisations systems.
6. **Course Information:** The Applicant must provide course information as set out on the current application checklist. Such information includes but is not limited to:
- a) Evidence of recognition of prior learning procedures for EMS Dispatcher to support the institution's (RPL) policy.
 - b) Sample lesson plans, timetable and materials to be used.
 - c) Assessment and awards procedures for the recognised course EMS Dispatcher to support the institution's policy.
7. **Assessment:** Course participants may have their skills assessed throughout or examined at the end of the course. The Applicant must design a suitable assessment schedule or similar and submit for approval on application.
8. **Remediation** should be in-line with the recognised institution internal assessment policy and procedures.
9. **Certification** in EMS Dispatcher lapses after two years; it is also necessary to retain certification in CFR Community. Award of joint PHECC/recognised institution EMS Dispatcher cards/certificates to successful course participants by the recognised institution is mandatory.
10. **Re-certification:** Maintaining and updating EMS Dispatcher competencies/re-certification will be 2 days every 2 years. This recertification is in addition to CFR certificate renewal requirements.

Supervised work placements

11. An applicant institution must submit a list of all supervised work placements for EMS Dispatcher students for approval. For every location submitted the following is required:
- a) Details of formal agreements in place to secure high quality learning experience. Acceptable evidence is letters of agreement.
 - b) A comprehensive set of learning outcomes must be prepared and submitted for approval. The learning outcomes should be appropriate and specific to the learning environment and must be role specific.

- c) Evidence of adequate EMS Dispatcher supervisors for every site. The role of the site supervisor is to assist with the creation of suitable learning environments to assist the student achieve experience and competence in EMS Dispatching.
 - d) Evidence of a mentorship programme and trained mentors on site.
 - e) Procedure to monitor the learning experience of students while on placement.
12. Mentoring³ of EMS Dispatcher students is paramount and must be undertaken by other qualified EMS Dispatcher personnel. Mentors will have completed mentorship training to enable them to assist, support and guide others.
 13. During the work placements a new entrant EMS Dispatcher student must work alongside a qualified member of Control staff.
 14. Oversight from members of the recognised institution faculty is also required during placements. Their role is to monitor and quality assure the placements while providing additional educational support and mentorship.
 15. It is recommended that 4 days of the period of supervised work placements of the dispatcher course are dedicated to suitable off-site learning environments for observer experience. Off-site learning environments for observer experience may include: emergency or non-emergency ambulance, Garda Control, Fire Control, Coast Guard Co-ordination centre, and others.

Who teaches EMS Dispatcher courses?

16. The core faculty requirement for an EMS Dispatcher course is the equivalent of 4 full time tutors, 1 facilitator, a medical advisor and EMS Dispatcher instructor(s)⁴.
17. The course director requirement for the course an EMS Dispatcher instructor/Tutor.
18. Other faculty on EMS Call-Taker/EMS Dispatcher courses include visiting subject experts approved and monitored by the course director and may include:
 - Assistant tutors and tutors (with relevant EMC experience and expertise)
 - Registered EMTs, paramedics, advanced paramedics, nurses and doctors, CFR instructors and others

³ **Mentoring** is defined by PHECC as the formal passing on or transfer of knowledge, skills and expertise through appropriate goals, objectives and activities from mentor to mentee.

⁴ The EMC instructor standard 'Responder Instructor' is described in full in the section-Teaching Faculty Framework

Approval criteria for the course: EMS Dispatcher Instructor

Council set the requirements for submitting an application as well as maintaining status as a PHECC recognised institution in Council Rules. The detailed course recognition criteria are described in subsections below. The information supplied by the Applicant institution against each of the criteria must satisfy Council that arrangements are in place to provide a high quality course ensuring the validity of the joint PHECC/recognised institution award in EMS Dispatcher Instructor.

19. **The EMS Dispatcher Instructor (Responder Instructor) Standard** is set out in full in the section –Teaching faculty Framework. The Responder Instructor Standard includes tuition in instructional methods (IM) and a period of supervised teaching practice. The IM component is no less than 3 days/18 hours and the period of supervised teaching practice is not specified and may be extended until the specific learning outcomes are achieved. The recommendation is to assist on the first course, part teach the second and deliver a third independently.
20. **RPL of existing Control instructors:** Acknowledging the variety of training and qualifications provided to EMS Call-Taker/EMS Dispatchers in Ireland to date, Council recommends that recognition of prior learning is extended to existing eligible Control instructors. It is acknowledged that some experienced Control staff may be eligible for both.

Who teaches EMS Call-Taker and EMS Dispatcher instructor courses?

21. Faculty required to teach and recertify EMS Call-Taker and EMS Dispatch instructors are suitably qualified faculty having demonstrated appropriate education and experience against PHECC criteria described in PHECC's teaching faculty framework (e.g. tutors with relevant Control Centre experience).
22. There is no PHECC award for individuals known as EMS Call-Taker and EMS Dispatch instructor trainers. The recognised institution must designate and maintain a record of them including evidence of appropriate education and experience.
23. EMS Call-Taker and EMS Dispatch instructor trainers are required to demonstrate by employment or association an ability to keep current with best Control Centre Standards including National Ambulance Service Guidelines/standard operating procedures and PHECC standards of operation.