

<b>Document Title:</b> RUL006-Council Rules for the Recognition of Institution and Course(s)-V3		<b>Page:</b> 1 of 79
<b>Document Owner:</b> PD	<b>Approved by:</b> Council	<b>Approval Date:</b> 13 <sup>th</sup> October 2011

### Version History

Version	Date	Details
1	Dec 2006	Council Rules approved and incorporated into the publication PUB004-2007 Education and Training Standards
2	March 2011	Council Rules updated and approved by Council on 31st March 2011
3	October 2011	Amendments to Council Rules Part II No. 43 & 107 and Application Checklist – Recognition of Courses Part II

### This document supersedes all documents listed below:

RUL001-Report on Council Rules for PHECC Tutors/Educators/Facilitators and Instructors as per the 2007 Education and Training Standard (addendum to V1)

RUL004-Update on Council Rules for Recognised Institutions, Courses and Teaching Faculty as per the 2007 Education and Training Standard (addendum to V1)

RUL003-PHECC's CQI Framework (addendum to V1)

RUL005-Clinical Supervision of Students (addendum to V1)

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## Introduction

The Pre-Hospital Emergency Care Council (PHECC) is an independent statutory body with responsibility for standards in education and training in the field of pre-hospital emergency care. PHECCs primary role is to protect the public. The statutory functions of Council shall be to recognise, in accordance with the rules made by Council,

- institutions providing education and training in pre-hospital emergency care and in pursuit of the award of NQEMT,
- the content of courses for such education and training,
- the standards of theoretical and practical knowledge required for qualifications in pre-hospital emergency care.

In its strategic plan, Council is committed to ensuring that recognised institutions and course content in First Response and Emergency Medical Technology reflect contemporary best practice and to ensuring that pre-hospital emergency care responders and practitioners achieve and maintain competency at the appropriate performance standard.

These rules are the governance structure to enable the accreditation of institutions, known as recognised institutions and to empower these recognised institutions to provide one or more PHECC recognised courses. The rules are considered by the Accreditation committee and Council for approval at least every three years.

PHECC's *Recognition of Institution and Course Guidelines*, available from the website will provide additional support information to understand Council rules to prepare and apply for recognition of institution and course(s). The following table lists the titles of PHECC's education and training standards (recognised courses).

PHECC Recognised Courses	
1	Driving
2	Cardiac First Response (CFR) (community and advanced levels)
3	Emergency First Response (EFR)
4	Emergency Medical Services (EMS) (call-taker and dispatcher levels)
5	Emergency Medical Technician (EMT)
6	Paramedic (P)
7	Advanced Paramedic (AP)
8	Fire First Response (FFR) and Emergency Care (special circumstances) both pending

In the section titled Teaching Faculty Framework, the standards of education leading to the awards of instructor and tutor is fully described.

The titles of the instructor and tutor awards are:

1. CFR instructor ( at community or advanced levels)
2. Responder level instructor (incorporating EMS Call-taker/Dispatcher and EFR). Note: Emergency Care (special circumstances) and Fire First Response are both pending.
3. Assistant tutor
4. Tutor
5. Facilitator.

### **Definitions**

In these Council rules, unless the context otherwise requires, the following expression have the meanings as per the SI 109/2000 and 575/2004 assigned them-

1. “the Council” means the Pre-Hospital Emergency Care Council
2. “recognised institution” means an institution recognised by the Council to provide pre-hospital emergency care education and training
3. “recognised course” means a course of education and training in pre-hospital emergency care, the content of which has been approved by the Council.
4. “applicant institution” refers to an organisation preparing to or in the process of applying for recognition.

# Recognition of Prior Learning

## Recognition of Prior Learning - a definition

Recognition of prior learning (RPL) is a broad term and is described by PHECC as *prior learning, formal and informal, that is given status by having it acknowledged, assessed or certified*. The objective of RPL is to determine whether or not an individual has acquired the body of knowledge in respect of entry criteria and outcomes/competencies to be achieved when compared to a particular PHECC education and training standard.

## Recognition of Prior Learning - guiding principles

These principles will guide and empower PHECC recognised institutions extend their recognition of prior learning (RPL) process to suitable individuals; and likewise these principles will assist individuals understand how the process of RPL works and the circumstances when it may be used.

1. PHECC does not accept any application for RPL; the applicant should engage with a recognised institution in the first instance. This should not be confused with PHECC's competent authority status as per SI No. 166 of 2008; wherein PHECC is the designated point of contact for recognising the equivalence of professional qualifications obtained overseas.
2. The process of RPL is an acknowledgment of an individual's current skills and knowledge acquired through previous education and training, work or life experience. It allows for both formal and informal learning.
3. In general RPL is applied to:
  - entry to PHECC recognised courses
  - exemptions from some course requirements
  - eligibility for an award
4. Every recognised institution will have an RPL policy. The policy should outline the commitment to the RPL process and bring consistency and clarity.
5. Supporting procedures for RPL should be clearly documented. The policies and processes should be available to current and prospective students and include assessment and verification mechanisms as appropriate.
6. A recognised institution may offer RPL for entry to courses, for module exemptions or in certain circumstances for full award; however specific institutional conditions, limitations and application procedures will prevail. The recognised institution should be contacted in the first instance for the particulars required.

7. In all cases, whether certified or experiential learning, an applicant will be required to appropriately demonstrate any previous learning.
8. In some cases, an applicant may be required to provide certificates or demonstrate learning by another means, learning portfolio, interview, assessment and demonstration etc.
9. All individual applications should be reviewed and examined by suitably qualified persons with expertise in the subject area as well as knowledge and expertise in RPL policy and procedures.
10. The following criteria may be considered by the recognised institution when processing an application for RPL:
  - The depth of evidence submitted
  - The extent and scope of the prior learning acquired
  - The relevance of the evidence submitted
  - The ability of the individual to prove learning associated with achievements
  - The ability of the individual to prove they have the required competencies as specified by the particular education and training standard or award
  - The ability of the individual to present the evidence in the required format (mapped against specific learning outcomes).

# Teaching Faculty Framework

## **Background**

PHECC is an independent statutory body with responsibility for standards, education and training in pre-hospital emergency care in Ireland. Its statutory functions relating to pre-hospital education and training are to:

- Set and review standards
- Recognise training institutions
- Approve courses
- Set examinations
- Certify successful candidates.

In order to support and implement the PHECC Education and Training Standards, a structured framework for instructors and tutors is required. In this document the term instructor will be used as the term to describe teaching faculty for PHECC's responder level courses and the term tutor will be used to refer to the teacher of practitioner level courses. This framework builds substantially on the tutor framework published previously in the 2007 PHECC Education and Training Standards.

## **Rationale for the Teaching Faculty Framework**

### **For pre-hospital education and training**

This framework maps out a coherent approach to the qualification of instructors and tutors and also gives recognition to existing qualified instructors and tutors. It provides information to those considering undertaking the PHECC teaching qualifications and simultaneously ensures consistency of faculty across all PHECC recognised institutions.

To maintain consistency and continuity of the PHECC standards, instructors and tutors must meet specific criteria that can be objectively measured and assessed. This framework identifies the competencies required for every level of instructor and tutor. Its implementation will set in place a dynamic, well-defined model to support the training requirements of PHECC instructor qualifications and the professional career development of tutors.

## Routes to PHECC Instructor and Educational Awards

The following table lists the titles of PHECC's instructor and educational awards.

PHECC instructor and educational awards	
1.	Cardiac first response (CFR) instructor
2.	<i>Emergency Care (Special Circumstances) instructor (pending)</i>
3.	Emergency first response (EFR) instructor (incorporating Fire First Response pending)
4.	Emergency Medical Services (EMS) Call-Taker/Dispatcher instructor
5.	Assistant tutor
6.	Tutor
7.	Facilitator

### General rules:

1. Individuals wishing to become PHECC instructors or tutors have two options:
  - a) Undergo the training and certification requirements as per the individual instructor/tutor standards.
  - b) Apply to a recognised institution for recognition of prior learning (RPL) and award.
2. Recognised institutions are empowered by PHECC to independently award joint PHECC/institution instructor level awards.
3. PHECC makes educational awards at the level of assistant tutor, tutor and facilitator to suitably qualified persons based on a recommendation made by a facilitator on behalf of a recognised institution.
4. Courses of training (and RPL process) leading to assistant tutor, tutor and facilitator awards must be run under the governance of a PHECC facilitator.

## Roles and Responsibilities of PHECC Instructors

**A cardiac first response (CFR) instructor** has the necessary knowledge and skills to deliver a PHECC CFR course and to assess and award course participants.

**An emergency care (EC) ‘special circumstance’ instructor** (pending) has the necessary knowledge and skills to design, deliver and evaluate the PHECC EC course(s) and to assess and award course participants.

**An emergency first response (EFR) instructor** is a PHECC registered practitioner with the necessary knowledge and skills to design, deliver and evaluate the PHECC EFR course and to assess and award course participants.

**An emergency medical services (EMS) call-taker/dispatcher instructor** has the necessary knowledge and skills to design, deliver and evaluate the EMS call-taker/dispatcher courses and to assess and award course participants.

**Note:** Instructor awards are made on behalf of PHECC by a recognised institution.

## Roles and Responsibilities of PHECC Tutors (Educational awards)

**An assistant tutor** is recognised by PHECC as having the necessary knowledge and skills to assist with the delivery of NQEMT level courses. An experienced assistant tutor is accepted by PHECC to act as course director on an EMT course. An assistant tutor may also contribute to the delivery of responder level courses and in-service training such as current clinical practice guidelines (CPGs) and other refresher training.

**A tutor** is recognised by PHECC as being the principle ‘teacher’ of education and training for all responder and NQEMT level courses. A tutor has the necessary knowledge and skills to design, deliver, assess and evaluate all NQEMT courses and provide upskilling training for new editions of CPGs and contributes to the overall quality improvement of all PHECC recognised courses. An experienced tutor is accepted by PHECC as a course director on paramedic and advanced paramedic courses. Experienced tutors who have completed “train the trainer” or equivalent courses have also a key role in supervision and mentoring of instructors and tutors in training.

**A facilitator** has at least 10 years experience as a tutor. This key role involves ongoing education and development of assistant tutors and tutors through their development and post-qualification periods. The facilitator will in addition ensure quality improvement is applied to all aspects of *PHECC’s Teaching faculty framework* including verifying evidence of nominees for PHECC Educational awards. Facilitators can also teach all levels responder and practitioner awards but only within the scope of their own clinical level.

**Note:** Educational awards are made by PHECC.

## **Responder Level Instructor Standards - General**

The didactic component of every responder level instructor course is essentially an instructional methods course; the content of which increases incrementally across the suite of PHECC responder level courses. The instructional method courses in this teaching faculty framework are designed to provide the required competencies to teach the respective learning outcomes of the PHECC responder level courses. Each instructor standard combines didactic learning plus a period of supervised clinical teaching practice incorporating assessment prior to certification. This teaching practice period may be extended to meet the individual learning needs of the instructor in training.

**The entry criteria and other Council rules pertinent to each of the instructor courses below including duration of courses, certification, recertification and faculty to train instructors is described in full in Part II- recognition of course(s).**

## **CFR Instructor Standard**

Each course participant will need to have cognisance of, and be able to, demonstrate competence in the subject matter of the PHECC CFR standard. A recognised institution may include the full or elements of the CFR course at the beginning of the instructor course to ensure that participants have proficient CFR skills and knowledge.

An individual, will, at the end of the **CFR instructor course** be able to:

### **1. Conditions of learning -**

Apply appropriate conditions of learning into all teaching practice

- Using a range of Adult Education techniques
- Accommodating student/candidate learning styles

### **2. Motivation -**

Use motivational techniques to enhance the learning process

- In didactic sessions
- In skills sessions

### **3. Identification of Training Needs (ITN) -**

Identify the training and development needs of individuals and groups, set against required performance and competence standards, and be able to appreciate good practice against discrimination.

### **4. Design and planning -**

Design training using learning objectives (be able to):

- recognise the practicalities in the application of objectives

Plan course/sessions (be able to):

- Prescribe the training environment
- Identify equipment and resources requirements
- Prepare course documentation

### **5. Deliver training -**

Deliver training using (as appropriate):

- The creation of a climate that promotes learning
- The application of icebreaking techniques
- Presentation skills using the PHECC DVD
- Demonstration skills using the PHECC DVD
- Empathy for student/candidate issues
- Communication skills

- Avoidance of mannerisms and potential distractions
- Management of special learning needs
- Classroom management skills
- Management of health and safety issues
- Appropriate equipment
- Information Technology (PHECC website to source training material, CPGs and other clinical updates)
- Handouts and back-up material
- Time management
- Group management techniques

#### **6. Assessment and evaluation -**

Assess and evaluate course participants (be able to):

- Define assessment and evaluation
- Use a range of types of assessment
  - Formative
  - Summative
- Link assessment with learning
- Manage feedback
- Describe PHECC's examination requirements
- Write generic CFR course reports.

#### **Supervised teaching practice and evaluation for CFR instructors**

Following successful completion of the didactic component of the CFR instructor course the student instructor will undergo a period of supervised teaching practice and evaluation. The period of teaching practice under supervision is not specified and may be extended until the specific learning objectives are achieved.

The teaching practice evaluation will be carried out by suitable faculty (a CFR instructor trainer) from a recognised institution using a standard form designed for that purpose. These forms are subject to inspection by PHECC.

# Responder Level Instructor Standard

Each student instructor will need to have cognisance of, and be able to, demonstrate competence in the subject matter of the PHECC responder level standard at which they intend to instruct, i.e. EC 'special circumstances' (pending), EFR, FFR (pending) and EMS call-taker/dispatcher are some examples.

An individual will, at the end of the **responder level instructor course** be able to:

## 1. Conditions of learning -

Apply appropriate conditions of learning into all teaching practice

- Using a range of Adult Education techniques
- Accommodating student/candidate learning styles

## 2. Motivation -

Use motivational techniques to enhance the learning process

- In didactic sessions
- In skills sessions

## 3. Identification of Training Needs (ITN) -

Identify the training and development needs of individuals and groups, set against required performance and competence standards, and be able to:

- Define training needs
- Identify where ITN information may be obtained
- Conduct Training Needs Assessment
- Apply methods of overcoming performance deficiencies
- Recognise special learning needs
- Appreciate good practice in against discrimination

## 4. Design and planning -

Design training using learning objectives (be able to):

- Write learning objectives in the three domains of cognitive, psychomotor and affective (knowledge, skills and attitude)
- Specify performance, condition and standard
- Recognise the common pitfalls in writing objectives
- Recognise the practicalities in the application of objectives
- Recognise how to design to support special learning needs

Lesson Planning (be able to):

- Define a lesson plan
- Write the aims of the plan
- Write a lesson plan that contains all the required information for session delivery
- Use the lesson plan during teaching practice

Pre-Course/Session Organisation Planning (be able to):

- Quantify Student/candidate informational requirements
- Identify other visiting subject expert considerations
- Prescribe the training environment
- Identify equipment and resources requirements
- Assimilate reference material
- Prepare for student/candidate welfare
- Prepare course documentation

## **5. Deliver training -**

Deliver training using (as appropriate):

- The creation of a climate that promotes learning
- The application of motivational theories
- The application of educational theories
- The application of icebreaking techniques
- Presentation skills
- Demonstration skills
- Appropriate teaching methodology
  - Individual learning
  - Group learning
- Empathy for student/candidate issues
- Communication skills
- Avoidance of mannerisms and potential distractions
- Mechanisms for group and team work
- Management of special learning needs
- Teaching aids (audio-visual)
- Classroom management skills
- Management of health and safety issues
- Appropriate equipment

- Information Technology
- Handouts and back-up material
- Simulation, role play
- Time management
- Group management techniques

## **6. Assessment and evaluation -**

Assess and evaluate course participants (be able to):

- Define assessment and evaluation
- Use a range of types of assessment
  - Formative
  - Summative
- Link assessment with learning
- Describe validation requirements
- Manage feedback
- Describe PHECC's examination requirements
- Apply formal examination process
- Write generic course reports

### **Supervised teaching practice and evaluation for Responder instructors**

Following successful completion of the didactic component of the responder level instructor course the student instructor will undergo a period of supervised teaching practice and evaluation. The period of teaching practice under supervision is not specified and may be extended until the specific learning objectives are achieved.

The teaching practice evaluation will be carried out by suitable faculty (e.g. an EFR instructor trainer or tutor) from a recognised institution using a standard form designed for that purpose. These forms are subject to inspection by PHECC.

## Assistant Tutor Standard

It is recommended that a practitioner has at least three years clinical experience on the PHECC Register prior to entering the teaching faculty framework at the level of assistant tutor.

The PHECC assistant tutor award is made to those who have acquired the body of knowledge, skills and attitudes of the assistant tutor standard whether by recognition of prior learning (RPL) or new-entrant training. A PHECC educational award at assistant tutor level certifies that an individual is competent in the learning outcomes from the academic course and the period(s) of supervised teaching practice.

Courses of training (and RPL process) leading to assistant tutor award must be run under the governance of a PHECC facilitator.

An individual will, at the end of the **assistant tutor course** be competent in the 3 domains of:

- 1) Instructional methods (weighted 50%)
- 2) Educational methodology (weighted 25%)
- 3) Course administration (weighted 25%)

**1) In Instructional methods**, the student will be able to understand and apply:

### 1. Conditions of learning -

Apply appropriate conditions of learning into all teaching practice

- Using a range of Adult Education techniques
- Accommodating student/candidate learning styles

### 2. Motivation -

Use motivational techniques to enhance the learning process

- In didactic sessions
- In skills sessions

### 3. Identification of Training Needs (ITN) -

Identify the training and development needs of individuals and groups, set against required performance and competence standards, and be able to:

- Define training needs
- Identify where ITN information may be obtained
- Measure performance deficiency
- Recognise inaccuracies in ITN
- Conduct Training Needs Assessment

- Apply methods of overcoming performance deficiencies
- Agree needs with students
- Recognise special learning needs
- Appreciate good practice in against discrimination

#### **4. Design and planning -**

Design and plan training using:-

##### 4.1 Learning objectives (be able to):

- Write learning objectives in the three domains of cognitive, psychomotor and affective (knowledge, skills and attitude)
- Specify performance, condition and standard
- Write sub-objectives as enabling steps toward the overall competencies
- Recognise the common pitfalls in writing objectives
- Recognise the practicalities in the application of objectives
- Recognise how to design to support special learning needs

##### 4.2 Lesson Planning (be able to):

- Define a lesson plan
- Write the aims of the plan
- Write a lesson plan that contains all the required information for session delivery
- Use the lesson plan during teaching practice

##### 4.3 Pre-Course/Session Organisation Planning (be able to):

- Quantify Student/candidate informational requirements
- Identify other visiting subject expert considerations
- Prescribe the training environment
- Identify equipment and resources requirements
- Assimilate reference material
- Identify research issues
- Prepare for student/candidate welfare
- Prepare documentation – test papers, tutorial records etc

#### **5. Deliver training-**

Deliver training using (as appropriate):

- The creation of a climate that promotes learning
- The application of motivational theories
- The application of educational theories
- The application of icebreaking techniques

- e. Presentation skills
- f. Demonstration skills
- g. Appropriate teaching methodology
  - o Individual learning
  - o Group learning
- h. Strategies and tactics in teaching
- i. Empathy for student/candidate issues
- j. Communication skills
- k. Avoidance of mannerisms and potential distractions
- l. Mechanisms for group and team work
- m. Management of special learning needs
- n. Teaching aids (audio-visual)
- o. Classroom management skills
- p. Management of health and safety issues
- q. Appropriate equipment
- r. Information Technology
- s. Handouts and back-up material
- t. Simulation, role play
- u. Time management
- v. Group management techniques
- w. Collaborative learning techniques

**6. Assessment and evaluation -**

Assess and evaluate course participants (be able to):

- a. Define assessment and evaluation
- b. Set objective measurement of learning
- c. Use a range of types of assessment
  - o Formative
  - o Summative
- d. Prepare assessments
- e. Analyse and interpret evidence
- f. Link assessment with learning
- g. Describe validation requirements
- h. Manage feedback
- i. Manage student self-assessment

- j. Prepare and structure tutorials
- k. Manage a student tutorial
- l. Describe PHECC's examination requirements
- m. Write student reports
- n. Write generic reports
- o. Apply formal examination process

**2) In Educational Methodology**, the student will be able to understand and apply:

- principles and conditions of Adult Education by the study of a range of theories/techniques
- principles of Student Learning by the study of a range of theories/techniques
- principles of Educational Motivation by the study of a range of theories/techniques
- the modern application of the principles described in Bloom's Taxonomies of Educational Objectives (Cognitive, Affective & Psychomotor)
- principles and techniques for assessment
- principles and techniques for evaluation and reflective practice
- principles and techniques for verification

**3) In Course Administration**, the student will be able to understand and be able to:

- **Prepare the course sessions/presentations** ensuring they meet the criteria specified by PHECC for that particular recognised course.
- **Manage course-critical equipment/material** to ensure appropriate availability during each of the learning situations.
- **Evaluate all lesson plans** to ensure both quality and objectivity of teaching sessions.
- **Write the course director's report** at the end of recognised courses and support other instructors/tutors to write individual student reports covering all areas of the training cycle.
- **Identify legal requirements** relevant to the training process and manage each element to ensure compliance and minimal risk exists, and cascade this knowledge
- **Produce financial reports** relevant to agreed expenditure areas.
- **Develop and maintain a constructive relationship** between the recognised institution, faculty members and the PHECC office and contribute to the required reports for maintenance/monitoring such as the annual quality evaluation report (QER).
- **Contribute to the monitoring of undergraduate/postgraduate internship sites** both healthcare and ambulance services, as appropriate.
- **Identify and complete administrative forms** specified by PHECC.

- **Plan and execute the NQEMT examination** and manage each element to ensure compliance with PHECC requirements.
- **Cascade** understanding of the *PHECC's Teaching Faculty Framework*.
- **Develop own reflective practice** and an educational portfolio as tools to assist with a commitment to lifelong learning.

### **Supervised teaching practice and assessment**

Following successful completion of the didactic component of the assistant tutor course, the student will undergo 8 weeks of supervised teaching practice and assessment at a recognised institution. The period of 8 weeks may include a balance of didactic and experiential components of an NQEMT level course (including upskilling courses).

Evidence of the satisfactory completion of the criteria 1-6 below is required. It is recommended that such evidence is retained by the student assistant tutors in their education portfolio.

1. The teaching development experience must cover cognitive psychomotor and affective sessions on the course. Each session delivered must be under direct supervision by an experienced tutor using a standard observation template or similar developed by the recognised institution for this purpose.
2. During this period the student assistant tutor must also demonstrate management of a syndicate, planning and managing scenarios and assessments, conducting tutorials and writing student reports.
3. Each student assistant tutor will need to have cognisance of, and be able to, demonstrate competence in the subject matter of the NQEMT and responder level PHECC standards at and below the level at which they intend to tutor.
4. Assessment on teaching practice will be conducted by an experienced tutor and verified by a facilitator. The facilitator is required to observe at least 10% of the student assistant tutor's teaching practice.
5. A facilitator is required to assess the competence of every student assistant tutor against the standards required to qualify for the PHECC assistant tutor award. The domains of competence (listed in 1-3 above) are the basis of assessment; however the facilitator may modify this accordingly.
6. An application is prepared and submitted to PHECC from the head of a recognised institution (or a facilitator) and/or accompanied by a written recommendation from a facilitator that verifies the evidence that the student assistant tutor has achieved the learning outcomes and is competent (see also Part-I section titled Educational Awards).

**Continuous professional competency and recertification criteria** will be to maintain a portfolio of education including the use of reflective practice.

## Tutor Standard

It is recommended that a practitioner has at least four years clinical experience on the PHECC Register prior to entering the teaching faculty framework at the level of tutor.

The PHECC tutor award is made to those who have acquired the body of knowledge, skills and attitudes of the tutor standard whether by recognition of prior learning (RPL) or new-entrant training. A person seeking RPL will need to demonstrate satisfactory evidence of having completed the assistant tutor and tutor standard. A PHECC educational award at tutor level certifies that an individual is competent in the learning outcomes from the academic course and the period(s) of supervised teaching practice.

**Note;** for new entrants it is expected that they will undertake the assistant tutor course including supervised teaching practice prior to starting the requirements of the tutor standard.

Courses of training (and RPL process) leading to tutor awards must be run under the governance of a PHECC facilitator.

An individual will, at the end of the **tutor course** be competent in the 3 domains of:

- 1) Instructional methods (IM) (weighted 20%)
- 2) Educational methodology (EM) (weighted 30%)
- 3) Course administration and mentorship (weighted 50%)

Tutor training is primarily reinforced and enhances the knowledge, skills and attitudes developed on the assistant tutor course and the subsequent period of supervised teaching practice. Thus the knowledge, understanding and performance ability of a tutor will be higher than at assistant tutor. Most noticeably, there is a shift in the course content from IM to EM and secondly, the mentorship role of the tutor is introduced.

**1) In Instructional methods,** the student will be able to understand and apply:

### **1. Conditions of learning -**

Apply appropriate conditions of learning into all teaching practice

- Using a range of Adult Education techniques
- Accommodating student/candidate learning styles

### **2. Motivation -**

Use motivational techniques to enhance the learning process

- In didactic sessions
- In skills sessions

### **3. Identification of Training Needs (ITN) -**

Identify the training and development needs of individuals and groups, set against required performance and competence standards, and be able to:

- Define training needs
- Identify where ITN information may be obtained
- Measure performance deficiency
- Recognise inaccuracies in ITN
- Conduct Training Needs Assessment
- Apply methods of overcoming performance deficiencies
- Agree needs with students
- Recognise special learning needs
- Appreciate good practice in against discrimination

### **4. Design and planning -**

Design and plan training using:

#### 4.1 Learning objectives (be able to):

- a. Write learning objectives in the three domains of cognitive, psychomotor and affective (knowledge, skills and attitude)
- b. Specify performance, condition and standard
- c. Write sub-objectives as enabling steps toward the overall competencies
- d. Recognise the common pitfalls in writing objectives
- e. Recognise the practicalities in the application of objectives
- f. Recognise how to design to support special learning needs

#### 4.2 Lesson Planning (be able to):

- a. Define a lesson plan
- b. Write the aims of the plan
- c. Write a lesson plan that contains all the required information for session delivery
- d. Use the lesson plan during teaching practice

#### 4.3 Pre-Course/Session Organisation Planning (be able to):

- a. Quantify Student/candidate informational requirements
- b. Identify other visiting subject expert considerations
- c. Prescribe the training environment
- d. Identify equipment and resources requirements
- e. Assimilate reference material
- f. Identify research issues

- g. Prepare for student/candidate welfare
- h. Prepare documentation – test papers, tutorial records etc

## **5. Deliver training -**

Deliver training using (as appropriate):

- a. The creation of a climate that promotes learning
- b. The application of motivational theories
- c. The application of educational theories
- d. The application of icebreaking techniques
- e. Presentation skills
- f. Demonstration skills
- g. Appropriate teaching methodology
  - o Individual learning
  - o Group learning
- h. Strategies and tactics in teaching
- i. Empathy for student/candidate issues
- j. Communication skills
- k. Avoidance of mannerisms and potential distractions
- l. Mechanisms for group and team work
- m. Management of special learning needs
- n. Teaching aids (audio-visual)
- o. Classroom management skills
- p. Management of health and safety issues
- q. Appropriate equipment
- r. Information Technology
- s. Handouts and back-up material
- t. Simulation, role play
- u. Time management
- v. Group management techniques
- w. Collaborative learning techniques

## **6. Assessment and evaluation -**

Assess and evaluate course participants (be able to):

- a. Define assessment and evaluation
- b. Set objective measurement of learning
- c. Use a range of types of assessment

- Formative
- Summative
- d. Prepare assessments
- e. Analyse and interpret evidence
- f. Link assessment with learning
- g. Describe validation requirements
- h. Manage feedback
- i. Manage student self-assessment
- j. Prepare and structure tutorials
- k. Manage a student tutorial
- l. Describe PHECC's examination requirements
- m. Write student reports
- n. Write generic reports
- o. Apply formal examination process

**2) In Educational Methodology,** the student will be able to understand and apply:

- principles and conditions of Adult Education by the study of a range of theories/techniques
- principles of Student Learning by the study of a range of theories/techniques
- principles of Educational Motivation by the study of a range of theories/techniques
- the modern application of the principles described in Bloom's Taxonomies of Educational Objectives (Cognitive, Affective & Psychomotor)
- principles and techniques for assessment
- principles and techniques for evaluation and reflective practice
- principles and techniques for verification
- training needs analysis in the context of competency based learning
- principles of educational psychology, student centred and teacher centred
- techniques for the analysis of "teacher" characteristics and competencies and style
- process, effectiveness analysis techniques

3) **In Course Administration & Mentorship**, the student will be able to understand and be able to:

- **Develop the course sessions/presentations** ensuring they meet the criteria specified by PHECC for that particular recognised course.
- **Manage course-critical equipment/material** to ensure appropriate availability during each of the learning situations.
- **Design and develop all lesson plans** to ensure both quality and objectivity of teaching sessions.
- **Write the course director's report** at the end of recognised courses and support other instructors/tutors to write individual student reports covering all areas of the training cycle.
- **Identify legal requirements** relevant to the training process and manage each element to ensure compliance and minimal risk exists, and cascade this knowledge.
- **Produce financial reports** relevant to agreed expenditure areas.
- **Develop and maintain a constructive relationship** between the recognised institution, faculty members and the PHECC office and contribute to the required reports for maintenance/monitoring such as the annual quality evaluation report (QER).
- **Contribute to the monitoring of undergraduate/postgraduate internship sites** both healthcare and ambulance services, as appropriate.
- **Identify and complete administrative forms** specified by PHECC.
- **Plan and execute the NQEMT examination** and manage each element to ensure compliance with PHECC requirements.
- **Cascade** understanding of the PHECC's Teaching Faculty Framework.
- **Develop own reflective practice** and an educational portfolio as tools to assist with a commitment to lifelong learning.
- **Develop project management techniques** to enable planning, organising, controlling and completion of PHECC recognised courses.
- **Develop own mentorship knowledge and skills**
- **Monitor (at least 10%) NQEMT session delivery** to evaluate teaching delivery and consistency focused on prescribed learning outcomes.
- **Oversee student-tutor tutorials** and instigate remedial action where required.
- **Mentor and coach "instructors and tutors in training"** to maintain their motivation and professional development, and contribute to their evaluation.

### **Supervised consolidation teaching practice and assessment**

Following successful completion of the didactic component of the tutor course, the student will undergo 8 weeks of supervised teaching practice and assessment at a recognised institution. The period of 8 weeks may include a balance of didactic and experiential components of an NQEMT level course (including upskilling courses).

Evidence of the satisfactory completion of the criteria 1-6 below is required. It is recommended that such evidence is retained by the student tutor in their education portfolio.

1. The teaching development experience must cover cognitive psychomotor and affective sessions on the course. Each session delivered must be supervised by an experienced tutor using a standard observation template or similar developed by the recognised institution for this purpose. The degree of supervision required (direct or indirect) will depend of the learning needs of the individual student tutor.
2. During this period the student tutor must also demonstrate management of a syndicate, planning and managing scenarios and assessments, conducting tutorials and writing student reports.
3. Each student tutor will need to have cognisance of, and be able to, demonstrate competence in the subject matter of the NQEMT and responder level PHECC standards at and below the level at which they intend to tutor.
4. Assessment on teaching practice will be conducted by an experienced tutor and verified by a facilitator. The facilitator is required to observe at least 10% of the student assistant tutor's teaching practice.
5. A facilitator is required to assess the competence of every student tutor against the standards required to qualify for the PHECC tutor award. The domains of competence (listed in 1-3 above) are the basis of assessment; however the facilitator may modify this accordingly.
6. An application is prepared and submitted to PHECC from the head of a recognised institution (or a facilitator) and/or accompanied by a written recommendation from a facilitator that verifies the evidence that the student tutor has achieved the learning outcomes and is competent (see also Part-I section titled Educational Awards).

**Continuous professional competency and recertification criteria** will be to maintain a portfolio of education including the use of reflective practice.

## **Facilitator Standard**

The PHECC facilitator award is made to those who have acquired the body of knowledge, skills and attitudes of the facilitator standard whether by recognition of prior learning (RPL) or new entrant training. A PHECC educational award at facilitator level certifies that an individual is competent in the learning outcomes from the academic course and the period(s) of supervised teaching practice.

Courses of training (and RPL process) leading to facilitator awards must be run under the governance of a PHECC facilitator.

### **Facilitator course**

This additional training primarily reinforces the process of facilitation in education. The pre-requisite entry criterion is to be an experienced tutor on the PHECC register with over 10 years teaching practice.

A student facilitator at the end of the didactic component of a facilitator's course will be able to apply a number of interpersonal, educational and motivational theories to support pre-hospital emergency care education and training for instructors and tutors in development, ensuring that both the quality and quantity of faculty training is targeted appropriately and consistently.

A facilitator course should incorporate the following key domains:

1. Active, effective listening.
2. Encourage open communication.
3. Feedback skills.
4. Recognition of students learning difficulties and identify options for resolutions to be found.
5. Questioning (as opposed to telling) skills
  - asking questions that will lead to insight
  - asking open questions
  - asking provocative questions
  - using problems, questions, tools and other means to enhance learning
  - not providing all answers to the student.
6. Clarify experiences for additional insights.
7. Create appropriate environments to promote learning.
8. Developing and managing focused discussions.
9. Adopting a non-judgmental approach.
10. Listen for understanding and context.
11. Maximise gaining of knowledge and skill in the time available.

12. Observation skills

- group dynamics
- identifying patterns in group interaction
- recognising group norms
- identifying covert issues
- organisation skills
- recognising opportunities and actualities of learning.

13. Pacing skills – ability to change the level of the discussion at the appropriate time (from brainstorming to evaluation to decision to action planning, or from thinking to feeling).

14. Demonstrate various innovative presentation methods and skills.

15. Demonstrate problem-solving processes and skills.

16. Extract positive outcomes from difficult situations.

17. Observe individuals and their interaction within groups and know when to become involved.

18. Resume/restart and re-energise group activities.

19. Steer the group in a positive direction.

20. Summarisation skills (succinct, accurate, non-judgmental).

21. Manage the different strengths and weaknesses of students.

22. Demonstrate objective report writing skills.

23. Demonstrate cognitive and interpersonal skills in managing tutorials that add value to the learning process.

24. Demonstrate skills in both mentoring and coaching instructors/tutors in-training and peers.

25. Demonstrate qualitative and quantitative methods of research.

26. Cascade understanding of the PHECC's teaching faculty framework.

27. Verify and evaluate evidence of prior learning for persons seeking RPL for instructor and tutor awards and make written application to PHECC verifying the educational portfolios.

### **Consolidation of teaching practice and assessment**

The student facilitator will undergo a period of supervised consolidation practice and assessment. The requisite genres of course the student facilitator will deliver are IM courses, assistant tutor/tutors qualifying courses, mentoring and reflective practice courses or equivalent and supported by a facilitator acting as a mentor. The duration of this period should be based on every individual's ITN as determined by the qualified facilitator.

Evidence of the satisfactory completion of the criteria 1-4 below is required. It is recommended that such evidence is retained in the student facilitator's education portfolio.

1. A facilitator is required to assess the competence of every student facilitator against the standards required to qualify for the PHECC facilitator award. The domains of competence (listed 1-27 above) are the basis of this assessment.
2. Student facilitators will also have to demonstrate having the correct aptitude to develop students using appropriate facilitation techniques.
3. Each student facilitator will need to have cognisance of, and be able to, demonstrate competence in all areas of the training cycle at a level appropriate to teach each of the instructor and tutor subject areas.
4. The student facilitator will be required to complete a thesis on an educational theme (minimum 5000 word count).
5. An application is prepared and submitted to PHECC from the head of a recognised institution (or a facilitator) and/or accompanied by a written recommendation from a facilitator that verifies the evidence that the student facilitator has achieved the learning outcomes and is competent (see also Part- I section titled Educational Awards).

**Continuous professional competency and recertification criteria** will be to maintain a portfolio of education including the use of reflective practice.

# Part I -Recognition of Institution

## Recognition of Institution - General Rules

Council rules in Part I set out the requirements for applicant institution in preparing an application as well as maintaining status as a PHECC recognised institution. Faculty and assessment requirements and PHECC's continuous quality improvement framework are explained in subsequent sections. The applicant institution must meet all requirements of Part I recognition of institution, to Council's satisfaction.

1. Council fees will apply for an application for recognition of institution and courses. Council's current schedule of fees is available from the website [www.phecc.ie](http://www.phecc.ie)
1. In Part I, a full written application is required for recognised of institution. The information required is outlined in full in the relevant application checklist, see Appendix 1.
2. Failure to adhere to the application checklist will result in the submission being returned.
3. There is only one process for an application for recognition of institution. Note this differs from previous (2007), when there were 2 distinct levels (responder and NQEMT).
4. By submitting an application the institution is obliged to comply with all Council rules relevant for recognition of institution and course rules set out by Council here and in all subsequent revisions.
5. An application for recognition of institution must be accompanied by a full written application for at least one recognised course. Note this differs from previous (2007), when the applications for institution and course could be submitted separately.
6. Written policies in the following key areas are required:
  - Staff recruitment and development
  - Equality and access to training
  - Health, safety and welfare
  - Course development
  - Recognition of prior learning
  - Assessment and awards
  - Record management.
7. Applications for recognition of institution will be considered by the Accreditation committee prior to presentation to Council.
8. All information submitted will be considered and Council reserves the right to make enquires with any organisation or person in pursuance with the application for institution recognition. This may include a site visit by PHECC prior to presenting the application at committee or Council. All relevant facilities and records must be made available.
9. The outcome of the application process will be decided by Council and may be one of the following:-
  - a) Full institution and course recognition for a period of no longer than 3 years.

- b) Conditional institution and course recognition. The conditions will be specific and a timeframe set within which the recognised institution will be required to submit a progress report on the implementation of any special conditions imposed. Continued recognition of an institution is conditional on full compliance with any such conditions.
  - c) Non-approval.
10. An applicant institution has the right to appeal a non-approval decision of the Accreditation committee or Council. The appeals committee will consider written appeals made to the Director within 60 days of the outcome letter.
  11. When the 3-year period of institutional recognition has lapsed, a complete new application plus fee must be submitted. The 3 year period may however, be extended as the need arises.
  12. Any significant change to a recognised institution outside of the framework approved by Council shall be submitted in advance for consideration to PHECC. This includes significant organisational or governance changes that are relevant to its status as a recognised institution. Other organisational changes such as name changes must also be brought to the attention of PHECC.
  13. The Council wholly supports a distributed campus concept for pre-hospital emergency care training and welcomes innovative approaches.
  14. Education and training facilities must be adequate to meet the teaching and learning needs of teaching staff and students.
  15. Recognised institutions must be committed to being dynamic and capable of responding to environmental changes.
  16. Nominations may be sought from the recognised institution's faculty to participate as members of any Council committee or working group.
  17. Recognised institutions wishing to use the PHECC logo should refer to the terms of usage outlined in the PHECC logo usage policy.
  18. PHECC publishes a list of recognised institutions and contact details (including website links) on its website. Recognised institutions must keep their website information current; in particular, sites advertising PHECC recognised courses.
  19. In the event of the recognised institution engaging the services of a third party for course/training delivery, PHECC standards must be ensured and adhered to. Outsourced services remain the responsibility of the recognised institution.
  20. The recognised institution will submit to the office of PHECC, a *Course Activity Report* in July (for January - June inclusive) and in January (for July - December inclusive). This report will indicate the number of joint recognised institution/PHECC awards made for responder level courses during that specific time period.

## Faculty Rules

This section sets out Council rules regarding core/mandatory faculty requirements for making an application for recognition of institution. Core faculty requirements are dependent on the selection of PHECC course(s) being proposed. Standards for record management and responsibilities of individual faculty members are also included.

21. Council requirements for core faculty<sup>1</sup> and course director are listed on PHECC's Matrix of Faculties, see Appendix 2.
22. The applicant institution must submit a completed *core faculty template* (see Appendix 3) indicating names and including copies of tutor/instructor certificates as relevant for every member of faculty nominated for approval.
23. Explicit consent must be sought and retained from each faculty member named, cognisant that this information will be in the public domain. Close liaison between faculty members and the recognised institution is recommended to facilitate administrative efficiency.
24. PHECC maintain a record of all core faculties, approved on initial application and also those persons awarded subsequently with a PHECC educational award.
25. Faculty members may be nominated by more than one recognised institution.
26. Following recognition, PHECC is to be notified about any change to core faculty. Conversely a recognised institution may add or remove faculty members other than core faculty from their institution records at their own discretion; there is no requirement to inform PHECC.
27. Other faculty can include visiting subject experts approved and monitored by the course director. These may include: tutors, and instructors, registered advanced paramedics, paramedics, EMTs, nurses, doctors and others.
28. The recognised institution will maintain an up-to-date record of every member on faculty including instructor trainers with corresponding evidence of appropriate education and experience.
29. Faculty records are subject to inspection; from time to time specific faculty information may be sought by PHECC as a targeted information request. Targeted information is a component of the continuous quality improvement framework (see relevant section).
30. The responsibility to maintain valid instructor and/or tutor certification lies with every individual faculty member.
31. Recertification requirements for tutors and instructors are set out in full in the section titled Teaching Faculty Framework.

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<sup>1</sup> Core faculty is the number of essential education staff listed by title (instructor or tutor) for every recognised course.

## **Educational Awards**

PHECC educational awards are made at the level of assistant tutor, tutor and facilitator. This section summarises the rules governing these PHECC awards. For more comprehensive information regarding the individual qualifications this should be read in conjunction with the section Teaching Faculty Framework.

32. All nominations for an educational award must be submitted by a recognised institution in writing to PHECC for approval.
33. The submission must include a summary of education and experience and sufficient evidence that the individual has met the standard required.
34. The submission must include a recommendation from a facilitator who will verify the evidence of teaching education and experience (for both new entrants and those seeking recognition of prior learning).
35. PHECC will make educational awards to suitably qualified individuals who have met the standards set out in the section Teaching Faculty Framework.

## **Assessment**

Council rules regarding assessments are detailed in full in the Council publications listed below.

36. Assessments at Responder levels will be carried out in accordance with the current edition of the *PHECC Responder Level Examination Handout for Recognised Institutions*.
37. NQEMT assessments will be carried out in accordance with Council's NQEMT examination policy and current edition of the *NQEMT Examination Handbook*.

## The Continuous Quality Improvement Framework

The continuous quality improvement (CQI) framework is the mechanism by which Council ensures the quality and standards in pre-hospital emergency care education and training. The framework incorporates three essential elements set out below and involves the co-operation of Council, committees, the executive as well as recognised institutions delivering PHECC courses.

38. Every recognised institution will participate fully in the CQI framework. The three essential elements of Council's CQI framework are:

- I. 3 yearly review of the Education and Training Standards: This is carried out by the executive and committees of Council following broad consultation.
- II. 3 yearly recognition of institutions and courses: Applications are processed by the executive on behalf of the accreditation committee and Council. Application reports are approved by committee and Council at regular intervals throughout the year.
- III. Annual maintenance/monitoring survey of recognised institutions: This is carried out by the executive on behalf of Council.

39. The annual monitoring process is a retrospective analysis by which PHECC

- a. determines whether a recognised institution continues to meet all Council rules against which it was originally assessed
- b. evaluates the capacity and effectiveness of the recognised institution to maintain and improve the quality of recognised courses
- c. observes progress in areas previously noted for improvement

40. The component methods of the annual maintenance/ monitoring survey may include:

- Review of the quality evaluation report (QER)
- Desktop analysis such as targeted information requests
- Site visit(s).

41. The principal driver of continuous quality improvement is the recognised institutions own quality improvement systems. The QER is a quality improvement tool and it enables an institution to self-examine their capacity to effectively deliver recognised courses while identifying good practices and areas needing improvement. Action on the areas needing improvement should be planned and documented on a quality improvement plan (QIPs). The QER template is available in [Appendix 4](#).

42. In the case of a site visit by PHECC, all relevant facilities, personnel and records must be made available. Direct class observation or student interviews may occur. PHECC will notify the recognised institution prior to any site visit.

# Part II- Recognition of course(s)

## Recognition of Courses - General Rules

Council rules in Part II set out the requirements for submitting an application as well as maintaining status as a PHECC recognised institution. The detailed particulars for each recognised course is explained in subsections below and that includes information on specific faculty requirements, certification and entry criteria as relevant. The information supplied in Part II must satisfy Council that arrangements are in place to provide a quality course that assures the validity of the joint PHECC/recognised institution awards.

1. Council fees will apply for an application for recognition of course(s). Council's current schedule of fees is available from the website [www.phecc.ie](http://www.phecc.ie)
2. In Part II, a full written application is required for recognition of course(s). The information required is described in full in the relevant application checklist, see Appendix 1.
3. Failure to adhere to the application checklist will result in the submission being returned.
4. Evidence of course specific procedures is required to support the institution's recognition of prior learning (RPL) policy.
5. Applications for recognition of courses will be considered by the Accreditation committee prior to presentation to Council.
6. All information submitted will be considered and Council reserves the right to make enquires with any organisation or person in pursuance with the application for course recognition. This may include a site visit by PHECC prior to presenting the application at committee or Council. All relevant facilities and records must be made available.
7. The outcome of the application process will be decided by Council and may be one of the following:-
  - a) Full course recognition for a period of no longer than 3 years.
  - b) Conditional course recognition. The conditions will be specific and a timeframe set within which the recognised institution will be required to submit a progress report on the implementation of any special conditions imposed. Continued recognition of an institution is conditional on full compliance with any such conditions.
  - c) Non-approval.
8. An institution has the right to appeal a non-approval decision of the Accreditation committee or Council. The appeals committee will consider written appeals made to the Director within 60 days of the outcome letter.
9. When the 3-year period of course recognition has lapsed, a complete new application and fee must be submitted. The 3 year period may however, be extended as the need arises.
10. Any significant changes which the recognised institution deems necessary outside the course recognition framework approved by Council shall be submitted in advance for consideration to PHECC.

11. The recommended duration of recognised courses are recommended in Appendix 5, however, the institution can exceed them.
12. Recognised course(s) can be delivered on a full time or part-time/modular basis.
13. The course design will balance theory and practice to achieve the learning outcomes (course and domain specific) and competencies specified by the relevant recognised course.
14. The course design will also utilise a range of teaching/learning strategies providing a balance between lectures, tutorials, workshops, small group interactions, demonstrations, practical and self- directed learning including electronic learning approaches.
15. The course design will promote a commitment to self-directed and lifelong learning and must be dynamic to reflect ongoing changes in pre-hospital emergency care delivery and changes in PHECC clinical practice guidelines (CPGs).

## Recognition of CFR Courses

In addition to general course rules these cardiac first response (CFR) course specific rules apply to an application for approval to deliver the CFR course and to make joint PHECC/recognised institution awards in CFR and CFR instructor.

16. There are two levels in the CFR standard: community and advanced. The community standard is designed for citizens and entry to the advanced level is recommended for persons working or volunteering in the emergency medical services, fire and rescue services and for healthcare professionals. However, if there is a concern about maintaining competency in all the required CFR advanced levels skills (in particular airway management and bag-valve-mask) PHECC recommends that an individual consider seriously that CFR community level is more appropriate.
17. PHECC's CFR DVD is the format to deliver the CFR courses. PHECC's CFR Student Handbook and CFR Instructor Manual will also facilitate course delivery and support the learning outcomes from the CFR education and training standard.
18. There is no minimum age for entry to a CFR course, however, an individual will be mature enough to comprehend the knowledge, skills and implications associated with defibrillation and have a maturity to complete assessment to receive certification.
19. The CFR instructor student ratio is recommended as 1:6/8. The ratio of student to equipment (AED & manikin) ratio of 1:3/4 is also recommended. Note the 2011 CFR DVD will accommodate these ratios; additional course participants will therefore extend the overall course duration.
20. In order to maintain a readiness to perform CPR and AED interventions effectively, the standard interval accepted for CFR *refresher training* is one year after the initial certification. However, as the retention of skills in CPR and use of the AED are known to rapidly diminish, it is recommended that CFR refresher training occurs as frequently as possible. A CFR certificate remains valid for 2 years even if a person has not undertaken refresher training.
21. CFR refresher training is not standardised and there is no requirement for it to be led by a CFR Instructor. Refresher training may include on-line learning and/or a practical skill session. The refresher training may include but is not restricted to the following objectives:
  - indications for AED use and safety measures
  - indications for aspirin administration
  - learning points arising from the group's experiences of CPR and AED use, aspirin administration and CFR's interaction with patients; and
  - a scenario-based assessment of an unresponsive simulated patient and delivery of one shock

22. Certification in CFR lapses after two years. Generally the full CFR course is recommended in order to renew certification or recertify in CFR, however, the principles of recognition of prior learning apply. Consequently some cohorts may undertake a renewal course of shorter duration.
23. Award of joint PHECC/recognised institution CFR cards/certificates to successful course participants by the recognised institution is mandatory.

### **Who teaches CFR courses?**

24. The core faculty requirement for a CFR course is a CFR Instructor<sup>2</sup>.
25. The course director requirement for a CFR course is a CFR Instructor.
26. A CFR advanced level instructor may teach community and advanced CFR courses, however, a CFR community instructor may only teach CFR community courses.

### **CFR instructor course**

27. The recommended minimum age for entry to a CFR instructor course is 18.
28. The pre-requisite for entry on the first CFR instructor course is that an individual has certified as a CFR provider within the last 12 months. The level at which a person is a provider of CFR will dictate the level at which they may apply for instructor training.
29. An occupational first aid (OFA) course delivered after the 1<sup>st</sup> June 2008 incorporates PHECC's CFR course; no PHECC CFR card/certificates will be issued. A recognised institution may accept an OFA Certificate awarded after the 1<sup>st</sup> June 2008 as meeting the pre-requisite criterion of CFR certificate for entry to a CFR instructor course however, the institutions' own recognition of prior learning policy and procedures will prevail.
30. The recommended ratio of CFR instructor trainers to students is 1:6/8 with and equipment to student ratio of 1:3/4 (equipment includes manikin and AED).
31. Persons who successfully complete the CFR instructor course including teaching practice and evaluation will be certified as a CFR instructor.
32. It is unnecessary for CFR instructors to renew certification as a CFR provider. Note this differs from the previous edition of Council rules.
33. CFR Instructor certification is valid for 2 years. It is the responsibility of every CFR instructor to recertify before their certificate lapses. The recognised institution may allow a short grace period but should be restricted to extenuating circumstances and considered on a case by case basis.

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<sup>2</sup> The CFR instructor standard is described in full in the section-Teaching Faculty Framework

34. It is expected that CFR instructors who are faculty members will renew their instructor certificate with their recognised institution. Council also acknowledges that sole traders will have to attend a CFR instructor renewal/recertification course at a recognised institution. Such courses should be designed according to the identification of training needs (ITN) of the individuals. But in general, course participants will have to demonstrate the following to the satisfaction of the recognised institution.
- a) Evidence of a balance of CFR/OFA/IHF course delivery; a minimum 4 courses in the preceding 2 years,
  - b) CFR provider skills,
  - c) CFR instructor skills and
  - d) Have completed any CFR update sessions if applicable following new ILCOR guidelines or new CPGs relevant at CFR level.
35. Evaluation of CFR provider and instructor skills for CFR instructors will be undertaken by a CFR instructor trainer or equivalent at a recognised institution using their standard CFR provider and Instructor evaluation form/s.
36. Award of joint PHECC/recognised institution CFR instructor cards/certificates by the recognised institution is mandatory.
37. Existing CFR-responder and practitioner level instructors will complete a 2011 CFR update session after which they can commence delivery of the 2011 CFR community or advanced level provider courses.

#### **Who teaches CFR instructor courses?**

38. Faculty required to teach and renew CFR instructors are suitably qualified faculty having demonstrated appropriate education and experience against PHECC criteria set out in the teaching faculty framework (e.g. tutors).
39. There is no PHECC award for individuals known as CFR instructor trainers. The recognised institution must designate and maintain a record of CFR instructor trainers including evidence of appropriate education and experience. All faculty lists are subject to inspection by PHECC.
40. CFR instructor trainers must maintain certification in CFR at instructor level.
41. CFR instructor trainers are also required to demonstrate by employment or association an ability to keep current with best practice including ILCOR guidelines and PHECC CPGs.

## Recognition of EFR Courses

In addition to general course rules these emergency first response (EFR) course specific rules apply to an application for approval to deliver the EFR course and to make joint PHECC/recognised institution awards in EFR and EFR instructor.

42. The recommended age for entry to an EFR course is 18.
43. Successful completion of a CFR course within one calendar year of commencing the EFR course is a pre-requisite entry criterion.
44. An Occupational First Aid (OFA) course delivered after the 1<sup>st</sup> June 2008 incorporates the PHECC CFR provider course; no CFR card/certificates will be issued. A recognised institution may accept an OFA Certificate awarded after the 1<sup>st</sup> June 2008 as meeting the pre-requisite criterion of CFR provider certificate for entry to an EFR course however, the institutions' own recognition of prior learning policy and procedures will prevail.
45. The ratio on an EFR course must not exceed 6/8 students per instructor in a syndicate (or practical skills sessions).
46. Recertification in EFR is required every 3 years. In addition, it is also necessary to retain certification in CFR.
47. An EFR provider must recertify over 2 days/12 hours. EFR recertification should be designed according to the identification of training needs (ITN) of the individuals. Nonetheless, recertification may include:
  - Verification of CFR certification
  - Skills practice and a scenario based skills assessment
  - Provision of clinical updates as necessary i.e. PHECC CPGs at EFR level.
  - EFR theory exam.
48. Award of joint PHECC/recognised institution EFR provider cards/certificates by the recognised institution to successful course participants is mandatory.

### Who teaches EFR courses?

49. The core faculty requirement for an EFR course is an EFR instructor<sup>3</sup>.
50. The course director requirement for an EFR course is an EFR instructor.
51. Faculty on EFR courses include visiting subject experts approved and monitored by the EFR course director and may include
  - Assistant tutors and tutors

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<sup>3</sup> The EFR instructor course is described in full in the section-Teaching Faculty Framework

- Registered EMTs, paramedics, advanced paramedics, nurses, midwives and doctors
- Others.

52. Assistant tutors/tutors (also facilitators) are concurrently permitted to teach EFR courses. There is no requirement for EFR instructor certification at this level.

### **EFR instructor course**

53. Access to an EFR instructor course is restricted to PHECC registered practitioners EMTs, paramedics and advanced paramedics. Furthermore, award of EFR instructor cards/certificates as per the recognised institution's recognition of prior learning policy is restricted to PHECC registered practitioners. There is no requirement therefore, for an EFR instructor to certify or recertify as an EFR provider while currency on the PHECC register is maintained.
54. The pre-requisite for entry on the EFR instructor courses is certification at CFR instructor level. This CFR instructor certification must be maintained.
55. Persons who successfully complete the EFR instructor course including teaching practice and evaluation will be certified as an EFR instructor.
56. EFR instructor certification is valid for 3 years. It is the responsibility of every EFR instructor to recertify before their certificate lapses. The recognised institution may allow a short grace period but should be restricted to extenuating circumstances and considered on a case by case basis.
57. Recertification for EFR instructors should be designed according to the identification of training needs (ITN) of the individuals and should include:
- i. Verification of current PHECC registration
  - ii. Verification of evidence of EFR course delivery (minimum 4 courses in preceding 2 years) or equivalent course delivery
  - iii. Verification of current CFR instructor certification
  - iv. Provision of clinical updates necessary i.e. PHECC CPGs relevant at EFR level
  - v. Scenario based skills assessment.
58. Evaluation of EFR provider and instructor skills will be undertaken by an EFR instructor trainer or equivalent at a recognised institution using their standard EFR provider and Instructor evaluation form/s.
59. Award of joint PHECC/recognised institution EFR instructor cards/certificates by the recognised institution is mandatory.

### **Who teaches EFR instructor courses?**

60. Faculty required to teach and recertify EFR instructors are suitably qualified faculty having demonstrated appropriate education and experience against PHECC criteria described in PHECC's teaching faculty framework (e.g. tutors).
61. There is no PHECC award for individuals known as EFR instructor trainers. The recognised institution must designate and maintain a record of EFR instructor trainers including evidence of appropriate education and experience. All faculty lists are subject to inspection by PHECC.
62. EFR instructor trainers are required to demonstrate by employment or association an ability to keep current with best practice including ILCOR guidelines and PHECC CPGs.

## Recognition of EMS Call-Taker/Dispatcher Courses

In addition to general course rules these EMS call-taker/dispatcher course specific rules apply to an application for approval to deliver the EMS call-taker/dispatcher course(s) and make joint PHECC/recognised institution awards at the 3 levels of EMS call-taker, EMS dispatcher and EMS call-taker/dispatcher instructor.

63. The recommended age for entry to an EMS call-taker/dispatcher course is 18.
64. New entrants to the EMS call-taker/dispatcher course(s) will have at least the leaving certificate or equivalent.
65. A degree of competence in computer/keyboard & mouse skills is a pre-requisite entry criterion to the EMS call-taker/dispatcher course. The recognised institution can determine the required standard and assess applicants' competence during the application process accordingly.
66. Manual handling, visual display unit/display screen equipment training and CFR- community level courses will be completed as co-requisites to the EMS call-taker/dispatcher courses.
67. 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.
68. Acknowledging the variety of training provided in Ireland to date, 3 possible outcomes routes 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).
69. There are 2 distinct awards: EMS call-taker and dispatcher levels, and Council acknowledges that some existing Control personnel may be eligible for both awards.
70. Maintaining and updating EMS Call-taker/dispatcher competencies will be 2 days every 2 years. This recertification is in addition to CFR certificate renewal requirements.
71. Award of joint PHECC/recognised institution EMS call-taker and or dispatcher certificates by the recognised institution is mandatory.

## Supervised work placements

72. An applicant institution must submit a list of all supervised work placements for EMS call-taker/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 call-taker/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 call-taking/dispatching.
  - d) Evidence of a mentorship programme and trained mentors on site.
73. Mentoring<sup>4</sup> of EMS call-taker/dispatcher students is paramount and must be undertaken by other qualified EMS call-taker/dispatcher personnel. Mentors will have completed mentorship training to enable them to assist, support and guide others.
74. During the work placements a new entrant EMS call-taker/dispatcher student must work alongside a qualified member of Control staff.
75. 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.
76. It is recommended that 2 days of the period of supervised work placements of the call-taker course are dedicated to suitable off-site learning environments for observer experience.
77. 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.
78. 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.

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<sup>4</sup> 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.

### **Who teaches EMS call-taker/dispatcher courses?**

79. The core faculty requirement for an EMS call-taker/dispatcher course is the equivalent of 4 full time tutors, 1 facilitator plus a medical advisor including EMS call-taker/dispatcher instructor(s).<sup>5</sup>
80. The course director requirement for an EMS call-taker/dispatcher course is an EMS call-taker/dispatcher instructor.
81. Faculty on EMS call-taker/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
  - Others.
82. Acknowledging the variety of training and qualifications provided to EMS call-taker/dispatchers in Ireland to date, Council recommends that recognition of prior learning is extended to existing eligible Control instructors.
83. There are 2 distinct awards at EMS call-taker/dispatcher instructor; call-taker and dispatcher levels, and it is acknowledged that some individuals may be eligible for both.
84. Award of joint PHECC/recognised institution cards/certificates for EMS call-taker/dispatcher instructor by the recognised institution is mandatory.

### **Who teaches EMS call-taker/dispatcher instructor courses?**

85. Faculty required to teach and recertify EMS call-taker/dispatcher 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).
86. There is no PHECC award for individuals known as EMS call-taker/dispatcher instructor trainers. The recognised institution must designate and maintain a record of EMS call-taker/dispatcher instructor trainers including evidence of appropriate education and experience. All faculty lists are subject to inspection by PHECC.
87. EMS call-taker/dispatcher instructor trainers are required to demonstrate by employment or association an ability to keep current with best practice including National Ambulance Service guidelines/standard operating procedures and PHECC standards of operation.

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<sup>5</sup> The EMC instructor standard is described in full in the section-Teaching Faculty Framework

## Recognition of NQEMT Courses

In addition to general course rules these National qualification in emergency medical technology (NQEMT) specific rules apply to an application for approval to provide NQEMT courses leading to award of NQEMT emergency medical technician (EMT), paramedic and advanced paramedic. The NQEMT awards are the academic requirements for registration with PHECC. These awards ensure that the practitioner has fulfilled the educational and training requirements as prescribed by PHECC, thereby, possessing the knowledge, skills and attitudes in-line with the expectations of the public and the profession

88. Recognised institutions at paramedic and advanced paramedic levels will have an association/affiliation with an Irish tertiary medical or nursing school. Evidence of the association/affiliation such as a copy of the memorandum of understanding between the two institutions will be sought.
89. Details of that association/affiliation will be made explicit and a joint working committee which includes representation from both institutions will operate and manage courses delivery.
90. A medical advisor is required whose responsibilities are but should not be limited to:
  - a) Oversight of the medical education content of the courses on offer ensuring that the curriculum conforms to PHECC education and training standards and CPGs,
  - b) Active participation in the evaluation of courses,
  - c) Input in the recruitment and selection of faculty,
  - d) Attendance on PHECC's Medical Advisory Group on request.
91. The commencement of each NQEMT course will be notified to PHECC. This notification will list the required faculty for every course.
92. Details of how a student will compensate for any period of interruption/absence during each phase of the recognised course will be explicit and available in writing.
93. The requirements for students' attendance, continuing progression and successful completion or successful/unsuccessful criteria for each phase of training (as appropriate) will be explicit and available in writing to students prior to course commencement.
94. Access to library facilities available including remote access to on-line journals etc. computer and internet facilities will be available to students and staff.

### EMT

95. The core faculty requirement for an institution delivering an EMT course is the equivalent of 4 full time tutors including 1 facilitator and a medical advisor.

96. An assistant tutor shall act as the course director responsible for the administration and management of EMT courses.
97. The recommended age for entry to an EMT course is 18.
98. Successful completion of the CFR course is a pre or co-requisite of the EMT course.

### **Paramedic**

99. The core faculty requirement for an institution delivering paramedic course is 4 full-time tutors including 1 facilitator and a medical advisor.
100. An experienced tutor shall act as the course director responsible for the administration and management of a paramedic course.
101. The recommended age for entry to a paramedic course is 18.
102. For the paramedic course persons at entry level should be educated to the leaving certificate standard (or equivalent). A leaving certificate from the established or vocational programme with a pass in at least six subjects is required. The leaving certificate applied programme is not acceptable. Equivalency, allows for entry by students with European and International qualifications.
103. Entry arrangements for mature students are in accordance with the entry criteria and particulars of the affiliated higher level institute of education.
104. Successful completion of the CFR course is a pre or co-requisite of the paramedic course.

### **Advanced paramedic**

105. The core faculty requirement for an institution delivering an advanced paramedic course is 4 full-time tutors including 1 facilitator and a medical advisor.
106. An experienced tutor shall act as the course director responsible for the administration and management of an advanced paramedic course.
107. For entry to the advanced paramedic course it is recommended that persons are registered paramedics in Ireland or in their home member state for a period of 2 years. (May include one year as a postgraduate intern).
108. For the advanced paramedic course persons at entry level should be educated to the leaving certificate standard (or equivalent). A leaving certificate from the established or vocational programme with a pass in at least six subjects is required. The leaving certificate applied programme is not acceptable. Equivalency, allows for entry by students with European and International qualifications.
109. Arrangements for mature students are in accordance with the entry criteria and particulars of the affiliated higher level institute of education.

# Part III - NQEMT Internship

## **Undergraduate/Postgraduate Internship**

Council rules in Part III set out the standards for internships and is relevant for course applications at NQEMT level only. In this part Council standards for clinical supervision and mentorship, student support and the learning portfolio are detailed. The information supplied in Part III must satisfy Council that arrangements are in place to provide for a quality undergraduate/postgraduate internship. The term “intern” is used in this section to include individuals undertaking periods of NQEMT undergraduate and postgraduate internship unless specified otherwise. This section begins with an explanation to distinguish the undergraduate and postgraduate periods.

### **Undergraduate Internship**

Undergraduate internship is a period of training that applies to student EMTs, paramedic and advanced paramedics who are known as undergraduate interns (UIs) during this period. The purpose of the undergraduate internship is to facilitate and empower interns to observe and acquire actual patient care experience. During this period the interns will integrate the theory and clinical skills learned during the theoretical instruction with the reality of patient care (incorporating the 24-hour cycle). It provides interns with opportunities to be an observer and gradually provide clinical care under direct supervision and receive feedback on their clinical practice.

### **Postgraduate Internship**

Postgraduate internship is the final period of training that applies to paramedic and advanced paramedics who are known as postgraduate interns (PIs) during this period. The purpose of the one-year postgraduate internship is to facilitate a period of adaptation where the PIs will consolidate clinical knowledge and competence as pre-hospital emergency care practitioners. During the period the PI will participate in continuous competence assessment that will determine his/her suitability to have their name entered for full registration on the PHECC Register.

1. The institution must submit a list of all undergraduate/postgraduate internship sites for approval. For **every site** submitted the following is required:
  - a) Details of formal agreements being in place to secure high-quality learning experiences for interns. Acceptable evidence is letters of agreement.
  - b) A comprehensive set of learning outcomes must be prepared and submitted for approval. The learning outcomes must be appropriate and specific to the learning environment and must facilitate applying clinical judgement. The practice of ticking boxes on a list of technical tasks should be avoided.

- c) Evidence of adequate number of clinical supervisors for every site. The role of the clinical supervisor is to assist with the creation of suitable learning environments with opportunities for the achievement of competence in clinical practice. Acceptable professional qualifications of clinical supervisors are: registered practitioners, assistant tutors, tutors, registered nurses/midwives and registered medical practitioners appropriate to the site.
  - d) Evidence of a mentoring programme and availability of mentors.
2. Mentoring<sup>6</sup> of interns is paramount and must be undertaken by registered pre-hospital emergency care practitioners. Mentors will have completed mentorship training to enable them to assist, support and guide others.
  3. Council considers approval of undergraduate/postgraduate internship on a site-by-site basis. Approval is subject to evidence of anticipated (prospective) and actual (retrospective) exposure to categories of patients and role specification of the interns in the proposed workplace.
  4. Council welcomes variation and options for undergraduate/postgraduate internship sites. This enables rotation of interns through multiple sites over the course of his/her Internship to ensure learning outcomes are achieved. In some instances this may necessitate a longer undergraduate/postgraduate internship period.
  5. Undergraduate/postgraduate internship sites may include emergency and non-emergency ambulance placements, acute hospital services (emergency department, maternity services, coronary and intensive care units, theatre, etc), fire and rescue services, primary care facilities, sporting and other events as appropriate.
  6. The ambulance sites selected must demonstrate exposure to the range of patient clinical status and acuity levels as per the EMS Priority Dispatch and Inter Facility Patient Transfer Standard respectively.
  7. The recognised institution may at any time after initial application submit a list of any additional sites subject to the same conditions as above for approval.
  8. PHECC maintains a record of all undergraduate/postgraduate internship sites approved on initial application and any subsequent submissions.
  9. The course director will have ultimate responsibility for ensuring that interns are receiving adequate mentoring and clinical supervision during internship.
  10. Ongoing monitoring and review of chosen sites must be undertaken by the recognised institution. The monitoring should include an evaluation of the sites for adequacy of skill opportunities and clinical supervision for the interns. This evaluation must be reported on in the annual quality evaluation report submitted to PHECC as part of the continuous quality improvement framework.

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<sup>6</sup> 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.

## The Learning Portfolio

The learning portfolio is a tool to support practitioners commit and engage in lifelong learning long after award of NQEMT and registration has been achieved. Gathering evidence of patient experiences during internship is a critical factor of the learning process and must be facilitated by the recognised institution. Council requires that every intern will start using their learning portfolio early in the course and add to it incorporating a reflective diary or learning log. A learning portfolio will also demonstrate evidence of their continuous professional competence following PHECC registration.

11. The learning portfolio, which may include a log book, must be maintained by the intern with guidance from tutors and clinical supervisors during undergraduate/postgraduate internship to ensure that learning outcomes identified by the recognised institution are achieved.
12. Council accepts there will be variation in the types or formats of learning portfolios available, however the following core principles must be adhered to:
  - a) The learning outcomes for each component of the undergraduate/postgraduate internship are explicit.
  - b) The design used is either hardcopy or electronic and is user friendly and student centred.
  - c) The portfolio should record the knowledge applied to clinical cases and the rationale for actions.
  - d) The portfolio should allow for positive feedback and areas for improvement.
  - e) Requirements of patient privacy and confidentiality are fully complied with.
  - f) The learning portfolios will be available for inspection by PHECC.

## Standards of Clinical Supervision

These standards of clinical supervision are applicable during undergraduate and postgraduate internship for all clinical placements for example in-hospital to community and ambulance service placements.

### Emergency Medical Technician

13. **Undergraduate EMT internship:** An EMT intern will work alongside other registered EMTs, paramedics or advanced paramedics on ambulance service placements and with a range of healthcare professional while on other clinical placements. EMT interns are not on the register during this period and their scope of practice is restricted to being a clinical observer.

### Paramedic

14. **Undergraduate paramedic internship:** Paramedic undergraduate internship is divided into supernumerary and rostered periods. An intern's scope of practice is restricted during this period. Direct clinical supervision is provided by registered paramedics or advanced paramedics or other healthcare professional appropriate to the clinical placement site. During this time, every paramedic intern will have his/her name entered onto the paramedic undergraduate intern division of the PHECC register.
15. **Postgraduate paramedic internship:** The clinical supervision requirement during postgraduate internship is the support and oversight from the recognised institution's tutors. A paramedic postgraduate intern can provide clinical care in keeping with his scope of practice (paramedic CPGs) and in accordance with the approval status of the CPG organisation for which he is employed or volunteering. There are no restrictions on the intern's scope of practice during this period. Consequently, the postgraduate intern can provide clinical care and supervision while working alongside other paramedic undergraduate and postgraduate interns as well as EMTs. Every paramedic postgraduate intern will have his/her name entered onto the paramedic postgraduate intern division of the PHECC register.

### Advanced paramedic (AP)

16. **Undergraduate AP internship:** Every AP intern will have his/her name entered onto the AP undergraduate intern division of the PHECC register. The period of undergraduate internship in pre-hospital emergency care settings, for example in a rapid response vehicles or ambulances will be divided into three periods of
  - i) **direct supervision-** provided by faculty on the AP course (an AP Tutor or a Medical Practitioner) who provide direct clinical supervision of the care provided in response to an incident.

- ii) **indirect supervision**- mobile phone or person support provided by faculty before and during every incident and case discussion occurring after each incident.
- iii) **remote supervision**- mobile phone or person support provided by faculty before and during every incident and one case discussion occurring at the end of a shift as a minimum.

17. **Postgraduate AP internship:** Every AP intern will have his/her name entered onto the AP postgraduate intern division of the PHECC register. The clinical supervision requirement during postgraduate internship is the support and oversight from the recognised institution's tutors. An advanced paramedic postgraduate intern can provide clinical care in keeping with his scope of practice (AP CPGs) and in accordance with the approval status of the CPG organisation for which he is working or volunteering. Consequently, the postgraduate advanced paramedic intern can provide clinical care and supervision while working alongside other paramedic and advanced paramedic undergraduate and postgraduate interns as well as EMTs.

## Notification of Successful Postgraduate Internship

During the year of internship, the recognised institution will carry out an evaluation of every postgraduate intern (paramedic and advanced paramedic). The purpose of this notification is for the recognised institution to recommend the names of paramedic and advanced paramedic postgraduate interns for full registration on the appropriate division on the PHECC register when they are fully satisfied with their competence based on evidence from the postgraduate evaluation. The purpose of the evaluation is to ensure that the intern is equipped with the knowledge, attitude and skills to practice safely and effectively, fulfilling his/her professional responsibility (code of conduct) within his/her scope of practice.

**PHECC has developed 3 domains of competence to represent the level a postgraduate intern must reach for entry to the full practitioner division on the register.**

The 3 domains of competence are:

- I. Professional practice
- II. Organisation and management of care
- III. Professional development.

18. The one year period of internship can be extended for an individual who requires remediation and additional support during this period. Such an extension is subject to an application to the Registrar who can issue an extension to the intern licence.
19. PHECC's notification template for postgraduate internship is described in full in Appendix 6. Additional methodology may be used by the recognised institution and adequate records must be kept. A completed notification must be returned (hardcopy or electronic) for every intern.
20. The format of the evaluation may include review of completed PCRs, review of the learning portfolios and operational assessment, observation of practice.
21. The schedule of 3 evaluations will be evenly spread across a 12 month period and arranged by the recognised institution.
22. Postgraduate interns must co-operate fully with the postgraduate evaluation in order to progress to full register status with PHECC. During the year, interns are required to
  - 1) submit a series of case studies/case reviews to their recognised institution for assessment and feedback.
  - 2) develop and use the learning portfolio.
  - 3) participate in the pre-registration assessment procedure auspiced by the recognised institution.

# Appendices

## Appendix 1 - Application Check Lists

### PART I APPLICATION CHECK LIST: MAKING AN APPLICATION FOR RECOGNITION OF INSTITUTION

The applicant institution will provide information under the headings below to Council's satisfaction. Please attach copies of current policies, procedures and all supporting documentation. By submitting an application the signee agrees to all recognition of institution and course rules set out by Council in the Education and Training Standards.

*Note: On receiving PHECC recognition, details marked with an asterisk (\*) will be shown on the PHECC website.*

<b>Applicant Institution Details</b>		
1.1	<b>Name*</b> <i>Give applicant institution title in full.</i>	
1.2	<b>Address*</b> <i>Give postal address of applicant institution in full.</i>	
1.3	<b>Contact name and job title</b> <i>Give name and job title of the person with whom PHECC will communicate regarding this application.</i>	
1.4	<b>Phone</b> <i>Give direct number for contact person.</i>	
1.5	<b>Email</b> <i>Give direct email for application contact person.</i>	
1.6	<b>Website address*</b> <i>Give direct link to institution website.</i>	
1.7	<b>Course contact name*</b> <i>Give name and job title of the person that will appear on the PHECC website that the public can contact for course information.</i>	Or tick if the names of PHECC contact are the same as course contact <input type="checkbox"/>
1.8	<b>Course phone and email*</b> <i>Give direct number and email address for course contact person.</i>	

**Corporate Details**

1.9	<p><b>Institution type</b></p> <p><i>Give details/title that best describes the institution, e.g. registered charity, company limited by guarantee etc.</i></p>	
1.10	<p><b>Institution structure</b></p> <p><i>Give details of management and staff structure and attach an organisational chart if applicable.</i></p>	Supporting documentation attached <input type="checkbox"/>
1.11	<p><b>Institution foundation date</b></p> <p><i>Give the date when the institution was founded.</i></p>	
1.12	<p><b>Corporate governance</b></p> <p><i>Give details of corporate governance arrangements.</i></p>	Supporting documentation attached <input type="checkbox"/>
1.13	<p><b>Financial viability</b></p> <p><i>Attach copies of supporting documentation.</i></p>	Tax clearance certificate attached <input type="checkbox"/> Published accounts attached <input type="checkbox"/>
1.14	<p><b>Evidence of insurances</b></p> <p><i>Attach copies of employers, public liability and relevant professional indemnity.</i></p>	Supporting documentation attached <input type="checkbox"/>
1.15	<p><b>Education/Training Mission Statement</b></p> <p><i>Give details of the mission statement in relation to pre-hospital care emergency education and training.</i></p>	Supporting documentation attached <input type="checkbox"/>

1.16	<p><b>Staff Recruitment and Development Policy</b></p> <p><i>Give a policy statement that expresses a vision regarding staff employed in the development and delivery of recognised courses including their own professional development.</i></p> <p><i>The policy must demonstrate an ability to keep all faculty current with best clinical practice including ILCOR and PHECC CPGs.</i></p> <p><i>Where applicable a framework for staff development including provision for practice rotation for maintaining PHECC registration and clinical expertise must be evident.</i></p>	Recruitment and development policy attached <input type="checkbox"/>
1.17	<p><b>Equality and Access to Training Policy</b></p> <p><i>Give a policy statement that expresses a vision and commitment to equality in access to admission and training that accommodates diversity and combats discrimination. The policy shall have clear criteria for admission to PHECC recognised courses.</i></p>	Equality and Access Policy attached <input type="checkbox"/>
1.18	<p><b>Health, Safety and Welfare Policy</b></p> <p><i>Give a policy statement regarding compliance with legal requirements.</i></p> <p><i>A copy of the applicant Institutions safety statement is <u>not</u> required.</i></p>	Supporting documentation attached <input type="checkbox"/>
1.19	<p><b>Record Management Policy</b></p> <p><i>Give a policy statement that expresses a vision for the sound structure for records maintained including faculty, students, courses, assessments and awards etc.</i></p>	Record Management Policy attached <input type="checkbox"/>
<b>Educational/Training/Faculty Details</b>		
1.20	<p><b>Course Development Policy</b></p> <p><i>Give a policy statement regarding the vision and commitment to continuously monitor the quality of the design and delivery of every recognised course.</i></p>	Supporting documentation attached <input type="checkbox"/>

1.21	<p><b>Recognition of Prior Learning Policy</b></p> <p><i>Give a policy statement that expresses the vision regarding the identification, assessment and recognition of learning to facilitate access and progression in pre-hospital emergency care to facilitate the student make informed choices to enter and successfully participate in the courses on offer.</i></p> <p><i>A procedure specific to every recognised course is required in Part II (course recognition).</i></p>	Supporting documentation attached <input type="checkbox"/>
1.22	<p><b>Assessment and Awards Policy</b></p> <p><i>Give a policy statement to express the vision and commitment to adhere to PHECC's criteria for assessments (Responder and NQEMT level courses as applicable).</i></p>	Supporting documentation attached <input type="checkbox"/>
1.23	<p><b>Core teaching faculty</b></p> <p><i>Give a list of core teaching faculty names and qualifications (instructor, tutor or instructor trainer).</i></p> <p><i>See Template for core faculty</i></p>	Core Faculty Template(s) attached <input type="checkbox"/>
1.24	<p><b>Other teaching faculty</b></p> <p><i>Give a list of other teaching faculty. Names and qualifications (instructor, tutor or others).</i></p>	Supporting documentation attached <input type="checkbox"/>
1.25	<p><b>List of recognised courses</b></p> <p><i>Give a list of recognised course(s) that is being submitted to PHECC for approval. A separate list indicating courses that at some date in the future may be submitted is also welcome.</i></p>	Supporting documentation attached <input type="checkbox"/>

Signed: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Institution: \_\_\_\_\_

**PART II APPLICATION CHECK LIST: MAKING AN APPLICATION FOR RECOGNITION OF COURSE(S)**

For every recognised course, the applicant/recognised institution is requested to provide information under the headings below to Council's satisfaction. Please attach copies of current policies, procedures and/or supporting documentation.

*Note: On receiving PHECC recognition, details marked with an asterisk (\*) will be shown on the PHECC website.*

<b>Course Details</b>	
2.1	<p><b>Title/name*</b> <i>Give recognised course title in full.</i></p>
2.2	<p><b>Aims</b> <i>Provide a statement of the aims of the course, including the identification of the appropriate competencies that the student should develop as a result of the course.</i></p>
2.3	<p><b>Format of theoretical course delivery</b> <i>Give details of the format/style of the course delivery proposed e.g. full time, e- learning, distance learning, weekend, evenings or regional delivery.</i></p>
2.4	<p><b>Recognition of Prior Learning Procedure</b> <i>Give details of the particulars of the RPL procedures for every course submitted for approval. If no RPL will be offered this must be clearly stated.</i></p> <p><i>Note the RPL policy is submitted in Part I (recognition of institution).</i></p>
2.5	<p><b>Lesson plans</b> <i>For responder level courses- provide 4 theory and 4 practical sample lesson plans for the course.</i></p> <p><i>For NQEMT level courses- provide at least 10 theory and 10 practical sample lesson plans, which reflect the standard format.</i></p> <p><i>Electronic copies of additional lesson plans may be sought by PHECC during the application process or later.</i></p>

2.6	<p><b>Timetable</b></p> <p><i>Give a detailed timetable, mapped clearly against the respective recognised course, including a breakdown of the time to be devoted to each subject, the teaching methods to be employed and the faculty title assigned to each subject.</i></p>	<p>Supporting documentation attached <input type="checkbox"/></p> <p>Not required for CFR courses (except CFR Instructor) <input type="checkbox"/></p>
2.7	<p><b>Materials</b></p> <p><i>Give details of textbooks prescribed/recommended for use by students including pre-attendance reading/workbooks etc.</i></p>	<p>Supporting documentation attached <input type="checkbox"/></p> <p>The PHECC CFR text books will be used <input type="checkbox"/></p>
2.8	<p><b>Additional Teaching Faculty</b></p> <p><i>Faculty lists are dealt with in Part I.</i></p> <p><i>This section is <u>only required</u> if already a recognised institution and subsequent applications for additional courses are made.</i></p> <p><i>Give a list of core or other teaching faculty names and qualifications (instructor, tutor and other) in addition to those provided in Part I application.</i></p>	<p>Core Faculty Template attached <input type="checkbox"/></p> <p>Supporting documentation attached <input type="checkbox"/></p> <p>Not applicable <input type="checkbox"/></p>
2.9	<p><b>Instructor/student ratios</b></p> <p><i>Give details of the instructor/student ratio for the responder course.</i></p>	<p>Supporting documentation attached <input type="checkbox"/></p>
2.10	<p><b>Assessment and awards procedure</b></p> <p><i>(For responder level courses only, therefore not required for NQEMT courses). Give details of the course specific assessment methodology to be used. If PHECC MCQs and skill sheets are to be used then this should be stated. Any other approach must be adequately explained.</i></p>	
<b>The next 2 items are required additionally for EMS call-taker/dispatcher courses</b>		
2.11	<p><b>Library and Information and Communication Technology (ICT) services</b></p> <p><i>Provide details on the range of library facilities available including remote access to on line journals etc. computer and internet facilities available to students and staff etc.</i></p>	<p>Supporting documentation attached <input type="checkbox"/></p>

2.12	<p><b>Supervised work placements</b></p> <p><i>Give a list of all supervised work placement sites proposed for student EMS call-taker/dispatchers. Specific information for every site submitted is required and is detailed in full in Council rules Part II (section titled recognition of EMS call-taker/dispatcher courses).</i></p>	<p>Supporting documentation attached <input type="checkbox"/></p>
<b><i>The next 2 items are required for NQEMT course applications</i></b>		
2.13	<p><b>Affiliation with higher education institution</b></p> <p><i>(For paramedic and advanced paramedic courses only)</i></p> <p><i>Give name of 2<sup>nd</sup> Institution and the nature of the affiliation. Terms of reference of joint working committee and contact person should be provided to support the application.</i></p>	<p>Not applicable <input type="checkbox"/></p> <p>Supporting documentation attached <input type="checkbox"/></p>
2.14	<p><b>Library and Information and Communication Technology (ICT) services</b></p> <p><i>Provide a summary of the range of library facilities available including remote access to on line journals etc. computer and internet facilities available to students and staff etc.</i></p>	<p>Supporting documentation attached <input type="checkbox"/></p>

Signed: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Institution: \_\_\_\_\_

**PART III APPLICATION CHECK LIST: MAKING AN APPLICATION FOR RECOGNITION OF UNDERGRADUATE/  
POSTGRADUATE INTERNSHIP SITES FOR NQEMT LEVEL COURSES ONLY**

For every recognised course applied for, the applicant/recognised institution is requested to provide information under the headings below to Council's satisfaction. Please attach copies of supporting documentation with this application form when making your submission.

<b><i>Undergraduate/Internship Details</i></b>		
3.1	<p><b>Undergraduate/internship(s) sites</b></p> <p><i>Give a list of all undergraduate/internship(s) sites proposed. Specific information for <u>every site</u> submitted is required and is detailed in full in Council rules Part III. In short however:</i></p> <ul style="list-style-type: none"> <li><i>a) Formal agreements</i></li> <li><i>b) Set of learning outcomes</i></li> <li><i>c) Evidence of adequate clinical supervision</i></li> <li><i>d) Evidence of suitable mentors</i></li> </ul>	<p>Supporting documentation for every site attached <input type="checkbox"/></p>
3.2	<p><b>The Learning Portfolio</b></p> <p><i>Provide a sample learning portfolio. Specific principles must be adhered to according to Council rules Part III.</i></p>	<p>Sample learning portfolio attached <input type="checkbox"/></p>
<b><i>For NQEMT paramedic and advanced paramedic courses only</i></b>		
3.3	<p><b>Evaluation of postgraduate interns</b></p> <p><i>Give an account of how postgraduate interns will be evaluated and how it is scheduled during the one year postgraduate internship.</i></p> <p><i>Give examples of the format of assessments i.e. review of PCRs, and learning portfolios including case studies and direct observation of practice.</i></p>	<p>Supporting documentation attached <input type="checkbox"/></p> <p><i>Note the PHECC template in <u>Appendix 6</u> must be completed for every intern following postgraduate internship; however other assessment/evaluation tools may be devised and employed by the recognised institution.</i></p>

Signed: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Institution: \_\_\_\_\_

## Appendix 2 - Matrix of Faculties

This table identifies core faculty requirements course specific, when applying for recognition of institution. It also details the necessary course director for every recognised course.

Recognised Course	Core faculty requirements for an institution	Recognised Course Director	Possible other faculty and visiting subject experts
<b>Advanced Paramedic</b>	4 full-time tutors including 1 facilitator plus a medical advisor	Experienced tutor	Tutors, facilitators, assistant tutors as well as CFR and EFR instructor trainers CFR and EFR instructors Registered advanced paramedics, paramedics, EMTs, nurses, midwives, doctors and others
<b>Paramedic</b>	4 full-time tutors including 1 facilitator plus a medical advisor	Experienced tutor	As above
<b>Emergency Medical Technician</b>	Equivalent of 4 full-time tutors including 1 facilitator plus a medical advisor	Assistant tutor	As above
<b>Emergency medical services (EMS) call-taker/dispatcher</b>	4 full-time tutors including 1 facilitator plus a medical advisor	EMS call-taker/dispatcher instructor	As above
<b>EMS call-taker/dispatcher instructor</b>	4 full-time tutors including 1 facilitator plus a medical advisor	EMS call-taker/dispatcher instructor trainer	As above
<b>Emergency First Response (EFR)</b>	EFR instructor	EFR instructor	As above
<b>EFR instructor</b>	EFR instructor trainer tutor	EFR instructor trainer/tutor	As above
<b>CFR</b>	CFR instructor	CFR instructor	As above
<b>CFR instructor</b>	CFR instructor trainer tutor	CFR instructor trainer/tutor	As above
<b>Driving (emergency and non-emergency)</b>	Driving instructor	Driving instructor	N/A

## Appendix 3 - Templates for Core Faculty

A completed core faculty template for every recognised course is required as part of the application to PHECC. The required faculty for every PHECC recognised course is described below. Note other faculty should not be listed here but in a separate list.

### Core Faculty Template A: Recognised Courses at Responder level

Recognised Courses at Responder level	Submission from Applicant/Recognised Institution
<b>CFR</b>	<i>Insert name(s) with CFR instructor certificate number(s) include expiry dates and/or Name(s) with PHECC educational awards include certificate number(s) and expiry date(s)</i>
<b>CFR instructor</b>	<i>Insert name(s) of CFR instructor trainers incl. a full CV and/or Name(s) with PHECC educational awards include certificate number(s) and expiry date(s)</i>
<b>EFR</b>	<i>Insert name(s) with EFR instructor certificate number(s) include expiry dates and PHECC PIN number and/or Name(s) with PHECC educational awards include certificate number(s) and expiry date(s)</i>
<b>EFR instructor</b>	<i>Insert Name(s) of EFR instructor trainers include a full CV  and/or Names with PHECC educational awards include certificate number(s) and expiry date(s)</i>
<b>EMS call-taker/ dispatcher</b>	<i>Name(s) with PHECC educational awards include certificate number(s) and expiry date(s) and Insert name(s) with EMS call-taker/dispatcher instructor certificate number(s) incl. expiry dates  In the case of the Medical Advisor the name and contact information and number of hours available to the institution per week is required.</i>
<b>EMS call-taker/ dispatcher instructor</b>	<i>Insert name(s) of EMS call-taker/dispatcher instructor trainers incl. a full CV and/or Name(s) with PHECC educational awards include certificate number(s) and expiry date(s)  In the case of the Medical Advisor the name and contact information and number of hours available to the institution per week is required.</i>
<b>Driving</b>	<i>Insert name(s) of Driving instructor(s)</i>

<b>Core Faculty Template B: Recognised Courses at Practitioner level</b>
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<b>Recognised Course</b>	<b>Submission from Applicant/ Recognised Institution</b>
EMT	<p><i>Name(s) with PHECC educational awards include certificate number(s) and expiry date(s)</i></p> <p><i>In the case of the Medical Advisor the name and contact information and number of hours available to the institution per week is required.</i></p>
Paramedic	<p><i>Name(s) with PHECC educational awards include certificate number(s) and expiry date(s)</i></p> <p><i>In the case of the Medical Advisor the name and contact information and number of hours available to the institution per week is required.</i></p>
Advanced Paramedic	<p><i>Name(s) with PHECC educational awards include certificate number(s) and expiry date(s)</i></p> <p><i>In the case of the Medical Advisor the name and contact information and number of hours available to the institution per week is required.</i></p>

## Appendix 4 – Template - Quality Evaluation Report

### The PHECC Quality Evaluation Report (QER)

Recognised Institution (RI): *Insert name*

Recognised Course(s): *List*

Date of self evaluation: *Insert date*

Assessor(s): *List name(s) and Title(s)*

Summary: *Briefly describe how the self evaluation was carried out and what sources of information were used*

<b>1.0</b>	<b>Mechanism for Quality Improvement</b>
<b>Questions and Recognised Institution's (RI) response or comments:</b>	
1.1	<p>What mechanism is there in place, or in development, to address quality improvement and other PHECC recognition issues as they arise? E.g. quality improvement plans (QIPs)</p> <hr/> <p><i>Insert response or comment here</i></p>
1.2	<p>What action has the RI taken on issues/areas for improvement listed by PHECC in previous correspondence or noted by self on previous QIPs? (Answer only if applicable)</p> <hr/> <p><i>Insert response or comment here</i></p>
1.3	<p>What methods are used to evaluate recognised course(s)? What provision is made for student feedback? How are findings considered?</p> <hr/> <p><i>Insert response or comment here</i></p>
1.4	<p>Explain how lesson plans and associated materials are revised to ensure quality and accordance with the relevant PHECC standard of education and CPGs as appropriate?</p> <hr/> <p><i>Insert response or comment here</i></p>
1.5	<p>Outline how PHECC assessment requirements have been adhered to? (A response for every recognised course, as applicable, is required)</p> <hr/> <p><i>Insert response or comment here</i></p>
1.6	<p>Give an account of how PHECC instructors/tutors/instructor trainers are maintaining certification as relevant? How are they keeping current with current clinical practice including PHECC CPGs?</p> <hr/> <p><i>Insert response or comment here</i></p>
1.7	<p>Is there a clear recognition of prior learning policy and procedure for every recognised course?</p> <hr/> <p><i>Insert response or comment here</i></p>
<b>Additional questions for NQEMT courses:</b>	
1.8	<p>Outline how the course development policy is supported by written procedures to enable planning, organising and evaluation of NQEMT courses?</p> <hr/> <p><i>Insert response or comment here</i></p>

1.9	Is there an active process to manage assistant tutor, tutor and facilitator development including provision for practice rotation for maintaining PHECC registration? <hr/> <i>Insert response or comment here</i>
1.10	Are assistant tutors, tutors and facilitators achieving post-qualification requirements? <hr/> <i>Insert response or comment here</i>
1.12	How are approved undergraduate and postgraduate Internship sites (healthcare sites, ambulance service and others) being monitored and how are issues resolved? <hr/> <i>Insert response or comment here</i>

<b>2.0</b>	<b>Record Management System</b>
<b>Questions and Recognised Institution's response or comments:</b>	
2.1	How are teaching faculty records maintained and updated? This applies to instructors and tutors as relevant. <hr/> <i>Insert response or comment here</i>
2.2	How are student assessment and certification records maintained? <hr/> <i>Insert response or comment here</i>
2.3	What mechanism is in place to notify PHECC (twice a year) regarding the number of certificates/cards awarded following successful completion of recognised courses? <hr/> <i>Insert response or comment here</i>
<b>Additional questions for NQEMT courses</b>	
2.4	<i>(Applicable for Paramedic and Advanced Paramedic courses only)</i> Give an account of how students' progress records are maintained throughout an NQEMT course. <hr/> <i>Insert response or comment here</i>

<b>3.0</b>	<b>Student Support</b>
<b>Questions and Recognised Institution's response or comments:</b>	
3.1	Are prospective students adequately informed about recognised courses prior to starting? <hr/> <i>Insert response or comment here</i>
3.2	Are entry criteria for recognised courses clear and available in writing? <hr/> <i>Insert response or comment here</i>
3.3	What level of support is available for students during the course? <hr/> <i>Insert response or comment here</i>
<b>Additional questions for NQEMT courses</b>	
3.4	Are students given written information regarding attendance requirements, continued progression and successful completion of the course(s)? <hr/> <i>Insert response or comment here</i>
3.5	How are student–tutor tutorials being monitored and what remedial action is taken where needed? <hr/> <i>Insert response or comment here</i>
3.6	What level of clinical support is available for students during undergraduate/postgraduate Internship? (Healthcare sites, ambulance service and others). <hr/> <i>Insert response or comment here</i>
3.7	What initial and ongoing support are students receiving to develop their learning portfolio? <hr/> <i>Insert response or comment here</i>
3.8	<i>(Applicable for Paramedic and Advanced Paramedic courses only)</i> Outline how PHECC's notification of successful postgraduate internship template is being used and indicate if a copy is retained by the student in their learning portfolio? <hr/> <i>Insert response or comment here</i>

## Appendix 5 - Minimum Duration of Courses

The responder level course durations are considered minimum and should be used as a guide. The recognised institution must be satisfied that the required learning outcomes have been achieved and that the students are adequately prepared for assessment and eligible for award of joint PHECC/recognised institution certification at the appropriate level. The times detailed here assume 6 hours per day or 30 hours per week while in the classroom and 38/9 hours a week during internship.

### Responder level courses-

<b>Driving</b>	<b>Minimum time required</b>
Driving standard (Non-Emergency)	18 hours/3 days
Driving standard (Emergency)	90 hours/3 weeks

<b>CFR</b>	<b>Minimum time required</b>
Cardiac First Response	Completed DVD
Cardiac First Response (Instructor)	12 hours/2 days (IM) plus teaching practice and evaluation

<b>EFR</b>	<b>Minimum time required</b>
Emergency First Response	30 hours/5 days
Emergency First Response (Instructor)	18 hours/3 days (IM) plus teaching practice and evaluation

<b>EMS Call-taker/dispatcher</b>	<b>Minimum time required</b>
EMS Call-Taker	120 hours/4 weeks didactic and 3 weeks supervised work placements
EMS Dispatcher	60 hours/2 weeks didactic and 3 weeks supervised work placements
EMS Call-Taker/Dispatcher instructor	18 hours/3 days (IM) plus teaching practice and evaluation

### Practitioner level Courses

The practitioner level course durations are considered minimum and should be used to guide. The recognised institution must be satisfied that the required learning outcomes have been achieved and that the students are adequately prepared for assessment and eligible for award of NQEMT at the appropriate level. The times outlined here assume 6 hours per day or 30 hours per week while in the classroom and internship is assumed to be 39 hours per week.

<b>EMT</b>	<b>Minimum time required</b>
Theoretical Instruction	120 hours/4 weeks
Internship	39 hours/1 week
Total	5 weeks
Driving	PHECC Standard

<b>Paramedic</b>	<b>Minimum time required</b>
Theoretical Instruction	300 hours/10 weeks
Undergraduate Internship – supernumerary	156 hours/4 weeks on an emergency ambulance
Undergraduate Internship – supernumerary	78 hours/2 weeks in acute healthcare services (in-hospital placements)
Undergraduate Internship	468/12 weeks in healthcare services (site specific to every recognised institution)
Internship	1 year (site specific to every recognised institution)
Total	1 year 30 weeks or 1.5 years
Driving	PHECC Standard

<b>Advanced Paramedic</b>	<b>Minimum time required</b>
Distance learning	240 hours (or 8 weeks) Note this period is provided as a distance learning part time package; at 12 hours per week is equivalent to 20 weeks.
Theoretical Instruction	180 hours/6 weeks
Undergraduate Internship – Supernumerary in acute healthcare services	234 hours/6 weeks
Undergraduate Internship – rostered stages: (i) Direct supervision (ii) Indirect supervision (iii) Remote supervision	234 hours/6 weeks divided between the stages.
Internship	1 year (site specific to every recognised institution)
Total	1 year and 26 weeks or 1.5 years(approx) .

### Tutor qualifying courses

<b>Assistant tutor</b>	<b>Minimum time required</b>
Didactic element	60 hours/2 weeks
Supervised teaching practice and evaluation	8 weeks

<b>Tutor</b>	<b>Minimum time required</b>
Didactic element	As for assistant tutor plus 60 hours/2 weeks
Supervised teaching practice and evaluation	As for assistant tutor plus 8 weeks

<b>Facilitator</b>	<b>Minimum time required</b>
Didactic element	60 hours/2 weeks
Supervised teaching practice and evaluation	Not specified based on every individuals requirements

## Appendix 6 - Template - Notification of Successful Postgraduate Internship

All fields will be completed for paramedics and advanced paramedics unless otherwise stated.

Domain of competence	Performance criteria	Initial assessment		Intermediate assessment		Final assessment	
		Progressing	Not Progressing	Progressing	Not Progressing	Competent	Not Competent
Professional practice	Upholds and maintains a duty of care to patients and the public						
	Seeks consent of patients						
	Maintains high standards of professional accountability						
	Has a responsible attitude to the importance of confidentiality						

Domain of competence	Performance criteria	Initial assessment		Intermediate assessment		Final assessment	
		Progressing	Not Progressing	Progressing	Not Progressing	Competent	Not Competent
Organisation and management of care	Demonstrates the ability to work as a team member						
	Demonstrates the ability to co-ordinate care to optimise the quality of care available to patients						
	Determines the priorities for quality patient care based on needs assessment and transport decisions						
	Utilises the Clinical Practice Guidelines as the foundation for patient care						
	Demonstrates the ability to maintain accurate and current Patient Care Reports						
*For AP only	Demonstrates the ability to provide clinical leadership						

Domain of competence	Performance criteria	Initial assessment		Intermediate assessment		Final assessment	
		Progressing	Not Progressing	Progressing	Not Progressing	Competent	Not Competent
Professional development	Contributes to the learning experiences of peers and colleagues through support and teaching						
	Avails of opportunities to increase own knowledge and skills						
	Has a positive attitude towards clinical direction and supervision						

Initial assessment	
Date:	Location
Strengths/weakness identified	
Signed Tutor	Signed Intern

Intermediate assessment	
Date:	Location
Strengths/weakness identified	
Signed Tutor	Signed Intern

Final assessment	
Date:	Location
Strengths/weakness identified	
Signed Tutor	Signed Intern