Teaching Faculty Framework

Version History

Version	Date	Details
1		This framework (STN00x) replaces the Teaching Faculty Framework set out in the Council Rules for Recognition of Institutions and Courses (V4 Dec 2013 RUL006)

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Pre-Hospital
Emergency Care
Council

Contents

Structure of framework

This framework is divided into seven sections. The first section outlines the rationale, background and vision for a revised standard. The second section concentrates on the faculty roles and responsibilities. The third section deals with implications for recognised institutions. The fourth section focuses on training and development of instructors, assistant tutors, tutors, and facilitators. The fifth section develops the system of internal and external verification. Section 6 proposes direction to support continuous professional development (CPD) of tutors and recertification criteria for instructors. Finally section 7 deals with recognition of prior leaning (RPL).

Section 1: Introduction

It is of vital importance that the Pre-Hospital Emergency Care Council's (PHECCs) Teaching Faculty Framework maintains alignment with a contemporary philosophy toward the organisation and management of the provision of education and training services. In light of the review underway of PHECC's Education and Training Standards and Council Rules for Recognition of Institution, it was agreed that it was also timely to review the Teaching Faculty Framework. Early in 2014, a draft was compiled and shared with various stakeholders including PHECC recognised institutions. It was also made publically available on the website. Following a period of consultation the respondents' comments and observations were considered by members of the Education and Standards committee. The opportunities presented by the establishment of the Quality & Qualification Ireland (QQI) were considered throughout. It is intended that this version will provide the PHECC with an opportunity to correlate faculty standards with the evolving pre-hospital emergency care environment and the organisations that operate within this sector.

Teaching is about assisting people to reach their full potential within the scope of the speciality they are engaging with. Further to this, it should be emphasised that the field of pre-hospital emergency care requires competent problem solving clinical practitioners who are able to deliver appropriate care based on the clinical practice guidelines (CPG's) set for their particular clinical level. Therefore, in order for the PHECC to maintain success across the whole suite of clinical education and training standards, it is paramount that all levels of the teaching faculty are proficient and consistent. The people who are tasked with the responsibility of teaching need to possess the necessary knowledge, skill and attitudes to create stimulating opportunities for learning through high-quality teaching processes that enables the development and progression of students to meet specified objectives and learning outcomes.

The teaching cycle underpins the teaching process. This process enables consistency, transparency and reliability to be demonstrated throughout the faculty. The cycle consists of identifying learning needs, planning and designing learning to meet such needs, delivering effective and quantifiable teaching, objectively assessing competency and evaluating all practices. This cycle is effective only if all of its stages are addressed. However, various levels within the faculty can assist with particular responsibilities in relation to progressing through the cycle. An example of this being, that a tutor may assist an instructor in particular aspects of the process, identifying the learning needs of students and supporting the design of the lesson with the instructor (only course below EMT level). A facilitator may then assist in the evaluation and quality assurance of the overall process. This practice creates synergy between

the three members of the faculty, working cooperatively to ensure best practice is maintained and quality assurance is an integral part of the overall process.

One of the main components of effective pre-hospital emergency care is the ability to provide consistency and continuity of teaching standards. This can be best achieved if the Faculty responsible for teaching are developed through common professional competencies and standards. This new edition of the Teaching Faculty Framework will set in place a dynamic, co-ordinated and well defined standard to support the training requirements of PHECC instructors and tutors and also the professional career development of faculty members.

Rationale and background

Pre-hospital emergency care courses and the services that operate within this sector have changed considerably over the past few years. PHECC has been instrumental in developing and promulgating best practice initiatives, compliant with the underpinning principles of evidence based clinical practice. These developments would not have been possible without the expertise of PHECC's committees, partners and other stakeholders working in unison with the PHECC executive.

This framework will set out a programme to build substantively on the 2003 Tutor Framework and the version published previously in the PHECC Education and Training Standards 2007 and included again in Council Rules 2011.

A fundamental element of maintaining and enhancing the delivery of appropriate and effective clinical care is reliant upon the provision of effective and stimulating learning opportunities and experiences for students. The proficiency and professional ability of the faculty is paramount in developing such learning experiences.

In order to provide consistency and continuity of teaching standards, all faculty members will need to meet specific criteria, which can be objectively measured and assessed. The introduction of this edition of the Teaching Faculty Framework will ensure consistency and stability applies across all PHECC recognised institutions with responsibility for teaching and training candidates for NQEMT awards and course completion certificates at responder level.

The international arena of pre-hospital emergency care boasts a number of training programmes to furnish organisations with teaching and instructional staff. However, the variation in both the training standards and teaching skills are vastly diverse. Without clarity and consistency of standards across the different grades within a teaching faculty, ambiguity relating to both qualifications and designations will result, thus compromising the organisation. Internationally, the term EMS tutor lacks any descriptive exactitude, therefore, it cannot be defined in terms of skills or competencies. In order to avoid this suboptimal approach and to maintain efficacy throughout Ireland the set of standards and competencies will be descriptive and encompass all levels of the PHECC teaching faculty.

This approach ensures that training providers who wish to facilitate their own training toward any PHECC teaching qualification are required to work within a common professional benchmark, upholding and maintaining such standards aligned with the PHECC teaching faculty requirements.

The Teaching Faculty Framework proposed in this paper will encompass five fundamental levels of teaching qualifications to support delivery of all PHECC Education and Training Standards.

1. Responder instructor i.e. CFR instructor, FAR instructor and EFR instructor
2. Assistant tutor
3. Tutor
4. Facilitator

2 to 4 known collectively as educational award (EA) holders

Section 2: Faculty roles and responsibilities – Introduction

The responder instructor teaching qualification must be held by all persons with responsibility for instruction on any PHECC responder course. This will encompass courses below that of EMT e.g. CFR, EFR, and FAR courses where the teaching material has been in the main, pre-designed and provided to the instructor for delivery. Teaching material will include DVDs, power-point slides, scripts, and pre-written learning material. The instructor will be monitored by the course director who will be at least at the level of an experienced instructor. See Section 3 and 4 for full details.

The assistant tutor teaching qualification, can only be attained after attending an instructional methods (IM) course (or equivalent by RPL) and a period of supervised teaching practice. Three years clinical practice experience on the PHECC register is a pre-requisite. This educational award must be held by all persons with responsibility for supporting qualified tutors delivering NQEMT courses, along with PHECC registration at or above the clinical level being taught. The assistant tutor will assist the tutor in preparation and planning, delivery and formative assessments. All aspects of their role will be supported by a tutor who will be responsible to ensure that all technical and academic components of the courses meet the required standards. Every assistant tutor must be provided a named tutor who will act as a preceptor in a supporting role. See Section 3 and 4 for full details.

The tutor teaching qualification can only be attained after attending an IM and tutor qualifying (TQ) course (or equivalent by RPL) and a period of supervised teaching practice. Three years clinical practice experience on the PHECC register is a pre-requisite. This educational award will be recognised by PHECC as being the principal provider of clinical education and training for all NQEMT courses. This teaching qualification must be held by all persons with responsibility for such training, along with PHECC registration at or above the clinical level being taught. The role of tutor will encompass all aspects of the teaching cycle, curriculum design and all skills and attributes necessary to act as a course director for PHECC's NQEMT courses. See Section 3 and 4 for full details.

The facilitator will be PHECC registered and hold the tutor qualification for a period of at least five years prior to obtaining the qualification of facilitator. If registration is no longer required by their role, the person may continue to carry out all the responsibilities of a facilitator except independent teaching of NQEMT level students.

A facilitator's role is shared between provision of 1) leadership and quality assurance (QA) for recognised institutions and 2) education and development of faculty members. The role is responsible for the quality assurance of all PHECC approved courses often as the internal verifier. The rationale for this aspect of responsibility is to ensure both quality assurance and accountability permeate the form and function of clinical tuition. See Section 3 and 4 for more details.

Section 3: Requirements for recognised institutions

This section focuses on recognised institutions and the implications of implementing this edition of the Teaching Faculty Framework. It sets out faculty requirements to become, or retain status as a recognised institution delivering PHECC approved courses at both practitioner and responder levels.

Institutions are required to demonstrate compliance with each of the standards contained in this edition of the Teaching Faculty Framework appropriate to their level of recognition in the timeframe outlined in correspondence on behalf of the Council to the institution. This compliance is necessary to ensure that quality, consistency and continuity underpins all PHECC approved courses.

Faculty establishment for NQEMT courses

Minimum faculty requirements: All recognised institutions that deliver NQEMT courses are required to appoint one medical advisor, one facilitator and three tutors as a member of the teaching faculty (or have on staff). In addition the Institution must appoint named mentors and preceptors in numbers necessary to accommodate class sizes and numbers and diversity of clinical placements (internship sites). The recognised institution must appoint a course director for every NQEMT course and this role is set out in more detail below.

PHECC recognise that recognised institutions from the voluntary, auxiliary and private sectors often provide part-time NQEMT EMT courses that may be delivered at a nationally distributed campus. The Education and Standards committee recommend that the course director must, at a minimum, attend and monitor every learning site at least once over the duration of the course to assess quality assurance and carry out the internal verification function.

The recognised institution is responsible to ensure that the requirement for student and tutor/instructor ratios are met in full. The facilitator and course director, on behalf of the institution have a vital role in jointly carrying out the necessary monitoring and management of all faculty members. The institution must jointly manage assistant tutors, tutors, instructors (including those in training) and visiting subject experts to ensure consistent high quality teaching in a suitable learning environment. The institution's responsibility for NQEMT students extends beyond the school/college based part of the courses to the internship aspect of student learning and development. This ongoing affiliation between the recognised institution and the internship process ensures that a synchronised approach exists throughout all facets of each students' learning experience.

Note: PHECC anticipates that in time, higher level education institutes and their healthcare partners may apply for recognition. Such application will be considered in keeping with current Council Rules for Recognition of Institution and Education & Training Standards. Current course approval criteria (set down in the respective Education & Training Standard) allow the institute propose alternate faculty composition for the undergraduate/ postgraduate programme as part of their application for recognition with Council.

Visiting subject experts on practitioner courses can bring excellence to the topic being taught, this does not detract from the fundamentals of the course and should continue to be

encouraged. However, the course director must ensure that the particular expert is fully aware of the learning outcomes required by the students relating to the topic being delivered and monitor their teaching as necessary.

A medical advisor is required whose responsibilities are but should not be limited to:
a) Oversight of the medical education content of the practitioner course ensuring that the curriculum conforms to PHECC education and training standards and current CPGs.
b) Active participation in the quality evaluation of courses including annual self-assessment and reporting requirements.
c) Input in recruitment of faculty members.
d) Attendance on PHECC's Medical Advisory Committee or other working groups on request.

Mentors and preceptors: "Mentor" and "Preceptor" (previously known as clinical supervisor) are both roles to support students through their theoretical and clinical instruction (internship) periods. These extended faculty roles are quite different both in form and function. The former who shall be appointed at the beginning of a courses will act as a student advocate, providing students with a sounding board and acting as a resource administrator to facilitate options for the student to explore. The role of mentor will not provide answers or solutions for students, but will endeavour to create a network of expertise and an environment for development, the philosophy of ask not tell will underpin the mentorship process. The latter 'Preceptor' will act while the student is on clinical placement, providing academic and clinical support to further enhance the students' competences. The preceptor will also provide ongoing practical skills training to consolidate the total learning package for students. The role of preceptor is generally fulfilled by registered practitioners while students are on ambulance placements and by nursing and or medical staff while on in-hospital placement.

PHECC acknowledges the diversity in approaches taken by institutions in terms of specific training and/or qualification for these roles. Until such time as specific competency standard are developed and published different approaches will be accepted. However, the institution must develop and maintain quality management procedures to appoint, manage/ monitor such roles.

A flexible approach to course delivery

PHECC acknowledges that institutions are operating in a dynamic and technological environment. Therefore, institutions are encouraged to embrace the concepts of innovative and/or alternative methods of operation. Initiatives incorporating concepts such as a distributed campus, modular distance learning and e-learning are welcomed and encouraged. It is expected that the course director and facilitator share the joint responsibility for monitoring and management of such approaches. Any significant change to an institution approved by Council requires a new application for recognition. This includes substantial changes to the teaching and methods of theoretical and clinical instruction (ref current Council Rules for Recognition of Institution).

Course director for NQEMT courses

The roles and responsibilities of the course director

An experienced tutor with over 2 years post qualification teaching experience will be delegated responsibility by the facilitator to act as a course director, accountable to the facilitator for the day-to-day management of the course. PHECC acknowledges that this is a significant change from previous when assistant tutors were permitted to act as course directors on NQEMT EMT courses. The recommendation from the Education and Standards Committee is that the change be introduced now and be enforced from January 2016 for existing recognised institutions.

Note: PHECC and committee recognise the time based measure of 2 years for tutors to act as course director is a poor measure of competence, however, until such time as specific teaching staff competencies are developed and published this criteria will remain.

The role encompasses ongoing administration and management of the course. This key role will also involve the mentoring and coaching of assistant and student tutors and the quality assurance of all aspects of the teaching process. It will be incumbent on the course director to keep the facilitator (for that course) informed of all aspects of the course and provide documentary evidence to support it.

1. Ensure a tutor is assigned as a preceptor to support and monitor each of the assistant and student tutors.

2. Ensure a mentor is assigned to support and monitor each NQEMT student during the course. Mentoring must start in week one and continue for the duration including the internship periods.

3. Ensure a preceptor is assigned to support and monitor each NQEMT student during the internship periods of the course.

4. Oversee assistant and student tutors conducting tutorials and monitor their writing of action plans.

5. Support the facilitator in modifying the course in line with any changes specified by the PHECC.

6. Manage course critical equipment/material to ensure suitability and availability.

7. Evaluate lesson plans (at least 10%) to ensure currency, quality and objectivity of teaching sessions.

8. Participate in reflective practice exercises with faculty members to ensure consistency across the course teaching faculty.

9. Participate in the mentoring and coaching of assistant and student tutors to maintain their direction, motivation and professional development, participate in their performance reviews.

10. Monitor tutors teaching session (at least 10%) and visiting subject experts, to appraise teaching delivery standards and consistency, focused on the prescribed learning outcomes.

11. Evaluate the quality and standards of the course through ongoing monitoring, feedback analysis, communicating with students and faculty and conducting critiques.

12. Write a course report at the end of the course and support tutors writing their individual student reports.

13. Identify any legal requirements relevant to the course, action accordingly to ensure compliance and minimal risks exist and report each element to the facilitator.

14. Monitor financial information relevant to agreed targets and or ring fenced expenditure areas.

15. Ensure a constructive relationship exists between the faculty members and students on the course.

16. Identify and arrange for completion all administrative forms and documentation relating to students on the course and processes specified by PHECC.

17. Manage complaints and appeals in accordance with institution policy and procedures.

18. Maintain documentary evidence of course for review by PHECC's quality review panel.

Faculty establishment for responder courses

Minimum faculty requirements: All recognised institutions who deliver responder level courses are required to appoint appropriately qualified course specific instructors. The numbers of instructors required is dependent on class sizes in accordance with instructor student ratios set down in the respective Education and Training Standard.

The recognised institution must appoint a course director for every responder level course and this role is set out in more detail below. On application, the institution must satisfy Council that they have the capacity to appoint suitably qualified course directors on an on-going basis.

In addition, to satisfy Council' quality assurance requirements both on application and thereafter, every institution must appoint a person with all of the competencies necessary to act as an internal verifier, or, appoint on a course by course basis, someone who will fulfil that role.

Course director for responder level courses

The roles and responsibilities of the course director

Experienced instructors are eligible to undertake the role of the course director of PHECC responder courses (i.e. CFR, FAR and EFR). At a minimum, an instructor must be able to show satisfactory evidence (documented in his/her educational portfolio) of teaching experience; four PHECC responder level courses will be required.

Note: In considering the requirement for course director at this level the Education and Standards committee acknowledged the challenges posed to both the newly qualified instructor and students equally. The requirement for instructor experience is a control measure intended to offer support to instructors and protection to students equally.
The course director role at responder level encompasses ongoing administration and management of the course. The role can be modified to suit the size and model of institution e.g. sole trader or one with a distributed campus.

1. Modify the course in line with any changes specified by PHECC.

2. Manage course critical equipment/material to ensure suitability and availability.

3. Evaluate lesson plans (at least 10%) to ensure currency, quality and objectivity of teaching sessions.

4. Participate in reflective practice exercises with other instructors to ensure consistency across the course teaching faculty.

5. Evaluate the quality and standards of the course through ongoing monitoring, feedback analysis, communicating with students and other instructors.

6. Write a course report at the end of the course.

7. Identify any legal requirements relevant to the course, action accordingly to ensure compliance and minimal risks exist.

8. Ensure a constructive relationship exists between other instructors and students on the course.

9. Identify and arrange for completion all administrative forms and documentation relating to students on the course and processes specified by PHECC.

10. Manage complaints and appeals in accordance with institution policy and procedures.

11. Maintain documentary evidence of course for review by PHECC's quality review panel.

Faculty management
- for practitioner and responder courses.

PHECC retains a record of all named faculty members approved on initial application. PHECC maintains a list of all educational award holders with expiry dates on the website.

1. The recognised institution must obtain explicit consent from each faculty member named on application and thereafter. The institution has a duty to inform members that this information will be in the public domain.

2. The recognised institution must maintain an up-to-date record of every member on faculty including instructors, tutors, visiting subject experts and instructor trainers with corresponding evidence of appropriate education and experience. A CV or similar will be required for instructor trainers.

3. The faculty record should at a minimum provide a full name, PIN (if relevant), certificate number and expiry and dates of faculty membership (start and end as relevant).

4. The institution must record all names of faculty members and visiting subject experts for all PHECC approved courses. The course director for each course must also be recorded.

5. The responsibility to maintain valid instructor and/or tutor certification lies with every individual faculty member.

6. Close liaison between faculty members and the recognised institution is recommended to facilitate administrative efficiency.

7. Faculty members may be nominated by more than one recognised institution.

8. Faculty records are subject to inspection; from time to time specific faculty information may be sought by PHECC as a targeted information request.

9. As part of the institution's quality assurance, procedures must be in place to actively monitor the quality of teaching delivering PHECC approved courses. See also Section 5: Internal and External Verification.

Professional development of tutors: It is recognised by PHECC that clinical practice is a part of the teaching faculties' continuous professional competence (CPC); consequently, time away from the institution in an operational capacity is valued and should be encouraged. However, arrangements for faculty absences must be managed in accordance with the requirements for course delivery. The requirement to maintain clinical proficiency through CPC reduces the potential problems of skill decline only being detected every few years when personnel are returned to a central training facility for updating. CPC also relates to the professional growth and ongoing development of people.

Recertification requirement for instructors: Every responder course has its specific instructor requirement and this is set out in full in the section titled "course approval criteria" set down in each Education and Training Standard.

Tutorials and documentation

In order to maintain best practice in educational terms, students need to be aware of their performance against the learning outcomes and objectives of the course at all times. Students also need direction in terms of an action plan to correct any performance deficiencies. Therefore, documented tutorials must be conducted on a regular basis at NQEMT level to ensure student awareness, and a tutorial form must retained in the individual student course file. It is recommended that they occur at a minimum of one per week (one per 30 hours) or pro rata for part-time courses during the school based element of the course. The tutorial documents should be collated and form part of the evidence for verification purposes.

On all NQEMT Courses the tutorial must be conducted by a tutor. Expressed permission is required from a student to allow an assistant tutor to observe or participate in conducting a tutorial as part of their development; this will need to be documented on the tutorial record which will form part of the evidence for verification purposes. The reason for this is to protect the one-to-one confidential relationship between teacher and student.

For responder courses the tutorial process will be at the discretion of the course director, however, it should be noted by course directors that best practice dictates the educational value of student tutorials.

Section 4: Instructor and tutor standards

PHECC awards: During consultation there was support from respondents that PHECC should consider the merits of seeking validation of tutor and facilitator qualifications with the Quality and Qualifications Ireland (QQI) and on the National Framework of Qualifications (NFQ). Another view expressed was to combine existing 'teaching' awards on the NFQ with add-on PHECC criteria for each level, e.g. a provider certificate or years clinical practice experience (PHECC registration). Both options were discussed at the Education and Standard Committee and the following options was considered.

- CFR I and FAR I = A new Level 6 (special purpose award).
- Trainer of Responder Instructors = Train the trainer (or similar) at Level 7 (Diploma) plus additional criteria.
- Assistant tutor = Level 7 (Diploma) plus additional criteria.
- Tutor = Level 7 (Diploma) plus additional criteria.
- Facilitator= Level 8/9 plus additional criterion of 5 years tutor experience.

This item was a discussion only. Any departure from the PHECC awards system will be carefully considered again by committee and Council with input by various stakeholders.

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.

A first aid response (FAR) instructor has the necessary knowledge and skills to design, deliver and evaluate the PHECC FAR course and to assess and award course participants.

An emergency first response (EFR) instructor has the necessary knowledge and skills to design, deliver and evaluate the PHECC FAR 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.

Generic instructor standard
- for responder level courses

Each student instructor will need to be able to demonstrate competence in the subject matter of the PHECC responder level standard which they intend to instruct i.e. CFR, FAR or EFR. In most cases a provider certificate is a minimum requirement. Further information about instructor requirements for each course can be obtained in the relevant Education and Training Standard, specifically the course approval criteria for CFR, FAR and EFR (including EFR-BTEC).

A person at the end of a CFR, FAR or EFR instructor course should be able to:

1. Demonstrate competence with the prepared clinical course content, critiqued by the course director (to ensure the instructor's competency in each aspect of theory and practical work).

2. Demonstrate competence in the use of the teaching and the audio visual material provided and technical skills in the use of the product.

3. Demonstrate presentation skills using the specific course product and adopting the following: Deliver training by (as appropriate):

   - Creating a motivating climate that promotes learning
   - The application of icebreaking and energising techniques
   - Presentation skills using the PHECC CFR DVD (where appropriate)
   - Demonstration skills using the PHECC CFR DVD (where appropriate)
   - Empathy for student issues
   - Avoidance of mannerisms and potential distractions
   - Management of special learning needs
   - Selection and use of appropriate equipment
   - Use Information Technology (e.g. PHECC website to source training material, CPGs and other clinical updates)
   - Provide handouts and back-up material

4. Apply the Conditions and Principles of learning:

   - Apply appropriate conditions of learning into all teaching practice
   - Using adult education techniques
   - Accommodate student learning styles

5. Demonstrate appropriate class management skills adopting adult learning techniques.

6. Demonstrate appropriate assessment skills using the PHECC material and processes.

7. Demonstrate good verbal and non-verbal communication skills to effectively articulate the required information in an engaging and stimulating way.

8. Demonstrate a mature level of interpersonal skills to develop a good faculty/student/instructor rapport.

9. Demonstrate enthusiasm, motivation, empathy and commitment when presenting the material.

10. Demonstrate effective time management skills to ensure delivery of the entire learning package within course time constraints.

11. Demonstrate appropriate health, safety and welfare throughout the course and risk assessments for scenario work.

12. Ensure currency with all PHECC documentation, standards and examination processes.

13. Demonstrate assessment and evaluation in accordance with the course specific requirements of PHECC. This will include managing feedback and using both formative and summative assessments.

14. Course design - **for all Instructor courses except CFR:**

- Write learning objectives in the three domains of knowledge, skills and attitudes.
- Specify performance, condition and standard.
- Define a lesson plan.
- Write a lesson plan that contains all the required information for session delivery.
- Use the lesson plan during teaching practice.

Generic supervised teaching practice and assessment: To qualify as an instructor, the student is required to complete tuition in instructional methods (IM) <u>and</u> a period of supervised teaching practice. This training can be delivered on a full time or part-time/modular basis

The IM component of instructor training should be no less than 12 hours for CFR and FAR instructor courses and 18 hours for EFR instructor courses.

The period of supervised teaching practice is not specified and may be extended until the specific learning outcomes are achieved. The recommendation to assist on the first course, part teach the second and deliver a third independently should underpin the development process. Progression through this period must be carefully monitored by an instructor trainer. The student instructor must prepare and deliver a number of teaching sessions critiqued by an instructor trainer as part of their development and overall assessment. **It is not acceptable that student instructors merely part deliver a responder course to their peers during their instructor course.**

The teaching practice assessment must be carried out by an instructor trainer from the recognised institution using a standard form designed for that purpose (see Appendix 2 for a sample that can be modified for use for instructors). These forms are subject to inspection by PHECC or a Quality Review Panel on behalf of PHECC. Only when a person has successfully completed the period of supervised teaching may they be considered for instructor certification.

Faculty members required to teach and renew instructors must be suitably qualified having demonstrated appropriate education and experience (e.g. tutors with additional 'train the trainer' courses or similar). There is no PHECC award for individuals known as "instructor trainers". Selection of instructor trainers remains the responsibility of the course director (facilitator) at the recognised institution. PHECC recognises there has been no clear minimum competency requirement for instructor trainers to teach CFR, FAR and EFR instructor courses. To date the PHECC awarded 'tutor' qualification has been accepted however, this will be re-examined by the Education and Standards committee.

Assistant tutor standard

A practitioner must have at least three years clinical experience on the PHECC Register (full registration) and a CFR Advanced instructor certificate 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 (both theoretical instruction <u>and</u> supervised teaching practice), whether by recognition of prior learning (RPL) or new-entrant training. RPL can only be availed of for theoretical instruction (IM); the supervised teaching practice at NQEMT course level is mandatory.

The duration of instructional methods (IM) tuition for new entrant training is no less than 2 weeks or 60 hours. See below for detail of the period of supervised teaching practice.

PHECC will award an assistant tutor certificate to an individual that has been assessed and deemed competent by a facilitator. The award will expire after six years and the award holder must make a renewal application in a timely manner.

Courses of training (and RPL process) leading to assistant tutor award must be run under the governance of a PHECC facilitator. See the section titled: *Making an application for an educational award.*

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 against discrimination

4. **Design and planning:**

   Design and plan training using:-
   - ➢ Concept map and task analysis
   - ➢ Learning objectives (be able to):
     - Write behavioural learning objectives (Mager) in the three domains of cognitive, psychomotor and affective (Bloom's taxonomy)
     - Specify performance, condition and standard
     - Write sub-objectives as incremental enabling steps toward the overall competencies
     - State the common pitfalls in writing objectives
     - Describe the practicalities in the application of objectives
     - Describe how to design learning 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
     - Identify research issues
     - Prepare for student/candidate welfare
     - Prepare documentation – test papers, tutorial records, student reports etc.

5. **Deliver training:**

   Deliver training using (as appropriate):
   - Creating a climate that promotes learning
   - The application of motivational theories
   - The application of educational theories
   - The application of icebreaking and energiser techniques
   - Demonstrate presentation skills
   - Demonstrate appropriate interpersonal skills
   - Demonstrate appropriate teaching methodology
     - o Individual learning
     - o Group learning
   - Apply strategies and tactics to promote learning
   - Demonstrate empathy for student/candidate issues
   - Demonstrate communication skills

- Avoidance of mannerisms and potential distractions
- Apply mechanisms to support group and team work
- Manage of special learning needs
- Use appropriate teaching aids (audio-visual)
- Demonstrate classroom management skills
- Manage health and safety issues
- Select and use appropriate equipment
- Use a range information technology
- Provide handouts and back-up material
- Develop and use a range of simulation, role play and role rehearsal exercises
- Demonstrate time management
- Demonstrate adult group management techniques
- Demonstrate collaborative learning techniques

6. Assessment and evaluation:

Assess and evaluate course participants (be able to):
- Define assessment and evaluation
- Set objective measurement of learning
- Use a range of types of assessment
  - Formative
  - Summative
- Prepare assessments
- Analyse and interpret evidence
- Link assessment with learning
- Describe validation requirements
- Manage feedback
- Manage student self-assessment
- Prepare and structure tutorials
- Manage a student tutorial
- Describe PHECC's examination requirements
- Write student reports
- Write generic reports
- Apply formal examination process

2) In educational methodology, the student will be able to describe and:
- Apply the principles and conditions of adult education by the study of a range of theories/techniques
- Apply the principles of learning by the study of a range of theories/techniques
- Apply the principles of educational motivation by the study of a range of theories/techniques
- Apply the principles described in Bloom's Taxonomies of Educational Objectives (Cognitive, Affective & Psychomotor)
- Apply the principles and techniques for objective assessment
- Apply the principles and techniques for evaluation and reflective practice

- Apply the principles and techniques for verification

3) In course administration, the student will be able to describe and:

- 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 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
- Monitor 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) and revisions thereof.
- 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 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 – Assistant tutor

Following successful completion of the didactic component of the assistant tutor programme, the student will undergo a period of supervised teaching practice at NQEMT level during which the student will design, deliver assess and evaluate ten (10) complete teaching practice sessions and be assessed on each using a standard observation template or similar developed by the recognised institution for this purpose (see Appendix 2 for a sample that can be modified). This period may include a balance of didactic and experiential components of an NQEMT level course including in-service training.

Evidence of the satisfactory completion of ten teaching practice sessions and the criteria 1-6 below is a qualification requirement. The evidence of assessments and the criteria 1 – 5 must be 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 of the ten assessed teaching sessions delivered must be critiqued by an experienced tutor using a standard observation template or similar developed by the recognised institution for this purpose. The degree of

ongoing supervision required (direct or indirect) will depend on the learning needs of the individual student assistant tutor.

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 teach.

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 by a facilitator who verifies the evidence that the student assistant tutor has achieved the learning outcomes and is competent. See section: *Making an application for an educational award*.

The assistant tutor level is envisioned to be a development stage toward becoming a qualified tutor. The timescale to achieve the tutor qualification should be between six and twelve months post certification instructional methods course and supervised teaching period.

Tutor standard

The tutor is a progression from assistant tutor. The function of this role is to identify the learning needs of the student against mastery of the task, design training to meet those needs, deliver training using appropriate methodology and interpersonal skills, and objectively assess and evaluate the learning of each student through ongoing formative assessments and tutorials. The tutor will also write objective reports on students covering all areas of the course. The tutor will act as a preceptor for assistant and student tutors when they are acting as teaching assistant.

A practitioner must have at least three years clinical experience on the PHECC register (full registration) and a CFR Advanced instructor certificate 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 (both theoretical instruction <u>and</u> supervised teaching practice), whether by recognition of prior learning (RPL) or new-entrant training. RPL can only be availed of for theoretical instruction (IM & TQ); the supervised teaching practice at NQEMT course level is mandatory.

The traditional route to tutor award for new entrants is that they will first undertake the assistant tutor course including supervised teaching practice prior to starting the tutor course. However, some student tutors may be apply for recognition of prior learning (RPL) for their academic qualifications in education and then proceed directly to the period of supervised teaching practice at NQEMT level for tutor award. A person seeking RPL at this level will need to show evidence of having completed the theoretical content of the assistant tutor and tutor standards.

The duration of tutor qualifying (TQ) tuition for new entrant training is no less than 2 weeks or 60 hours <u>in addition</u> to the requirement for assistant tutor. See below for detail of the period of supervised teaching practice.

PHECC will award a tutor certificate to an individual that has been assessed and deemed competent by a facilitator. The award will expire after six years and the award holder must make a renewal application in a timely manner.

Courses of training (and RPL process) leading to tutor awards must be run under the governance of a PHECC facilitator. See the section titled: *Making an application for an educational award.*

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%**)

The tutor training programme is primarily intended to reinforce and enhance the knowledge, skills and attitudes developed on the assistant tutor course and the subsequent period of consolidation and teaching practice. Thus the knowledge, skills and overall aptitude of a tutor will be more advanced than at assistant tutor level. Most noticeably, there is a shift in the course content from IM to EM and secondly, the mentorship and preceptor 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 Concept maps and task analysis

4.2 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
- Describe how to design learning to support special learning needs

4.3 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

4.4 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, student reports, course reports 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 and energising techniques
- Demonstrate presentation skills
- Demonstration mature interpersonal skills
- Apply appropriate teaching methodology
  - Individual learning
  - Group learning
- Apply appropriate strategies and tactics in teaching
- 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
- Collaborative learning techniques

6. Assessment and evaluation:

Assess and evaluate course participants (be able to):
- Define assessment and evaluation
- Set objective measurement of learning
- Use a range of types of assessment
  - Formative
  - Summative
- Prepare assessments
- Analyse and interpret evidence

- Link assessment with learning
- Describe validation requirements
- Manage feedback
- Manage student self-assessment
- Prepare and structure tutorials
- Manage a student tutorial
- Describe PHECC's examination requirements
- Write student reports
- Write generic reports
- Write a course report
- Write an exception report
- 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
- Apply principles of learning by the study of a range of theories/techniques
- Apply principles of educational motivation by the study of a range of theories/techniques
- Apply a contemporary approach toward the of the principles described in Bloom's Taxonomies of Educational Objectives (Cognitive, Affective & Psychomotor)
- Apply the principles and techniques for assessment
- Apply the principles and techniques for evaluation and reflective practice
- Apply the principles and techniques for verification
- Conduct training needs analysis in the context of competency based learning
- Apply the principles of educational psychology, student centred and teacher centred (andragogy and pedagogy)
- Apply the techniques for the analysis of "teacher" characteristics and competencies and style
- Apply processes for effectiveness analysis techniques

3) In course administration & mentorship, the student will 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 CPD and 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 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 assessment and evaluation.
- Participate in RPL processes

Supervised consolidation teaching practice and assessment

Following successful completion of the didactic component of the tutor programme, the student tutor will undergo a period of supervised teaching practice during which the student tutor will design, deliver assess and evaluate ten (10) complete teaching practice sessions and be assessed on each using a standard observation template or similar developed by the recognised institution for this purpose (see Appendix 2 for a sample that can be modified for use). This period may include a balance of didactic and experiential components of an NQEMT level course (including upskilling courses).

Evidence of the satisfactory completion of ten teaching practice sessions and the criteria 1-6 below is a qualification requirement. The evidence of assessments and the criteria 1 – 5 must be 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 of the ten assessed teaching sessions delivered must be critiqued by an experienced tutor using a standard observation template or similar developed by the recognised institution for this purpose. The degree of ongoing 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 teach.
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 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 by a facilitator who verifies the evidence that the student tutor has achieved the learning outcomes and is competent. See section: *Making an application for an educational award.*

Facilitator standard

Facilitators are required to create and articulate a shared vision which promotes quality teaching and learning for all within a focused, safe and supportive environment. They will manage and allocate resources and lead curriculum development to achieve strategic goals. Facilitators must demonstrate a keen situational awareness and implement quality review processes to achieve continuous improvement.

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. This additional training primarily reinforces the process of facilitation in education. The pre-requisite entry criteria for a facilitator course (or equivalent by RPL) is to be an experienced tutor for no less than 5 years and be on the PHECC register.

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) and the role and responsibilities listed below 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 must complete a thesis on an educational theme (minimum 5000 word count) or equivalent by RPL.

7. An application is prepared and submitted to PHECC by a facilitator that verifies the evidence that the student facilitator has achieved the learning outcomes and is competent. *See Section: Making an application for an educational award.*

The role and responsibilities of the facilitator

A facilitator's role is shared between provision of 1) leadership and quality assurance (QA) for recognised institutions and 2) Education and development of faculty members.

1) Leadership and QA for recognised institutions. A facilitator will:
   a. Establish procedures and practices to maintain and improve staff effectiveness through provision of professional development and encouragement of self-development.
   b. Act as the internal verifier (see Section 5).
   c. Motivate, support and monitor faculty staff to improve the quality of teaching and learning.
   d. Demonstrate effective planning, monitoring and reviews of the curriculum to enhance the learning and teaching process in line with PHECC requirements.
   e. Act as gate-keepers and ensure that time for the core activity of teaching and learning is protected by reducing external pressures and interruptions. They also establish a focused, safe and supportive environment both inside and outside the learning environment.

f. Ensure that a shared vision is clearly articulated and embedded in all aspects of the Institution. Delegate responsibility with commensurate accountability to the course director to manage resources and assets on the course to support improved student learning outcomes. Provide guidance for professional growth and self-reflection amongst the teaching faculty.

g. Demonstrate curriculum leadership and create a focused, safe, and supportive teaching and learning environment. Maintain an awareness of the potential opportunities and threats, through effective communication and internal verification processes using such tools as SWOT Analysis and Cause and Effect Analysis.

h. Identify teaching, learning and development needs within the faculty through ITN analysis, evaluation schemes and regular consultation with faculty members.

i. Ensure an appropriate link between the course and PHECC exists.

j. Support the design and expansion of training and development programmes to meet organisational, individual, and PHECC requirements.

k. Review ongoing costs of planned programmes and keep within any ring fenced budgets.

l. Work as a team member to produce programmes that are satisfactory to all relevant parties.

m. Monitor and document faculty reviews to ensure best practice prevails and devise individual learning plans for Instructors, assistant tutors and tutors to maintain competence and continuous improvement.

n. Evaluate all training materials and critical teaching equipment with the course director to ensure its effectiveness, measured against PHECC standards or guidelines.

o. Monitor the course director's management of the course against best practice initiatives and PHECC standards.

p. Monitor and review the progress of students through discussion with the course director, course meetings and discussions with other faculty members.

q. Ensure that all statutory and PHECC training requirements are met.

r. Assist all faculty members to solve specific training problems, either on a one-to-one basis or in groups.

s. Remain current with developments in training by reading relevant journals, attending meetings and attending relevant courses.

t. Conduct a post course review and write an objective report covering all aspect of the course.

u. Maintain documentary evidence of the course for review by PHECC's external quality review panel.

2) **Education and development of faculty members: A facilitator will:**

a. Teach, facilitate and assess, Education Theory to include, Behaviourism and Neo-Behaviourism, Cognitivism, Constructivism, Humanism and Gestalt theory.

b. Teach, facilitate and assess, principles and practice of learning styles.

c. Teach, facilitate and assess the principals and conditions of learning using Miller's 6 conditions of learning, Eurich's 5 principles of learning.

d. Teach, facilitate and assess learning for both the conceptual and contextual approaches of the preparation and planning of a learning situation. This will include

the construction of concept maps to broadly explore the topic and task analysis to establish all areas of learning to be included in the lesson.

e. Teach, facilitate and assess the writing of behavioural objectives and sub-objectives in the three domains (Bloom. B. et al) to ensure quantifiable learning takes place. Using Mager, R. processes to construct learning outcomes as opposed to teaching methodologies.

f. Teach, facilitate and assess documenting a lesson plan covering all aspects of the learning situation (sample provided in Appendix 1).

g. Teach, facilitate and assess the development of motivational techniques to enhance the learning process, create enthusiasm and maintain a suitable student/tutor rapport.

h. Teach, facilitate and assess pre-course requirements and processes to maximise the learning experience for the students and the effectiveness of courses.

i. Teach, facilitate and assess the delivery (teaching) requirements of a learning experience.

j. Teach, facilitate and assess processes, methods, tools and application of assessment techniques to quantify learning.

k. Critique student assistant tutors and tutors delivery of lessons and their application of learning strategies and tactics, using the teaching critique form (sample provided in Appendix 2).

l. Teach, facilitate and assess the processes involved in preparing and conducting a tutorial, using evidence from formative assessments and developing action plans to address performance deficiencies.

m. Develop an understanding of e-learning techniques, and where relevant, being involved in the creation and/or delivery of e-learning packages.

n. Research new technologies and methodologies in learning and present this research as part of the facilitator's ongoing CPD.

Making an application for an educational award

PHECC makes educational awards to suitably qualified individuals who have met the standard of assistant tutor, tutor and facilitator.

New applications for educational awards:

1. PHECC will only accept an application in writing from a facilitator using PHECC's application form with all relevant supporting documentation including a letter of recommendation.

2. Every application must also be accompanied by the correct fee (refer to Council's Schedule of fees).

3. Prior to making the application, the facilitator must assess and verify the applicant's portfolio of evidence relating to teaching education and experience. This applies for new entrants and to those seeking recognition of prior learning of the theoretical instruction part of the assistant tutor or tutor standard. Reminder: The period of supervised teaching practice at NQEMT course level is mandatory.

4. The letter of recommendation and the information provided on the application form must be to Council's satisfaction that the individual has met the required standard.

5. PHECC will award an educational certificate to an individual that has been assessed and deemed competent by a facilitator. The award will expire after six years and the award holder must make a renewal application in a timely manner.

Renewal applications for an educational award:

1. Every renewal application must be submitted in writing by the award holder using PHECC's renewal application form prior to the expiry date on the award. The form will collect information for example on: PHECC registration, CFR Advanced instructor certification, ongoing teaching practice and maintenance of an education portfolio. *See also Section 6: Ongoing CPD requirements*.

2. The renewal application must be submitted to PHECC with any supporting documents and the correct fee. Refer to Council's Schedule of fees and note that late fees apply.

3. Late fees are to accommodate extenuating circumstances only. Any renewal application received after 3 months of the expiry date will be automatically unsuccessful. To be reconsidered, the applicant must with the assistance of a facilitator make a new application as above and late fees will apply.

4. The information provided on the renewal application must be to Council's satisfaction that the assistant tutor, tutor or facilitator continues to meet the required standard. Such information includes but is not limited to a declaration that the registrant is:

   a. Currently on the PHECC register;
   b. Is practicing as an assistant tutor, tutor or facilitator;
   c. Continues to meet the required standard;
   d. Is maintaining a CPD portfolio relevant to their tutor status including reflective practice.

Assessment procedure for new and renewal applications for educational awards:

1. On receipt of the completed application form, fee and any supporting documents an officer of PHECC will consider the application based on the standard.

2. The outcome of the application process will be one of the following:
   a. **Approval of application**. An educational award will be issued for a period of no longer than 6 years.
   b. **Refusal of application**. Reasons for refusal will be provided to the applicant for renewals and both the applicant and facilitator for new applications.

Appeals:

An applicant has the right to appeal an unsuccessful new or renewal application to the PHECC Appeal Panel. The procedures of the Appeal Policy set out the manner in which such appeals are conducted. A copy of the policy/procedures is available from PHECC's website.

Section 5: Internal and external verification

Internal verification

The facilitator or experienced instructor role will encompass that of the internal verifier and will establish a quality assurance process to ensure all aspects of the course meet each of the requirement specified by PHECC. The position of the internal verifier is determined by the type of institution at either responder or practitioner level.

Internal verification establishes and maintains the quality of all aspects of the course and the validity and consistency of assessment methods. Internal verification underpins the Quality Assurance (QA) process from the recognised institutions perspective. It requires the appointment of a suitably qualified facilitator/ experienced instructor to support and work with all faculty members to facilitate good practices in teaching methods, clinical exactitude, administrative procedure and organisational matters. This process provides for an opportunity to overview all aspects of the course from a tactical stance; consequently the internal verifier is not involved in the ongoing operational processes of course management, which is the remit of the course director.

Internal verification provides the link between internal evaluation, external verification by PHECC's external quality review panel and PHECC's Education and Training Standards.

Internal verification ensures that students on PHECC approved courses receive fair and equal support, which is free from discrimination and is administered by unbiased, competent and well-informed faculty members. It also ensures that the standards remain consistent and transparent across the recognised institutions and student population.

Role and responsibilities of the internal verifier

The internal verifier must:
- Understand the process of assessment and verification within the context of quality improvement.
- Understand and implement PHECC's Quality Standards in the recognised institution (reference: PHECC's Quality Review Framework).
- Ensure health, safety and environmental protection procedures are applied within learning and assessment arrangements.
- Apply and monitor equal opportunities and access procedures throughout all learning and assessment procedures
- Have a clear understanding of the standards to which students are being trained and assessed and ensure that any related queries or issues are managed/resolved effectively.
- Work with other faculty members to ensure standardisation of teaching and assessment practices.
- Follow agreed procedures for the recording, storing, reporting and managing confidentiality of information ensuring, it is maintained in line with PHECC requirements and any legal imperatives including data protection.
- Ensure ongoing monitoring and evaluation of internal formative assessment procedures.

- Establish and implement quality assurance/improvement procedures to meet those required in Council Rules.
- Ensuring external quality improvement requirements are met.
- Provide documentary evidence of each course when meeting with the external verifier (Panel on behalf of Council).

External verification

This role will be taken up by a panel of external reviewers appointed by Council to implement the Quality Review Framework set out in current Council Rules for Recognition of Institution.

Section 6: Ongoing CPD requirements

For education award holders here are some examples of CPD activities:

1. Retaining competencies:
   - Maintain a portfolio
   - Assistant tutors- to work with a preceptor, tutors- to act as a preceptor
   - Review course material
   - Undertake update courses
   - Participate in training meetings

2. Developing expertise:
   - Establish a set of SMART objectives
   - Conduct regular SWOT analysis
   - Join a professional institute
   - Attend training conferences
   - Participating in peer reviews
   - Attending development programmes
   - Read education journals and papers
   - Conduct and write up research
   - Write professional papers

3. Developing experiences:
   - Discuss development with recognised institutions
   - Discuss development with the PHECC
   - Explore further educational experiences
   - Conduct regular reflective practice
   - Observe senior teaching faculty members teaching
   - Prepare and deliver professional papers at seminars and conferences

PHECC instructor certificate holders:

PHECC instructor certificates are awarded for a particular period (2 or 3 years) and the expiry date is clearly set out on the certificate. It is expected that Instructors will recertify within the time frame allowed.

Instructors who are faculty members will renew their instructor certificate with their recognised institution. Council also acknowledges that sole traders will have to attend an instructor recertification course at a recognised institution. Such courses should be designed according to the identification of training needs (ITN) of the individuals and guidelines are set out in the respective Education and Training Standard. Completion of any instructor recertification should include a CPG update (new or revised) as relevant.

Section 7: Recognition of prior learning

PHECC has prepared these guidelines as information for institutions and are not intended to be prescriptive. They may be used to guide applications from a range of individuals e.g. students seeking access to PHECC courses (responder and practitioner level) or individuals seeking assistant tutor, tutor or facilitator award (also known as PHECC educational awards). Note for educational award nominations RPL may only be applied in part due to compulsory components - See section 4 for full details.

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.

What is RPL used for?

RPL is a procedure to enables formal recognition of the student's existing skills and knowledge. The process is validated through the student's portfolio of evidence against the competencies and standards of a qualification criterion. There are three different types of RPL which are self-explanatory:

     a) Uncertificated RPL
     b) Certificated RPL
     c) Experiential RPL

Essentially RPL can reduce unnecessary learning time, however, it must be recognised that assessment and competency mapping are essential aspects of the process. Generally, it is now an accepted principle that professionals maintain a portfolio of evidence of both qualification and experience and this document is used to support any claim regarding competence.

RPL is a requirement when considering recognition of attainment of competence in any of the teaching roles within the PHECC Teaching Faculty Framework and also for students of responder and practitioner level courses. Each recognised institution is required to have written policies and set of procedures in place to manage this process.

RPL - guiding principles

These principles will guide and empower PHECC recognised institutions extend their recognition of prior learning (RPL) procedure 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 educational award i.e. tutor

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 or for module exemptions; however specific institutional conditions, limitations and application procedures will prevail. Note RPL for educational awards is limited in keeping with the PHECC requirements. 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).

Appendix 1: Sample lesson plan

Appendix 1. Sample Lesson Plan

Pre-Hospital Emergency Care Council

SESSION TITLE	TUTOR/INSTRUCTOR	DATE	DURATION
		[Select Date]	

EQUIPTMENT REQUIRED	STUDENT PROFILE	NO. OF STUDENTS	NO. OF ENCLOSURES

OBJECTIVE: T.T.S.S.B.A.T.	MOTIVATION:	REF. FROM PHECC EDUCATION & TRAINING STANDARD

INTRO/ SUB-OBJECTIVES	TIME	TUTOR/INSTRUCTOR ACTIVITY	STUDENT ACTIVITY

PHECC SAMPLE LESSON PLAN

Appendix 2: Teaching critique form

Pre-Hospital Emergency Care Council

Teaching Practice - Observation

APPENDIX 2 &

Assessment Form

Educational Award Holders - Only

Students Name: **Date:**

Session Title: **Duration:**

Venue: **Time:**

Session No: **Note:** marking key on page 4 of 4

Preparation & Planning	1234	Comments.
Identification of Training Needs		
Concept/Mind Map.		
Task Analysis.		
Objective.		
Sub-objectives.		
Lesson Plan.		
Choice of Strategy.		
Choice of Tactics.		
Sequence & Structure.		
Materials to Support Learning		
Equipment / Resources Organised		
Evidence of Planning.		

Total:	Marks	0	Percent	0

1

Teaching Delivery.	1234	Comments
Creating / maintaining a positive / motivating learning climate.		
Learning Environment.		
Use of Teaching Support Materials.		
Use of Resources / Equipment.		
Individual Student needs met.		
Group needs met.		
Student Participation.		
Effective Communication.		
Flexibility.		
Tutors Motivation.		
Motivation of the Students.		
Management of Group.		
Subject Knowledge.		
Timing and Pace.		
Interest Factor.		
Confidence Level.		
Summaries.		
Conclusion of Session.		

Totals:	Marks	0	Percent	0

2

Assessment & Evaluation.	1234	Comments
Identifying Prior Learning.		
Questioning Technique.		
Giving Feedback.		
Confirmation of learning points.		
Achievement of Objective.		
Student Assessment v Objective.		
Evidence of Assessments.		
Tutor Attitude when assessing students.		
Appropriateness of Assessment Method.		

Total:	Marks	0	Percent	0

Practical application of the "Training Cycle".
Comment:

3

Facilitators overall comment & Action Plan.

Marking Key:
1. Not Yet Competent
2. Achieves Competency with Major Support
3. Achieves Competency with Minimal Support
4. Achieves Competency without Any Support

PASS: YES - NO - N/A

Total Mark:	0
Available mark:	156
Overall Percent:	0.0

Signature: | **Date:**

Student Tutor Comments:

Signature: | **Date:**

Agreement to pursue issues identified in action plan:

Facilitator: | Student:

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