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):

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

- 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

_____

Extract of Council Rules approved on 31st March 2011- uncontrolled document. Please refer to the full current version of Council rules to avoid error.

- 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

    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

- 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. <u>Each session</u> 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.