

HEALTH PROFESSIONS COUNCIL OF SOUTH AFRICA
PROFESSIONAL BOARD FOR EMERGENCY CARE (PBEC)

**GUIDELINES FOR THE COMPLETION OF THE PORTFOLIO FOR EDUCATION AND
TRAINING CENTRES WISHING TO OFFER THE BASIC AMBULANCE ASSISTANT
(BAA), AMBULANCE EMERGENCY ASSISTANT (AEA), OPERATIONAL EMERGENCY
CARE ORDERLY (OECO) AND PARAMEDIC (CCA) SHORT COURSES**

1. INTRODUCTION

In terms of Section 16 of the Health Professions Act, 1974 (Act 56 of 1974) (“the Act”), no person, educational institution or training facility may offer education and training having as its object to qualify any person for the practising of any health profession to which the provisions of the Act apply unless such education and training has been accredited by the Professional Board concerned as being appropriate education and training for such purposes. Accordingly, Professional Boards have control over the education and training of the professions that fall within their ambit.

Any person, educational institution or training facility wishing to offer such education and training **shall** before offering such education and training, apply to the Professional Board. Applications to the Professional Board are to be made in writing and **shall** furnish such particulars regarding such education and training as the Professional Board concerned may require and pay the prescribed evaluation fee. The Professional Board concerned may grant or refuse any application made and, having granted such application, may impose such conditions and requirements as it may deem fit subject to which the education and training in question may be provided.

Any person who contravenes or fails to comply with any provision of Section 16 shall be guilty of an offence and on conviction liable to a fine or to imprisonment for a period of not exceeding six months or to both such fine and such imprisonment.

The profession of emergency care falls within the ambit of the Professional Board for Emergency Care (“the PBEC”) and, accordingly, education and training intended to qualify any person to practise the profession of emergency care must be accredited by the PBEC beforehand. Education and training providers need to satisfy the accreditation requirements of the PBEC as the statutory accreditation authority.

This document intends to provide an overview of the PBEC's general approach to the management and evaluation of applications for accreditation and to provide an outline of the processes required to be undertaken by an education and training provider **prior** to being accredited by the PBEC to offer the Basic Ambulance Assistant ("BAA"), Ambulance Emergency Assistant ("AEA") or Paramedic ("CCA") short courses.

For more information on accreditation, and to the extent that such additional accreditation may be required, you are also encouraged to visit the websites of the Council for Quality Assurance in General and Further Education and Training ("Umalusi"), the Council on Higher Education (CHE), the Department Higher Education and Training ("the DHET") and the South African Qualifications Authority ("SAQA").

Once granted by the PBEC, the accreditation of emergency care education and training providers will be valid for a maximum period of three (3) years only. **However, should there be any changes at any point in time in the strategic direction of the National Department of Health and/or the Board with regard to short courses, education and training providers would be required to align with these changes.** The PBEC may at any time conduct a routine/impromptu inspection and suspend or terminate the accreditation of education and training providers who are not fully compliant with the accreditation requirements, as determined by the PBEC from time to time.

2. ACCREDITATION PROCESS SUMMARY

PHASE 1

STEP 1: Submit **letter of intent** to Professional Board for Emergency Care (PBEC)

The letter of intent should provide substantial motivations that address the following areas:

- Need for this type of training
- Who are the prospective students?
- Are they employed, if so where?
- Proof of sustained demand
- Indicate how many students you intend training per annum and where subsequent intakes will be sourced
- Business plan
- Provide a breakdown of the cost of the course per student including residence and subsistence fees where applicable, as well as the percentage of profit that will be redirected back into course- and staff development, facilities and equipment maintenance and improvement
- Provide the breakdown of HR costs and rental agreements where applicable
- Access to accredited health care teaching facilities
- Provide written agreements from the institutions that will be used for clinical placement verifying that students can be accommodated and the number of students that are able to be accommodated. These letters must indicate which other students are currently also using the same institutions.
- Provide the caseload statistics of the areas in which the institutions to be used for clinical placements are located

- Indicate which training providers are within 100 km of your training centre and any potential impact you foresee on their existing operations
- provide the curriculum vitae of all **full time** training staff

STEP 2: Committee Coordinator to acknowledge receipt of letter

STEP 3: Education Committee (EduCom) of the PBEC to consider letter of intent

STEP 4: EduCom to inform applicant in writing of outcome

- **Approval** – inform applicant to proceed to PHASE 2 portfolio in terms of (Form 169A)
- EduCom to appoint evaluation panel for assessment of application portfolio
- **Rejection** – Notify applicant with reasons for rejection

PHASE 2

STEP 5 Submit-

- 3 hard copies of a **portfolio** together with all the relevant documents in terms of (Form 169A)
- Proof of payment of the evaluation fee has to be submitted together with the portfolios. The non-refundable evaluation fee is determined on a cost recovery basis in terms of the HPCSA's rules relating to the payment of evaluation and accreditation fees. .

STEP 6 Evaluation Panel to submit assessment report to EduCom for consideration

STEP 7 EduCom to notify applicant in writing of the outcome

- **Approval:** Notify applicant to proceed to **PHASE 3**
- **Rejection:** Notify applicant with reasons for rejection

PHASE 3

STEP 8: Evaluation Panel to undertake an **on-site evaluation**

STEP 9: On site evaluation outcome

- During the on-site evaluation all relevant documents, functional equipment and staff members must be available at the training site.
- Evaluation report to be submitted to a committee of the Board or EduCom Chairperson, to be ratified
- Forward evaluation report to applicant for comment

- Submit evaluation report and comment by applicant to EduCom for consideration
- **Approval:** EduCom recommends to the PBEC full accreditation, provisional accreditation or conditional accreditation.
- Applicant implement only the first intake of students into the education and training programme
- **Unsuccessful:** PBEC to inform applicant. Applicant may apply for one on-site re-evaluation only (at applicant's cost).

Should the decision not to accredit a course be upheld, a re-application may be submitted and the full accreditation process has to be started afresh

PHASE 4

STEP 10: The PBEC appoints a moderator and undertakes moderation of the **first examinations as well as the mid-term examinations for AEA and Paramedic CCA)**

Proof of payment of the moderation fee, the amount of which will be determined on a cost recovery basis, has to be submitted **prior** to the moderation of the examinations. Dates of the examinations have to be communicated to the PBEC at least 3 weeks prior to date of the examinations.

Moderator's report is submitted to relevant structure or EduCom Chairperson for consideration.

Education and Training Providers are provided with the moderator's report for comment.

Moderator's report and provider's comment is submitted to the EduCom.

EduCom to consider moderator's report and comment on the report and make recommendations to PBEC regarding the accreditation.

- **Successful moderation:** PBEC to inform education and training providers. Education and training may proceed to implement subsequent student intakes into the said programme **only after receipt of official written confirmation from the Board that the moderation was successful.**
- Accreditation will be granted for a **maximum period of 3 years only**, where after a new application has to be submitted to the PBEC for consideration. **However, should there be any changes at any point in time in the strategic direction of the National Department of Health and/or the PBEC with regards to short courses, education and training providers will be required to align with these changes.**
- **Unsuccessful moderation:** Provide applicant with the report and advise accreditation not approved and may submit re-application for accreditation process has to be started afresh.

PHASE 5

To ***maintain accreditation*** the following **must** be complied with:

- Adhere to all accreditation stipulations and requirements at all times.
- Submit an annual report together with all relevant documents by the PBEC by the end of January of each year on the Board's prescribed annual report template.
- Submit a list of students for each course **within 1 week** of date of enrolment (Form 292) duly signed by the Principal and/or Training Manager.
- Submit a result sheet on an official letterhead, (Form 293) duly signed by the Principal and/or Training Manager and external moderator for every course conducted, as soon as results are available. Proof signatures of the authorized signatories have to be submitted to the PBEC beforehand.
- Submit Form 294 (duly signed moderator's report) for every course conducted **within 4 weeks** of the date of the examination.

Accreditation must be renewed at least six (6) months prior to the expiry of the period of accreditation. Failure to do so will result in automatic termination of accreditation by the effluxion of time, without any notice.

3. CONDITIONS UNDER WHICH AN APPLICATION FOR ACCREDITATION MAY BE CONSIDERED BY THE PBEC

- i. Accreditation shall not be transferred/ceded from one owner to the other and franchising is not permissible. In an instance of change of ownership the new owner is required to submit a full application for accreditation, and may not operate until such time that accreditation has been approved by the PBEC. No Principal/owner may allow another organisation to offer training based upon the accreditation of his/her training centre, or to sell his/her accreditation rights to another organisation;
- ii. During the evaluation/inspection of a training centre for accreditation purposes, cognisance will be taken of whether the organisation is applying the principles of the Employment Equity Act, 1998 (Act 55 of 1998) or has a plan to address such principles;
- iii. The rental of premises, purchasing of equipment or employment of staff **prior** to an application being submitted for consideration by the PBEC will under **no circumstances** oblige the PBEC to consider or approve any application for accreditation;
- iv. The PBEC must be advised of any changes of the Principal/staff and the curriculum vitae with appointment letters and certified copies of certificates of the new staff members must be submitted to the Board.

4. ACCREDITATION CRITERIA

The PBEC shall approve the name of an education and training centre. In order to prepare an education and training centre and develop an application portfolio, it is important that special attention is given to the following criteria which will be used by the PBEC to assess the capacity to offer and ensure quality assurance of education and training in emergency care.

4.1 COURSE DESIGN

- Relation to education and training centre's mission and planning;
- Needs of students and other stakeholders;
- Intellectual credibility;
- Coherence; and
- Learning materials development.

Course design covers protocols (scope of practice) as prescribed by the PBEC. The course covers ethics/ethical rules as prescribed by the HPCSA and the PBEC.

Context of practice is covered including the National Health Act, 2003 ("the NHA"), the Department of Health's White Paper on the Transformation of Health Care in South Africa, 1997 and other related legislation. Course design needs to address well planned and structured work-integrated learning.

The education and training centre's mission is taken into account in planning and resource allocation. The course meets national requirements, the needs of students and other stakeholders, and is intellectually credible. The course is designed coherently and articulates well with other relevant courses, where possible.

In order to meet the criterion, the following is required at minimum:

- i. The course is consonant with the education and training centre's mission and goals and was approved by the appropriate education and training centre management structures. Provision is made for the course in the education and training centre's planning and resource allocation processes.
- ii. The course meets the PBEC's requirements pertaining to courses which are at present recognized by the PBEC for purposes of professional registration.
- iii. Learning outcomes, curriculum, teaching and learning methods, modes of delivery, learning materials and expected completion time cater for the learning needs of its target student intake. Competencies expected of students who successfully complete the course are made explicit.

An annual training programme must be submitted to the PBEC for approval and changes with regards to the number of courses to be offered may not be made to the programme unless **prior** approval has been obtained from the PBEC.

Education and training centres wishing to offer the AEA or Paramedic courses are required to include a written agreement between the education and training centre and the Health Facility, Provincial and/or private organisation where students enrolled on the courses will complete the practical components of the said courses. The appropriate level of service in respect of the practical components of the aforesaid courses must be offered by such centres. The centres must ensure that the selected organizations meet the necessary requirements with reference to call volume and priority.

4.2 STUDENT RECRUITMENT

- Recruitment, admission and selection
- Legislative issues
- Widening of access
- Equity
- Assumptions of learning

Recruitment documentation should inform potential students of the course accurately and sufficiently, and the admission policy must comply with current legislation. Admission and selection of students are commensurate with the course's teaching requirements within a framework of widened access and equity and PBEC policy. The number of students selected takes into account the course's intended learning outcomes, its capacity to offer good quality education and training and the needs of the particular profession (in the case of professional and vocational courses).

In order to meet the criterion, the following is required at minimum:

- i. Advertising and promotional materials contain accurate and sufficient information about the course with regards to admission policies, completion requirements and teaching standards. Marketing and advertising provides accurate information about the accreditation status of the course, and articulation / RPL possibilities.
- ii. Admission, matriculation exemption, age exemption, etc. adhere to current legislation and PBEC policy.
- iii. The admission requirement of a minimum of a **Senior Certificate (prior to 2009)** or a **National Senior Certificate** for a BAA course is adhered to.
- iv. Equity targets are clearly stated, as are the plans for attaining them.
- v. Admission requirements are in line with the degree of complexity of learning required in the course, within the context of widening access and promoting equity; and
- vi. Selection criteria are explicit. **The number of students selected for the course does not exceed the accredited number of students and the capacity available for offering good quality education and training.** The number of students is balanced against the intended learning outcomes of the course and takes into account the mode(s) of delivery and the course's components (modules/courses).

4.3 STAFFING

- Qualifications
- Teaching experience
- Assessment competence
- Research profile
- Staff development
- Numbers and seniority
- Full-time and part-time staff
- Legislation and conditions of service
- Procedures for selection, appointment, induction and payment

- Contractual arrangements; and
- Administrative and technical staff.

Are staff members who are teaching the course qualified as emergency care providers and registered with the HPCSA?

Does staff actively participate in CPD activities and are they compliant with HPCSA requirements?

Staff responsible for the course is suitably qualified and have sufficient, relevant experience and teaching competence, and their assessment competence and research profile are adequate for the nature and level of the course. The education and training centre and/or other recognized agencies contracted by the education and training centre provide opportunities for staff to enhance their competencies and to support their professional growth and development.

In order to meet the criterion, the following is required at minimum:

- Teaching staff are competent to apply the assessment policies of the education and training centre. Teaching staff responsible for the course have at least two years' experience of student assessment at the exit level of the course. There is on-going professional development and training of staff in assessment.
- The education and training centre and/or other recognized agencies contracted by the education and training centre provide orientation and induction opportunities in which new teaching staff members participate. Provision is made for regular staff development opportunities in which relevant teaching staff participates.
- The full time teaching and support staff complement is of sufficient number and seniority for the nature and field of the course and the size of the student body to ensure that all activities related to the course can be carried out effectively. The recruitment and employment of staff follows relevant legislation and appropriate administrative procedures, including redress and equity considerations.
- Support staff are adequately qualified and their knowledge and skills are regularly updated.

It should be noted that only full time staff will be considered as counting towards the minimum prescribed ratios of staff to students. The Principal and / or Training Manager is not included in the teaching ratio.

In order to meet the criterion, the following is required at minimum:

- The staff: student ratio is suitable for the nature and field of the course and number of enrolled students. Sufficient support staff dedicated to the course is available, where appropriate. The instructors that make up the ratio as indicated below must be **full-time employees**.

Emergency Care Assistant (ECA)	12 : 1;
Basic Ambulance Assistant (BAA)	12 : 1;
Ambulance Emergency Assistant (AEA)	6 : 1;
Paramedic (CCA)	6 : 1;
Operational Emergency Care Orderly (OECO)	6 : 1.

(e.g. accreditation to train 24 BAA's will require 2 instructors and for 36 BAA's 3 instructors will be required)

- ii. Recruitment and employment of staff adheres to the stipulations of the Basic Conditions of Employment Act, 1997 (Act 75 of 1997), the Labour Relations Act, 1995 (Act 66 of 1995) and to the conditions of service, and there are appropriate administrative procedures for the selection, appointment, induction and payment of staff members and tutors. Redress and equity considerations receive due attention in the appointment of staff.
- iii. Contractual arrangements relating to the hours and workload of staff ensure that all course quality assurance, teaching, learning support, materials, development, assessment, monitoring of part-time staff (where applicable), counselling and administrative activities take place. Copies of these contracts need to be attached as addendums to the portfolio document.
- iv. Administrative, technical and teaching development support staff are adequately qualified for their duties, and opportunities exist for staff development.

4.3.1 PRINCIPAL

A letter of appointment outlining the roles and responsibilities of the Principal should accompany the application. The roles and functions of the Principal require the Principal to be onsite on a fulltime basis and should not be involved in mainstream EMS operational management. The Principal should have an appropriate educational background and experience in teaching, learning, assessment and the associated quality assurance of such activities. The Principal should be registered at a level higher than the highest qualification offered at the institution, and should at least be an advanced life support provider (ECP, ECT, N Dip, Paramedic CCA). The Principal must hold an educational and/or management qualification recognised by SAQA and must have a minimum of 2 years' experience in the teaching environment. A certified copy of the educational and/or management qualification must be submitted.

Aside from the general management of the education and training centre, the Principal is responsible -

- for ensuring that the annual report is submitted timeously and in accordance with the set format and criteria, as determined by the PBEC;
- for ensuring that all certificates issued by the education and training centre are approved and signed by authorized persons;
- for ensuring that only suitable candidates who meet the entrance requirements, as determined by the PBEC, are allowed to enrol for a course. This responsibility would include ensuring that the student has proof of registration and a logbook as proof of hours;
- for the sound operation of the education and training centre, and the maintenance of high standards of education and training;
- for maintaining a register of all the courses offered, candidates trained and their results;
- to implement documented policies relating to Quality Assurance; moreover the Principal is responsible for *inter alia* the daily operations and functioning of the education and training centre with specific reference to learner recruitment, selections, teaching and learning, assessments, remedial action programme, educational policies and procedures, administration, etc.;
- for ensuring that all of the employees are involved in a CPD programme;

- in the case of a decentralised centre, for the education and training programme, selection of candidates, examination, and entire administration of this de-centralised centre;
- for the satisfactory compilation, moderation, evaluation and publication of all theoretical and practical examinations. Examinations may be subject to external moderation as may be determined from time to time by the PBEC. The Principal shall ensure the presence of an external moderator for all examinations and submit the moderation reports to the PBEC. Please refer to curriculum document on examinations for details;
- for ensuring that the minimum prescripts stipulated in the curriculum are adhered to **prior** to awarding any qualification;
- for ensuring that a list of students for each course is submitted on the prescribed form (Form 292) to the PBEC within a week of date of enrolment;
- for ensuring that a result sheet is submitted on the prescribed form (Form 293) to the PBEC on an official letterhead, duly signed by the Principal and/or Training Manager/Course Coordinator for every course conducted, as soon as results are available. Proof signatures of the authorized signatories have to be submitted to the PBEC beforehand; and
- for ensuring that the external moderators' reports for all final examinations are submitted on the prescribed form (Form 294) to the PBEC within four (4) weeks of date of the examinations.

4.3.2 TRAINING MANAGER/COURSE COORDINATOR

The Training Manager/Course Coordinator must hold a qualification one level higher than the training course managed, and at least registered as an advanced life support provider (ECP, ECT, N Dip, Paramedic (CCA) prescribed by the PBEC; an educational/management qualification recognized by SAQA and a minimum of 2 years operational experience is also required. The roles and functions of the Training Manager/Course Coordinator requires that the Training Manager/Course Coordinator is onsite on a fulltime basis and should not be involved with mainstream EMS operational management.

The roles of the Training Manager/Course Coordinator have to include as a minimum-

- Setting up and coordinating the lesson plan for the relevant course;
- Ensuring that all of the objectives specified in the curriculum are met;
- Maintenance of the attendance register for the said course and ensuring that the minimum theoretical and practical attendance guidelines are adhered to;
- Assessing whether each learner's practical workbook is complete with specific reference to the minimum hours and skills, prior to examination admission;
- Ensuring that lecturer evaluation forms are filled in for each lecture presented during the course to contribute to the Quality Assurance process;
- Ensuring that a documented and formal Remedial Action Programme is in place for all students;
- Setting up the theoretical and practical assessments, ensuring that an appropriate standard is maintained; and
- Undertaking a regular review of the lecture content and course content.

4.3.3 TRAINERS AND INSTRUCTORS

- i. Teaching staff have relevant teaching qualifications higher than the exit level of the course, but at minimum registration as an advanced life support provider (ECP, ECT, N Dip, Paramedic (CCA)).
- ii. Full-time teaching staff have two or more years of post-qualification experience in areas pertinent to the course. Qualified and experienced teaching staff design the learning programme.

The roles of trainers and instructors have to include as a minimum-

- Ensuring that the curriculum is followed when presenting theoretical and practical training as designated by the Training Manager/Course Coordinator;
- Implementing best practices with regards to educational techniques and methodology; and
- Assisting the Training Manager and/or Course Coordinator with administrative duties.

5. TEACHING AND LEARNING STRATEGY

The education and training centre gives recognition to the importance of promoting student learning. The teaching and learning strategy is appropriate for the education and training centre type (as reflected in its mission), mode(s) of delivery and student composition, contains mechanisms to ensure the appropriateness of teaching and learning methods and makes provision for staff to upgrade their teaching methods. The strategy sets targets, plans for implementation and mechanisms to monitor progress, evaluate impact and effect improvement.

In order to meet the criterion, the following is required at minimum:

- i. Recognition of the importance of the promotion of student learning is reflected in the education and training centre's central operating policies and procedures, including resource allocation, provision of support services, marketing, appointments and promotions;
- ii. a teaching and learning strategy is in place which -
 - Is appropriate for the education and training centre type as reflected in its mission;
 - Has mechanisms to ensure that teaching and learning methods are appropriate for the design and use of learning materials and instructional and learning technology;
 - Provides for staff development opportunities where staff can upgrade their teaching methods;
 - Contains targets, plans for implementation, ways of monitoring progress and evaluating impact and mechanisms for feedback and improvement.

6 STUDENT ASSESSMENT

- Internal assessment policies and procedures;
- Internal and external moderation;
- Monitoring of student progress;
- Validity and reliability of assessment;
- Recording of results; and
- Security

The different modes of delivery of the course have appropriate policies and procedures for internal assessment; internal and external moderation; monitoring of student progress explicitness, validity and reliability of assessment practices; recording of assessment results; settling of disputes; the rigor and security of the assessment system and for the development of staff competence in assessment.

In order to meet the criterion, the following is required at minimum:

The course has appropriate policies and procedures in all modes of delivery for:

- Internal assessment of student learning achievements by teaching staff responsible for teaching a course/module of the course in a system that includes internal moderation.
- Internal and external moderation of students' learning achievements by appropriately qualified personnel (one level higher than the course being managed and at minimum be registered in the Advanced Life Support provider (ECP, ECT, N.Dip or Paramedic (CCA). Moderators are appointed in terms of clear criteria and procedures and conduct their responsibilities in terms of clear guidelines.
- Monitoring student progress during the course (continuous formative assessment) and identifying the student-at-risk early.
- Ensuring the validity and reliability of assessment practices.
- Secure and reliable recording of assessment results.
- Settling of student disputes regarding assessment results.
- Ensuring the security of the assessment system, especially with regard to plagiarism and other misdemeanours; and
- Development of staff competence in assessment.

7. INFRASTRUCTURE AND VENUES

- IT infrastructure and training;
- Teaching venues;
- Student recreation and residence facilities (In the case of residential training centres);
- Size and scope of library resources;
- Integration of library resources into curriculum;
- Management and maintenance of library resources;
- Library support and access to students.

Suitable and sufficient venues, IT infrastructure and library resources are available for students and staff in the course. Policies ensure the proper management and maintenance of library resources,

including support and access for students and staff. Staff development for library personnel takes place on a regular basis.

In order to meet the criterion, the following is required at minimum:

- i. Suitable and sufficient venues are available at all official sites of learning where the course is offered, including teaching and learning venues, laboratories and clinical facilities, where appropriate. The infrastructure is properly maintained and continuously upgraded and adequate funds are available for this purpose. There are codes for clinical conduct, laboratory practice and safety, where appropriate. Venue allocation and timetabling are carefully planned to accommodate the needs of students.
- ii. Suitable and sufficient IT infrastructure, as determined by the nature of the course, is available at all sites of learning. This includes functionally appropriate hardware (computers and printers), software (courses) and internet access to relevant research and clinical resources. The infrastructure is properly maintained and continuously upgraded and adequate funds are available for this purpose. Students and staff are trained in the use of technology required for the course.

Students must have access to a computer linked to the internet – 1 computer per five students is required.

- iii. Suitable and sufficient library resources exist which:
 - Is equipped with a variety of relevant and updated reference material (textbooks, journals, etc.)
 - Complement the curriculum; and
 - Support appropriate professional and scholarly activities of students and staff involved in the course
- iv. Policies exist for the proper management and maintenance of all teaching venues and resources and for their continuous renewal and expansion. These policies are integrated into the education and training centre's financial plan.

7.1 PREMISES

- The premises can be leased or purchased by prospective providers intending to provide training in emergency care. In cases where premises have been leased, a copy of the lease agreement has to be made available to the PBEC.
- Adequate lighting and ventilation has to be provided.
- All by-laws and code application requirements have to be adhered to when making alterations and additions to the classrooms.
- Current health and safety certificates indicating the premises have been inspected for use as a teaching and learning facility must be provided.
- For residential education and training centres a similar report must be included, indicating that the residence and living conditions of the students are in line with the relevant health and safety regulations; and
- Proof of compliance with the municipal zoning regulations with regard to operating as a business will also be required.

7.2 LECTURE ROOMS

The furniture layout in the classroom/s should allow for 2.5 square metres per learner to sit and write on a desk and chair without any obstructions. This includes space required for an examination layout to prevent students copying each other.

7.3 LIBRARY

Please note that a library is defined as a collection of recent books, recent journals (within at least 10 years), periodicals relevant to the emergency care course offered by the accredited training provider and funded and maintained by the training provider, and accessible to students in the course.

Size and Scope of Library resources

1. Subscriptions to the following journals must be in place:

Pre-hospital Emergency Care
African Journal of Emergency Medicine
2. Students must have access to the following in the college library:
 - 2.1. Current and back issues of at least the specified journals
 - 2.2. A minimum of two copies of each of the prescribed textbooks
 - 2.3. A minimum of one copy of each of the recommended readings
 - 2.4. Additional resources such as DVDs, videos and audio-visual recordings.
3. Recommended textbooks should cover the following topics:
 - 3.1 Medical Ethics
 - 3.2 Medico-legal law
 - 3.3 Emergency Medical Dispatch
 - 3.4 Anatomy and Physiology
 - 3.5 Health Chemistry and Physics
 - 3.6 Emergency Medical Care for ALS Providers
 - 3.7 Obstetrics and Paediatrics
 - 3.8 Aviation Medicine
 - 3.9 Microbiology in Practice
 - 3.10 Applied Pharmacology
 - 3.11 General Pathology
4. Please note that the library can include resources of other local tertiary educational institutes as long as these resources are reasonably accessible to students; i.e. these resources should not be financially or geographically exclusive and arrangements should be made by the college and not individual students.

(d) Management and maintenance of library resources

A policy covering management and maintenance of library resources, as well as their continuous renewal and expansion must be in place i.e. a suitable cataloguing system, policies relating to the accessing and lending of materials, appropriate protection systems to ensure against damage, etc.

7.4 PRACTICAL FACILITIES

If the centre intends to use the same room for both theory and practical, the onus is on the provider to demonstrate how they will facilitate effective learning and practise in such an environment.

NB: If infrastructure does not meet the minimum safety requirements, then it remains the responsibility of the prospective provider to engage the local authority to send Fire Safety Officers to issue a Certificate of Compliance with the relevant by-laws of that authority.

7.5 MINIMUM EQUIPMENT LIST

EQUIPMENT	BAA	AEA/OECO	CCA
EQUIPMENT RATIO	12:1	6:1	6:1
Personal CPR barrier-device / one-way valve	1 per student		
CPR Manikin – Adult	4	2	2
CPR Manikin – Child	4	2	2
CPR Manikin – Infant	4	2	2
Cervical Collar	2 sets (Set is L,M & S)	2 sets (Set is L,M & S)	2 sets (Set is L,M & S)
K.E.D	2	2	2
Spine Board – full length	2	2	2
Wound Simulation Kit	1	1	1
Medical Box/ Bag with appropriate contents	2	2	2
Automatic External Defibrillator (AED) Trainer	2	2	2
Obstetrics Manikin	2	2	2
Stretcher – Scoop	2	2	2
Stretcher – Ambulance	1	1	1
Stretcher – Zip	1	1	1
Spider Harness	2 sets	2 sets	2 sets
Head Block	2 sets	2 sets	2 sets
Mechanical Suction Apparatus	2	2	2
Splints – Long	6	6	6
Splints – Short	6	6	6
Splints – Traction (incl paediatric)	2	2	2
Oxygen Administration Equipment	2	2	2
Entonox Administration Equipment	2	2	2
Bag -Valve - Mask Resuscitator - Adult	2	2	2
Bag Valve Mask Ventilator – Child	2	2	2
Bag-Valve-Mask Ventilator – Infant	2	2	2
PASG – Adult and paediatric		1	
Full Body Manikin	1	1	1
ETT Intubation Trainer – Adult			2
ETT Intubation Trainer – Child			2
ETT Intubation Trainer – Infant			2
Ventilator - Adult			1
Ventilator – Infant			1
Cardiac Dysrhythmia		1	2

Simulator			
ECG Monitor Defibrillator		1	2
Cricothyroidotomy Trainer		1	1
Ext Jugular & Femoral Vein Simulator Manikin			1
Chest Decompression Simulator Manikin		1	1
Pulse oximeter		1	1
PEEP valve			1
Incubator			1
Infusion trainer		1	1
Intraosseous trainer – infant			2
ALS Infant Manikin			1
ALS Paediatric Manikin			1
ALS Adult Manikin			1
Umbilical Vein Trainer			1
Pacing Simulator			1
Laryngoscope			1
Capnograph			1
Male & Female urinary catheterization Trainers			1
Suture Trainer			1

8. RELOCATION

Approval has to be obtained from the PBEC **prior** to relocation of the accredited premises by submitting an application together with proof of payment of the non-refundable evaluation fee to the PBEC for consideration. The new premises have to be inspected and accredited by the PBEC **prior** to commencement of education and training.

9. COURSE ADMINISTRATIVE SERVICES

- Provision of information
- Identifying at-risk students
- Dealing with the needs of a diverse student population
- Ensuring the integrity of certification

The course has effective administrative services for providing information, managing the course information system, dealing with a diverse student population and ensuring the integrity of processes leading to certification of the qualification obtained through the course.

In order to meet the criterion, the following is required at minimum:

- The course information system is managed effectively in order to provide reliable information on the following:
 - Venues, timetables, access to library and IT facilities, availability of teaching and support staff for student consultations and student support services.

- Information and communication needs of students in remote (rural) areas receive due attention; and
 - Records of the students in the course, including admission, progression, grades/marks, admission and tuition fees and registration with the PBEC.
- ii. Effective administrative systems are in place for:
- Monitoring student performance in order to ensure timely identification of at-risk students. There are strategies for advising students on improving their chances of success and for referral to appropriate teaching development courses. The Board's prescribed rules for re-admission to courses are clear and are sensitively applied; and
 - dealing with the needs of a diverse student population.
- iii. Clear and efficient arrangements are in place for ensuring that the integrity of certification processes for the qualification obtained through the course is not compromised.

These include:

- Effective mechanisms to conduct quality assurance in respect of the processing and issuing of certificates.
- Effective security measures to prevent fraud or the illegal issuing of certificates.

The certificate must reflect the following:

- Name and reference/registration number of education and training centre
- Name and identity number of candidate
- Name of course successfully completed
- Certificate number
- Date of issue of certificate
- Name of instructor
- Signature of Principal
- Education and training venue

10. COURSE COORDINATION

- Mandate and responsibilities of the Course Coordinator (See criterion 3.2 above);
- Student input and participation; and
- Implementation of policies for ensuring the integrity of certification

The course should be effectively coordinated in order to facilitate the attainment of its intended purposes and outcomes.

In order to meet the criterion, the following is required at minimum:

- i. The principal and/or Course Coordinator operates within the framework of an agreed-upon mandate and defined procedures and responsibilities.

This includes responsibility for:

- Ensuring the teaching coherence and integrity of the course and that all conditions for the delivery of the course are met.
- Coordination of logistical and other issues regarding:
 - The day-to-day delivery of the course
 - All aspects of the course quality management system, including the provision of resources
 - The review of the course and feedback with a view to improvement
 - Monitoring of expenditure
- ii. Opportunities exist for student input and participation in relevant aspects of course coordination.
- iii. Policies for ensuring the integrity of certification processes for the qualification obtained through the course are effectively implemented.

These include:

- Mechanisms for monitoring the eligibility of candidates for the award of certificates.
- Mechanisms for conducting quality assurance of the processing and issuing of certificates; and
- Security measures for preventing fraud or the illegal issuing of certificates.

All organisations offering education and training shall maintain a register of all courses offered, candidates trained, their results, and full details of candidates.

11. TEACHING DEVELOPMENT FOR STUDENT SUCCESS

- Student and staff development
- Additional student teaching support

Teaching development initiatives should promote student and staff development and offer teaching support for students, where necessary.

In order to meet the criterion, the following is required at minimum:

- i. Staff responsible for teaching development are adequately qualified and experienced for their task and their knowledge and skills are regularly updated.
- ii. Student and staff development initiatives are responsive to the needs of the students and staff. This includes foundational and skills-oriented provision for students.
- iii. The education and training centre has strategies for language skills development, numeric and cognitive skills which enhance the use of disciplinary discourse and skills by students.
- iv. Additional student teaching support is offered where necessary.

- v. The effectiveness of teaching development initiatives is regularly monitored and feedback is used for improvement.
- vi. Students are provided with the prescribed textbooks which they keep after completion of the course for future reference.

12. TEACHING AND LEARNING INTERACTIONS

- Guidance to students on course integration and outcomes
- Teaching and learning methods
- Suitable learning opportunities
- Student involvement

Effective teaching and learning methods and suitable learning materials and learning opportunities should facilitate the achievement of the purposes and outcomes of the course.

In order to meet the criterion, the following is required at minimum:

- i. Students are provided with guidance on how the different components of the course e.g. subjects skills and practical training and/or modules) contribute to the learning outcomes of the course.
- ii. There is an appropriate balance between, and mix of, different teaching and learning methods. Teaching and learning methods are appropriate to the design and use of the learning materials and instructional and learning technology.
- iii. Suitable learning opportunities are provided to facilitate the acquisition of the knowledge and skills specified in the course outcomes and within the stipulated time.
- iv. Students actively participate in the teaching and learning process.
- v. The staff have opportunities to upgrade their teaching methods and there is facilitation of suitable learning opportunities.
- vi. The effectiveness of teaching and learning interactions is regularly monitored and the results are used for improvement.

13. STUDENT ASSESSMENT

- Integral part of teaching and learning practices
- Internal (or external) assessment
- Internal and external moderation
- Reliability
- Rigour and security

The course should have effective assessment practices which include internal (or external) assessment, as well as internal and external moderation.

In order to meet the criterion, the following is required at minimum:

- i. Assessment is an integral part of the teaching and learning process and is systematically and purposefully used to provide timely feedback on the degree to which the students have achieved the desired learning outcomes.
- ii. The learning achievements of students are internally assessed by the teaching staff responsible for teaching a course/module in terms of a system that includes internal moderation.

This includes:

- Teaching staff who teach a course/module are responsible for designing, implementing and marking both formative and summative student assessments, for recording results and feedback to students.
 - For summative assessment, especially where more than one marker is involved, internal moderation checks are undertaken to ensure the reliability of the assessment procedures.
 - Procedures are in place and are followed to receive, record, process and turn around assignments within a time frame that allows students to benefit from feedback prior to the submission of further assessment tasks.
- iii. The learning achievements of students are externally moderated by appropriately qualified people who have been appointed according to clear criteria and procedures and who conduct their responsibilities in terms of clear guidelines.

13.1 EXTERNAL MODERATION:

- External moderators are independent experts in their fields, have qualifications at least one level above the qualification being examined and at minimum be registered as an advanced life support provider (ECP, ECT, N.Dip or Paramedic (CCA), are changed regularly (at least every three years), are not appointed as part of reciprocal arrangements, (where possible) and are approved by and responsible to the PBEC.
- The education and training centre must ensure that the approved PBEC templates and guidelines are available for external moderators for the completion of their reports.
- External moderators must re-mark at least 50% of the examination scripts for each written paper.
- Completed external moderator reports are returned to the Principal/Training Manager concerned. Problems are discussed and improvements are designed and documented. The Principal is responsible to monitor the implementation of agreed improvement plans. External moderators approve the final marks list for the qualification concerned for registration purposes. For additional information on examinations see the curriculum document of the PBEC in accordance with level of training to be offered. A Board appointed moderator is **mandatory** for all CCA final and remedial examinations. The PBEC may appoint a moderator for examinations as deemed necessary.
- Board appointed external moderators' reports are initially returned to the Board for consideration.

- External moderators are expected to comment on the validity of the assessment instruments, the quality of student performance and the standard of student attainment, the reliability of the marking process and any concerns or irregularities with respect to the observation of the education and training centre and professional regulations.
- Assessment practices are effective and reliable in measuring and recording student attainment of the intended learning outcomes.
- The Principal and/or any staff member in the organisation may not be appointed by the training provider as external moderators.
- External moderators have to be approved by the Board and the names of at least two persons and their CVs must be submitted together with the annual reports. The Board must be informed of any changes in moderators.

This includes the following:

- Assessment criteria are commensurate with the level of the qualification and, where appropriate, professional bodies, and are made explicit to staff and students.
- Learning activities and the required assessment performances are both aligned with learning outcomes of the course.
- Learning outcomes for the course and their link to assessment criteria and judgments are clearly stated and communicated to students. A range of appropriate assessment tasks is effective in measuring student attainment of the intended learning outcomes. There is at least one integrated assessment procedure for each qualification, which is a valid test of the key purposes of the course.
- A system is in operation for maximizing the accuracy, consistency and credibility of results, including consistency of marking and concurrence between assessors and external examiners on the nature and quality of the evidence which indicates achievement of learning outcomes.
- Students' assessment records are strictly access controlled and secure. Assessment data is accessible to teaching coordinators, administrators, teaching staff and students, as appropriate.
- Measures are taken to ensure the reliability, rigour and security of the assessment system.

In order to meet the criterion, the following is required at minimum:

The assessment system is rigorous and secure.

This includes:

- The education and training centre's professional rules, governing assessment are published and clearly communicated to students and relevant stakeholders.
- Evidence is provided to demonstrate that these rules are widely adhered to.
- Breaches of Assessment Rules are dealt with effectively and timeously.
- Students are provided with information and guidance on their rights and responsibilities regarding assessment processes (e.g., definitions of, and regulations on plagiarism, penalties, terms of appeal, supplementary examinations, etc.)
- Student Appeals Procedures are explicit, fair and effective.

- There are clear and consistent published guidelines/ rules for:
 - Marking and grading of results.
 - Aggregation of marks and grades.

13.2 SETTING OF QUESTION PAPERS

The Principal is accountable for the following:

- i. Ensuring that strict **security** measures are maintained at all stages with regard to examination processes and marking memoranda.. This includes handwritten copies, typed copies, faxed copies, copies kept on a computer disk, etc. It also includes security measures during the typing of question papers / skills assessments within the centres and whilst in transit to the moderator.
- ii. Typing the question paper.
- iii. For preparing and forwarding to the moderator a draft examination question paper and a supplementary examination paper, the learner/study guide, plus their respective marking memoranda showing clearly the allocation of marks. A copy of the marking memoranda must be retained by the moderator to assist with the task of moderating and possible re-marking.
- iv. Ensuring that under no circumstances any information relating to the contents of the examination question paper / skills evaluations is disclosed to a student or any other person. A breach of confidentiality and security shall be deemed as constituting a breach of the Examination Rules and shall constitute an offence and may be referred to the Boards Committee of Preliminary Inquiry for investigation.

13.3 PRESENCE AT EXAMINATION VENUES

The Principal is accountable to ensure that the examiner is present at the commencement of a written examination for a period of at least **ten (10) minutes** in order to deal with any queries, which may arise **and be on call for the duration of the examination**.

13.4 MARKING OF EXAMINATION SCRIPTS

The Principal is accountable for the following:

- i.. To ensure that questions are marked by the same examiner and the standard of marking for all scripts is similar. Different examiners may be utilised to mark the paper as long as a single examiner marks a single question for all candidates for purposes of reliability.
- ii. The correct marking of scripts by sub-examiners who are required to sign for each section they mark on the script. As a general rule, this should be avoided. If sub-examiners are to be used, sub-examiners should ideally mark sub-section/s of all papers, as reflected in (i) above
- iii. Ensure that if a candidate has attempted more than the required number of questions (e.g. 6 instead of 5) the examiner assesses and marks the first five questions written on the answer book as required in the examination question paper. Additional questions attempted by candidates must not be marked.

- iv. Ensure that if the examination question paper is divided into sections (e.g. Section A and Section B) and if the candidate is required to answer two questions from each section, the first two questions answered for that section must be marked.
- v. Ensure that examiners consider all methods used by the candidate. Where a candidate has used an acceptable method, which has not been specifically mentioned in the memorandum, the examiner must, nonetheless, assess the correctness of the alternative method and allocate marks accordingly.
- vi. Ensure that all marking is done in red ink and no marking done in pencil.
- vii. Ensure that examiners clearly indicate on the script what is correct and what is incorrect.
- viii. Ensure that at no stage any results are released by the examiner/s without the moderation process being fully completed.

13.5. RECORDING OF MARKS

The Principal is accountable for the following:

- i. Ensure that the total marks awarded for each answer are recorded in the left-hand margin of the script and circled. Thereafter, the marks must be transferred to the front cover of the answer book and totalled. This total, expressed as a percentage, must be entered in a space provided on the front cover of the answer book.
- ii. Ensure that if no marks are awarded to a particular question a "0" (zero) is recorded in the appropriate space, as well as on the front cover.
- iii. Ensure that the examiner who is responsible for marking, signs each script in the space provided on the cover. In the case of two or more examiners, such signing should be done at the end of each question if separate scripts are not used for their relevant sections.
- iv. Ensure that all recording of marks is done in red ink. If a student is absent for an examination sitting, this must be clearly indicated on the mark sheet.
- v. Ensure that the examiner checks the weighting formula for the calculation of the final result.
- vi. Ensure that the following documents are stored after the examination has been completed:
 - a. Marked and moderated scripts in the order as listed on the register
 - b. Moderator's Report Form
 - c. Completed examination attendance register
 - d. Copy of the examination question paper and marking memorandum

13.6. EXTERNALLY MODERATED EXAMINATION

The Principal is accountable for the following:

- i. To ensure that in the case of externally moderated examinations -
 - a. the scripts, the moderator's report form, a copy of the question paper and marking memo are forwarded directly to the external moderator:
 - b. ensure that the external moderator is provided with the syllabi, learner/study guide and lists of prescribed works, if necessary.

14. COORDINATION OF CLINICAL PLACEMENT

- Communication
- Recording system
- Monitoring system;
- Mentoring system
- Assessment of clinical learning outcomes and decision making

The coordination of work-based learning is done effectively in all components of applicable courses. This includes an adequate infrastructure, effective communication, recording of progress made, monitoring and mentoring.

In order to meet the criterion, the following is required at minimum:

- i. Learning contracts or agreements are implemented through which the student and the training centre can negotiate, approve and assess the objectives and outcomes of the learning process. Various parties, i.e. the education and training centre, students, mentors and practical placement areas adhere to the contract or agreement on their roles and responsibilities.
- ii. Regular and effective communication takes place between the education and training centre, students, mentors and placement areas involved in clinical learning. Good working relations are maintained between the various parties involved.
- iii. A system (both at the education and training centre and at the place of employment) is in operation to record and monitor regularly and systematically the progress of the students' learning experience in the workplace.
- iv. A mentoring system enables the student to recognize strengths and weaknesses in his/her work, to develop existing and new abilities and to gain knowledge of work practices.
- v. Staff in clinical placement areas must be properly briefed on the expectations regarding supervision and mentoring of students. Students must be able to perform the required skills under supervision and should not only observe. Documentary evidence of the students' active clinical and experiential training is required.
- vi. Documentation such as attendance registers, practical workbooks and reflective practice journals need to be in place to record, guide and facilitate clinical learning. The system used for the verification and auditing of these portfolios and documents must be evidenced. .
- vii. If the AEA and/or Paramedic course is offered, statistics must be provided from the operational service to be utilised for frontline work and clinical experiential learning based on at least 6 months of calls.

This must be presented in the following format:

- Number of vehicles rostered per shift in the case of EMS
- Number of BAA/AEA/Paramedic staff per shift, in the case of EMS.
- Cases per day
- Number of red codes (P1)
- Number of yellow codes (P2)
- Number of green codes (P3)

15. DECENTRALISED TRAINING CENTRES

A decentralised education and training centre is defined as an education and training centre that is established under the control of an accredited education and training centre, but which has its own training personnel, equipment and facilities.

A decentralised centre must have a full time Training Manager and staff. The facilities at decentralised education and training centres must be on the same level as at the main campus.

16. SATELLITE EMERGENCY CARE TRAINING CENTRE

A satellite education and training centre is defined as the utilisation of the same staff and equipment of the main centre to offer education and training at a separate venue. **Satellite training is not permitted.**

17. ACCREDITATION REVIEW PROCESS

A formal review process will be initiated when education and training centres do not comply with the minimum requirements for education and training, as determined by the PBEC.

- i. The PBEC advises the education and training centre that it intends to consider suspending or withdrawing accreditation and provides the reasons.
- ii. The education and training centre must make representations within 21 days from date of the letter, containing reasons why the PBEC should not proceed with the intended suspension or withdrawal of consideration.
- iii. After considering the representations, the PBEC may then decide to advise the training centre of the remedial steps to be taken to address the shortcomings within a period determined by it or to withdraw the accreditation.
- iv. All assessment shall be externally moderated by the Board in case of the withdrawal of accreditation.

18. ADDITIONAL NOTES

- 18.1 Additional supporting information that needs to be made available together with the application for AEA and Paramedic education and training centres:

- Proof of dedicated appropriate clinical training equipment must be available for the duration of the course.
- A sample programme and, if applicable, a practical placement time-table.
- An examination bank of at least 100 sample multiple choice questions appropriate to the course(s) applied for, including the memorandum.
- An examination bank of at least 100 short questions appropriate to the course(s) applied for, including the memorandum.
- An examination bank of at least 10 simulation scenarios appropriate to the course(s) applied for, plus the assessment rubric.
- An examination bank of all required Objective Structured Clinical Examinations (“OSCE’s”) appropriate to the course/s applied for.
- An examination bank of at least 20 oral questions appropriate to the course/s, plus the assessment rubric.

The following documents should also be submitted in support of the application portfolio:

- Curriculum vitae of the Principal and the training staff
- Example of Certificate
- Written agreement with Provincial Ambulance Training College or private organisation regarding practical training
- Training programme/roster

18.2 THREE (3) HARD COPIES AND AN ELECTRONIC COPY OF A DULY COMPLETED PORTFOLIO AND APPLICATION FORM, INCLUDING ALL RELEVANT DOCUMENTS AND PROOF OF PAYMENT OF THE NON-REFUNDABLE EVALUATION FEE SHALL BE SUBMITTED FOR CONSIDERATION BY THE PBEC.

18.3 THE RENTAL OF PREMISES AND/OR PURCHASING OF EQUIPMENT DOES NOT GUARANTEE ACCREDITATION.

18.4 NO EDUCATION AND TRAINING MAY COMMENCE OR PROCEED PRIOR TO HAVING OBTAINED WRITTEN APPROVAL FROM THE PBEC.

8.5 NO INCREASE IN NUMBER OF STUDENTS AND/OR COURSES MAY BE EFFECTED WITHOUT PRIOR WRITTEN APPROVAL BY THE PBEC.