



## **PRELIMINARY APPROVAL APPLICATION**

February 2014 Version 3.0

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609/434 St Kilda Road

Melbourne Vic 3004

Telephone: +61 3 9867 7070

Email: [pepas@caa.net.au](mailto:pepas@caa.net.au)

Web: [www.caa.net.au](http://www.caa.net.au)

The CAA Preliminary Accreditation Application Version 1.0 December 2009.

The Accreditation Application Pro forma should be read and used in conjunction with the CAA *Guidelines for the Assessment and Accreditation of Entry-level Paramedic Education Programs*.

Version	Date
1.0	December 2009
2.0	May 2010
3.0	February 2014

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## Preliminary Approval Application - Introduction

This Application Form should be submitted when an educational institution intends to offer an entry-level paramedic education program for the first time or when making a major change to an existing program.<sup>1</sup>

**Part A** of this pro forma must be completed and must be the first page of any application.

**Part B** of the pro forma provides the opportunity to give a descriptive history, development and future plans for the course.

**Part C** of the pro forma deals with the information relating to the standards that must be provided in order to support an application. Applicants should supply all information and supporting evidence when applying.

Part C also requires that applicants self-assess their compliance with each of the Accreditation Standards. If the application is in respect of a change to a currently accredited course, responses should be concise, but also address explicitly matters drawn to the applicant's attention by CAA at earlier stages of accreditation or in a previous full accreditation review. It should culminate in a statement of the actions which the school proposes to address any weaknesses or deficiencies identified.

Applications for later stages of accreditation should not duplicate information but should update that provided at the previous stage. Applicants should make clear whether information provided and statements made (e.g. those relating to staff appointments or funding/resources) refer to arrangements in place, firm commitments or proposals still needing internal approval.

The new or changed course must be able to satisfactorily demonstrate compliance to all required standards.

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<sup>1</sup> A major change in a paramedic program could be a

- Change to the educational institution setting
- Significant change in objectives, or a substantial change in philosophy or emphasis
- Change in the length of the course, especially any reduction in length
- Major change in the format or overall sequence of subjects of the course
- Major change in teaching, especially those involving changes to contact hours, or a major change to assessment methods.
- Significant changes forced by a major reduction in resources leading to an inability to achieve the objectives of the existing course

## **Accreditation procedures for new or changed programs**

There are three stages of accreditation Paramedic courses: Preliminary Approval, Provisional Accreditation and Full Accreditation. For new programs the accreditation process begins prior to the enrolment of the first cohort of students.

The process is as follows:

### **3.1 Preliminary Approval**

For a University which has not previously offered a paramedic program, an application for ***preliminary approval*** must be made prior to the course being advertised to prospective students. This should normally be undertaken at least twelve months prior to the enrolment of the first cohort of students.

Established schools intending to introduce new, changed or additional courses should undertake the application process at least six months prior to the first enrolments.

It is recognised that the information sought for the purposes of Accreditation may have been already documented in internal submissions for course approval and these can be submitted on the proviso that each item specified in the pro forma is referenced in the submission.

The application is evaluated on behalf of the CAA by two independent academic reviewers who make recommendations to the Paramedic Education Program Accreditation Scheme (PEPAS). Dependent on recommendation(s) PEPAS may require additional information or may conduct a site visit where it is necessary to make a decision.

The Preliminary Approval Application fee covers the cost of reviewing and evaluating the application; it is non-refundable should an applicant decide not to proceed (refer Fee Schedule at CAA website).

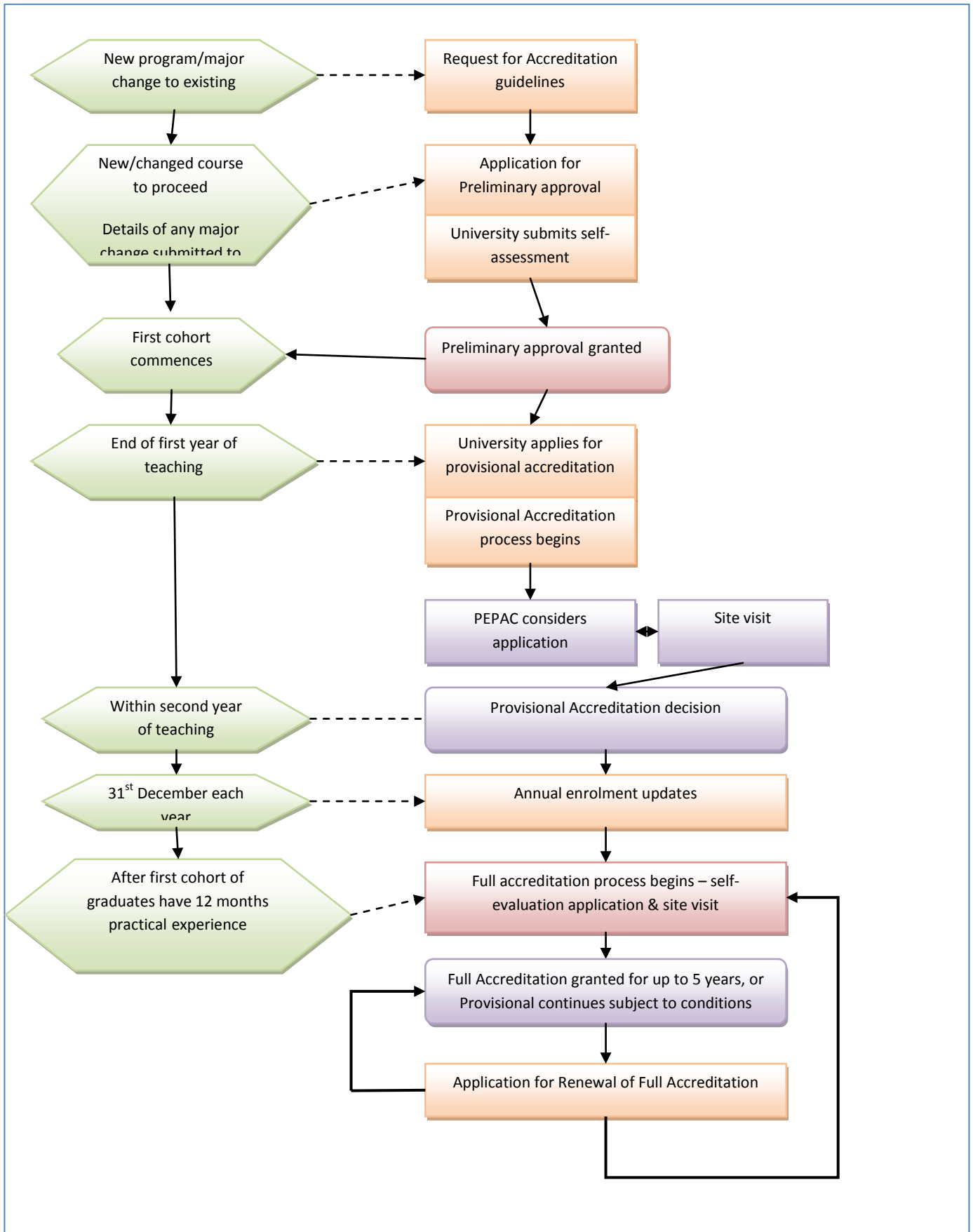
### **3.2 Provisional Accreditation**

Following 12 months of teaching the school is required to make application for Provisional Accreditation (refer *Guidelines for the Assessment and Accreditation of Entry-level Paramedic Education Programs* for more information on this stage).

### **3.3 Full Accreditation**

When the first cohort of graduates has worked as paramedics for a period of 12 months the school may then make application for full accreditation (refer *Guidelines for the Assessment and Accreditation of Entry-level Paramedic Education Programs* for more information on this stage).

## Flow chart/timeline: new or changed programs

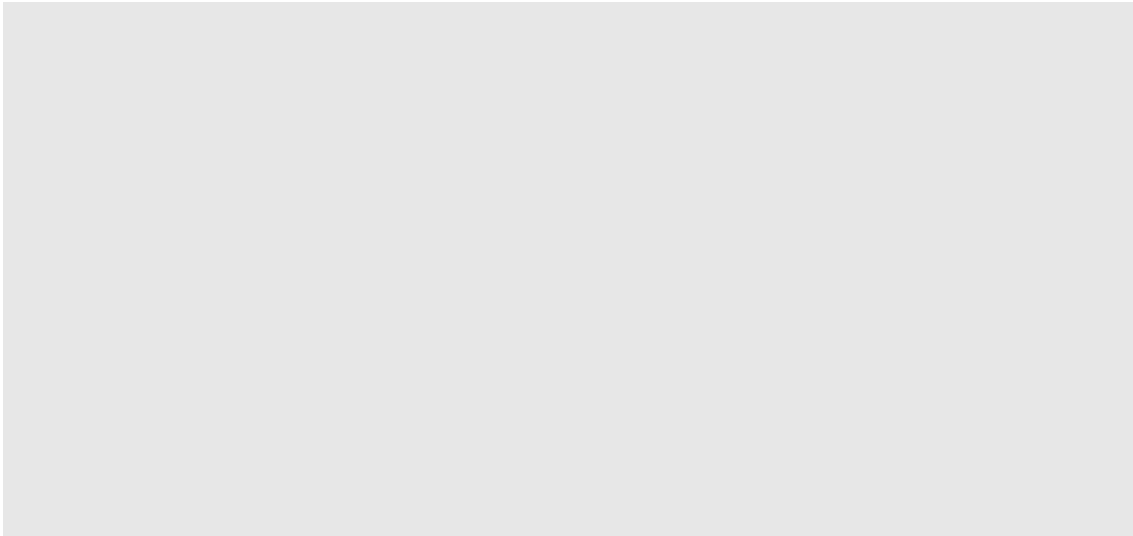


## Part A: Application Cover Sheet

University	
Address	
Title of course	
Head of School	Name
	Title
	Telephone
	Email
Other contact (optional)	Name
	Title
	Telephone
	Email
Address (if different to above)	
Type of accreditation sought	
Current accreditation status	
Date of application	
Date of commencement of course(s)	

## Part B: Background

Provide a background or history on the development of the paramedic program giving an overall understanding of how the course has progressed and future plans. Enrolment data for the current cohort should be included in the application, if available.





## Part C: The Standards

### Standard 3.1: The Context of Entry-level Paramedic Education Programs

#### 3.1.1 Governance

**Required:** The governance structures and functions of the academic organisational unit<sup>2</sup> delivering the educational institution's paramedic education program **must** be defined including the relationship within the educational institution.

**Desirable:** The governance structures **should** set out the committee structure that will ensure that the outcomes of the program are met. This structure **should** reflect representation from academic staff, students and industry and professional stakeholders in decision-making.

**Self-assessment – please indicate standard achieved for this criteria:**

**Required**

**Desirable**

#### 3.1.2 Academic leadership

**Required:** The responsibilities of the leadership of the academic organisational unit delivering the educational institution's paramedic education program **must** be clearly stated.

**Desirable:** The academic leadership **should** be evaluated at defined intervals with respect to the paramedic education program's goals and objectives.

**Self-assessment – please indicate standard achieved for this criteria:**

**Required**

**Desirable**

Please supply evidence in support of your assessed level:

#### 3.1.3 Educational budget and resource allocation

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<sup>2</sup> Discipline / Department / School

**Required:** The academic organisational unit responsible for the paramedic education program must have a clear line of responsibility and authority for the curriculum and its resourcing including a dedicated education budget.

**Desirable:** There should be sufficient autonomy to direct resources including remuneration of teaching staff in order to achieve the overall goals and objectives of the paramedic education program.

**Indicative Budget:**

	Year 1	Year 2	Year 3	Year 4
<b>Planned enrolments</b> (new and continuing)				
HECS				
DFP				
FFP international				
<b>Total</b>				
<b>Income</b>				
Operating Grant				
Tuition fees				
Other e.g. research grants and/or collaborations				
<b>Total</b>				
<b>Expenditure</b>				
Academic salaries				
General staff salaries				
Casual teaching staff				
Laboratory equipment (capital budget)				
Laboratory consumables				
Library				
Other expenditure e.g. professional development				
<b>Total</b>				

**Self-assessment – please indicate standard achieved for this criteria:**

**Required**

**Desirable**

Please supply evidence in support of your assessed level:

### 3.1.4 Collaboration with the ambulance sector

**Required:** The educational institution must have relationships with the ambulance sector that are based on a spirit of cooperation and shared commitment to achieving high quality paramedic education and research programs.

**Desirable:** These relationships should be expressed through a framework document(s) based on an agreed set of principles and which set out the understandings between the parties on arrangements for paramedic education and research programs.

**Self-assessment – please indicate standard achieved for this criteria:**

**Required**

**Desirable**

Please supply evidence in support of your assessed level:

### 3.1.5 Collaboration with the profession

**Required:** The educational institution must demonstrate a collaborative relationship with the ambulance profession.

**Desirables:**

- i) Academic staff engaged in paramedic education programs should be encouraged to take up membership with the Paramedics Australasia (PA) or similar paramedic professional body(s).
- ii) There should be formal engagement between universities and PA or similar paramedic professional organizations through representation on appropriate committees and in program development.

**Self-assessment – please indicate standard achieved for this criteria:**

**Required**

**Desirables** i)  ii)

Please supply evidence in support of your assessed level:

### 3.1.6 Interaction with other sectors

**Required:** The educational institution must have constructive interaction and formal relationships with the health and health-related sectors of society and government.

**Desirable:** The educational institution should work with its partners to ensure their academic staff in affiliated educational institutions and organisations are integrated into service and administrative activities and that staff employed by the affiliated education institution or organisation recognize their teaching obligations.

**Self-assessment – please indicate standard achieved for this criteria:**

**Required**

**Desirable**

Please supply evidence in support of your assessed level:

### 3.1.7 Teaching-research nexus

**Required:** The educational institution must foster the relationship between research and teaching in paramedic education programs.

**Desirable:** The interaction between research and teaching should be reflected in the paramedic education program/curriculum

**Self-assessment – please indicate standard achieved for this criteria:**

**Required**

**Desirable**

Please supply evidence in support of your assessed level:

### 3.1.8 Inter-professional research

**Required:** The educational institution must demonstrate commitment to a multi-professional approach to the conduct of health research, scholarship and graduate research programs in the context of paramedicine and pre-hospital care.

**Desirables:**

- i) Graduate research degree programs (at master and doctorate levels) should be developed in collaboration with other health disciplines within the university.
- ii) Collaborative research grant submissions should be developed and research activities conducted with other disciplines within the university, with other schools responsible for paramedic and other health professional programs, and with industry and professional partners.

**Self-assessment – please indicate standard achieved for this criteria:**

<b>Required</b>	<input type="checkbox"/>
<b>Desirables</b>	i) <input type="checkbox"/> ii) <input type="checkbox"/>

Please supply evidence in support of your assessed level:

**3.1.9 Staff resources**

**Required:**

- i) The academic organisational unit responsible for the paramedic education program must have an appropriate profile of academic and administrative staff to support the paramedic education program and other activities and to ensure sound management and deployment of its resources.
- ii) The educational institution must define the responsibilities of paramedics who contribute to the delivery of paramedic education programs and its responsibilities to these paramedics.

**Desirables:**

- i) The management should include a program of quality assurance and regular review.
- ii) Casual and adjunct academic staff should have the opportunity to provide feedback on the education program and to participate in appropriate teaching training and performance review and development.

**Self-assessment – please indicate standard achieved for this criteria:**

<b>Required</b>	i) <input type="checkbox"/> ii) <input type="checkbox"/>
<b>Desirables</b>	i) <input type="checkbox"/> ii) <input type="checkbox"/>

Please supply evidence in support of your assessed level:

### 3.1.10 Staff appointment, promotion and development

**Desirables:**

- i) A policy should be developed for academic staff selection criteria including educational, clinical and research merit, relationship to paramedic education program goals and objectives, economic considerations and local issues.
  
- ii) The educational institution should have appointment, promotion and development policies for academic and general staff, which addresses a balance of capacity for teaching, research and community service and which recognizes meritorious academic activities and appropriate emphasis on research attainment and teaching qualifications.
  
- iii) Staff training and development policy should include university teaching and learning training and performance planning and review.
  
- iv) The educational institution’s employment practices should be gender balanced and culturally inclusive.

**Self-assessment – please indicate standard achieved for this criteria:**

**Desirables**                    i)     ii)     iii)     iv)

Please supply evidence in support of your assessed level:

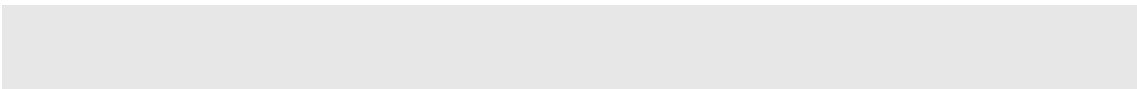
### 3.1.11 Staff indemnification

**Required:** The educational institution must have arrangements for indemnification of teaching staff in relation to their involvement in clinical research and the delivery of paramedic education programs.

**Self-assessment – please indicate standard achieved for this criteria:**

**Required**

Please supply evidence in support of your assessed level:

A solid grey rectangular box intended for providing evidence in support of the assessed level.

**Overall self-assessment - please evaluate how well the program meets  
Standard 4.1**

A large, solid light green rectangular box intended for the overall self-assessment of how well the program meets Standard 4.1.

## Standard 3.2: The Outcomes of Entry-level Paramedic Programs

### 3.2.1 Goals and objectives

**Required:** The educational institution must define the paramedic education program's goals and objectives and must make them know to students, partners and stakeholders. The objectives must incorporate an educational process that will result in a paramedic trained appropriately to the level of qualification attained and specified level of competence required.

**Desirable:** The program should describe the attributes that students on the paramedic pathway will demonstrate on graduation relating to knowledge and understanding, skills, and attitudes affecting professional behavior.

**Self-assessment – please indicate standard achieved for this criteria:**

**Required**

**Desirable**

Please supply evidence in support of your assessed level:

### 3.2.2 Paramedic Program Outcomes

**Required:** The program **must** have the content and delivery in a manner which allows students to develop and demonstrate the competencies required for practice at the level of the relevant qualification, through appropriate use and synthesis of their theoretical knowledge and the generic attributes and paramedic-specific abilities and skills specified in the Paramedic Professional Competency Standards.

**Desirable:** The educational institution **should** demonstrate responsiveness to changes in the Australian and New Zealand paramedic education context, specifically addressing through the curriculum issues identified as of contemporary importance including those identified by the Council of Ambulance Authorities (CAA) and its Ambulance Education Committee (AEC).

**Self-assessment – please indicate standard achieved for this criteria:**

**Required**

**Desirable**



Please supply evidence in support of your assessed level:

### 3.2.3 Work readiness

**Required:**

- i) The educational institution must demonstrate it has developed a paramedic education program that provides students with the educational base for a graduate appropriate to the level of qualification to be attained, the specified level of competence to meet the requirements for employment as an entry level paramedic.
- ii) The educational program / curriculum requirements for work readiness must be determined by the curriculum / program development committee through consultation with all major stakeholders in particular, the principal ambulance services in Australia and New Zealand represented by the CAA.

**Desirable:** The educational program / curriculum requirements to meet the work readiness requirements of the principal ambulance services in Australia and New Zealand **should** be reviewed on a regular basis as part of a formal paramedic education program review process.

**Self-assessment – please indicate standard achieved for this criteria:**

<b>Required</b>	i) <input type="checkbox"/>	ii) <input type="checkbox"/>
<b>Desirable</b>	<input type="checkbox"/>	

Please supply evidence in support of your assessed level:

**Overall self-assessment – please evaluate how well the program meets Standard 3.2**

### **Standard 3.3: The Paramedic Curriculum**

#### **3.3.1 Curriculum framework**

**Required:** The educational institution must have a framework for the curriculum organized according to the overall outcomes which have, in turn, been broken down into specific objectives for each year or phase of the program, and learning methods that are consistent with the educational objectives.

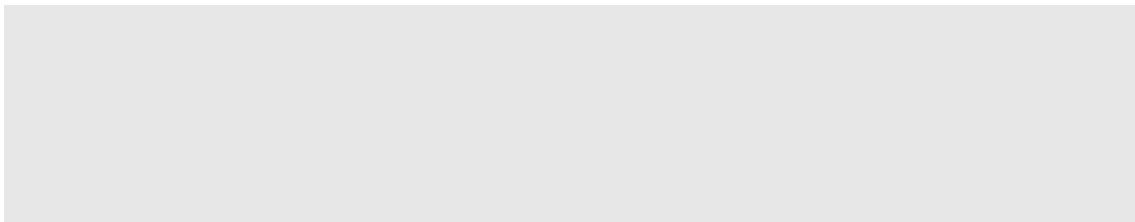
**Desirable:** The teaching and learning methods should encourage students to take responsibility for their learning processes and prepare them for lifelong learning.

**Self-assessment – please indicate standard achieved for this criteria:**

**Required**

**Desirable**

Please supply evidence in support of your assessed level:



#### **3.3.2 Curriculum structure**

**Required:**

i) The educational institution must develop descriptions of the content, extent and sequencing of the curriculum that guides both staff and students on the level of knowledge and understanding, skills and attitudes expected of students at each stage of the program.

ii) The curriculum must be structured as described in the Guidelines 3.2.2.

**Desirables:**

i) The curriculum content and the organisation of learning experiences should foster a commitment to continuing professional growth including learning through self-directed, independent study.

- ii) The curriculum content should address clinical practice and professional issues relevant to the time.
  
- iii) The clinical education should ensure timely and progressive exposure to the paramedic work environment.

**Self-assessment – please indicate standard achieved for this criteria:**

<b>Required</b>	i) <input type="checkbox"/>	ii) <input type="checkbox"/>
<b>Desirables</b>	i) <input type="checkbox"/>	ii) <input type="checkbox"/> iii) <input type="checkbox"/>

Please supply evidence in support of your assessed level:

### 3.3.3 The continuum of learning

**Required:** The educational institution must clearly articulate to students:

- i) the range of postgraduate education pathways available on successful completion of the paramedic education to allow progression into specialist fields;
- ii) the pathways available for progression into other health professional programs;
- iii) other academic linkages available.

**Desirables:**

The educational institution should develop and demonstrate processes to enable students to transfer to university education programs and environments.

**Self-assessment – please indicate standard achieved for this criteria:**

<b>Required</b>	i) <input type="checkbox"/>	ii) <input type="checkbox"/>	iii) <input type="checkbox"/>
<b>Desirable</b>	<input type="checkbox"/>		

Please supply evidence in support of your assessed level:

### 3.3.4 Assessment of student learning

#### Required:

- i) The educational institution must define and document the methods used for assessment including the criteria for progression in the course.
- ii) Assessment principles, methods and practices must be appropriate for the educational objectives of the paramedic education program and must promote student learning.

#### Desirable:

- i) The reliability and validity of assessment methods should be evaluated and new assessment methods should be developed where required.
- ii) The educational institution should ensure that the scope of the assessment, and assessment standards and processes are consistent across all teaching sites.
- iii) Assessment methods should be explicit and made known to students at the onset of the paramedic education program.
- iv) Assessment of various curricular elements should be integrated to encourage an integrated approach to learning.

#### Self-assessment – please indicate standard achieved for this criteria:

- |                   |                             |                              |                               |                              |
|-------------------|-----------------------------|------------------------------|-------------------------------|------------------------------|
| <b>Required</b>   | i) <input type="checkbox"/> | ii) <input type="checkbox"/> |                               |                              |
| <b>Desirables</b> | i) <input type="checkbox"/> | ii) <input type="checkbox"/> | iii) <input type="checkbox"/> | iv) <input type="checkbox"/> |

Please supply evidence in support of your assessed level:

### 3.3.5 Monitoring and evaluation

#### Required:

- i) The educational institution must have a mechanism for paramedic education program evaluation as part of its quality assurance process that monitors the curriculum, the quality of teaching and student progress and ensures that concerns are identified and addressed.
- ii) Both teacher and student feedback must be systematically sought, analysed and responded to.
- iii) Student performance must be analysed in relation to the paramedic education program and its educational objectives.
- iv) The educational institution must benchmark its paramedic education program against the educational standards contained within the Guidelines.
- v) The educational institution must demonstrate formal procedures for regular review and updating of its paramedic education program structure and functions and must rectify deficiencies and meet changing needs in a timely manner.

#### Desirables:

- i) Program evaluation should address the context of the educational process, the specific components of the program and the general outcomes.
- ii) Measures of and information about attributes of graduates should be used as feedback to program development.
- iii) Teachers and students should be actively involved in program evaluation planning and in using results for quality improvement.
- iv) Student performance should be analysed in relation to student background, conditions and entrance qualifications, and should be used to provide feedback to committees responsible for student selection, program planning and student support.
- v) A wider range of stakeholders should have access to results of program evaluation and their views on the development and relevance of the education program should be considered.

**Self-assessment – please indicate standard achieved for this criteria:**

<b>Required</b>	i) <input type="checkbox"/>	ii) <input type="checkbox"/>	iii) <input type="checkbox"/>	iv) <input type="checkbox"/>	v) <input type="checkbox"/>
<b>Desirables</b>	i) <input type="checkbox"/>	ii) <input type="checkbox"/>	iii) <input type="checkbox"/>	iv) <input type="checkbox"/>	v) <input type="checkbox"/>

Please supply evidence in support of your assessed level:

**Overall self-assessment – please evaluate how well the program meets  
Standard 3.3**

**Standard 3.4: Curriculum implementation**

**3.4.1 Admission policy & selection**

**Required:** The educational institution must have an admission policy including a clear statement on the process for selection of students into paramedic education programs.

**Desirables:**

- i) The relationship between selection, the educational program and the desired attributes of graduates should be stated.
- ii) Any framework document between the educational institution and an ambulance authority/industry employer organisation should include agreed student selection criteria.
- iii) The admission policy should be reviewed on a regular basis as part of the paramedic education program review process.

**Self-assessment – please indicate standard achieved for this criteria:**

<b>Required</b>	<input type="checkbox"/>
<b>Desirables</b>	i) <input type="checkbox"/> ii) <input type="checkbox"/> iii) <input type="checkbox"/>

Please supply evidence in support of your assessed level:

### 3.4.2 Pathways, entry points and credits

**Required:** The educational institution must ensure that undergraduate paramedic education programs provide defined credit transfer or articulation pathways.

**Desirable:** Pathways, entry points and credits should be reviewed on a regular basis as part of the paramedic education program review process.

**Self-assessment – please indicate standard achieved for this criteria:**

**Required**

**Desirable**

Please supply evidence in support of your assessed level:

### 3.4.3 Student intake

**Required:** The size of the student intake, including international and domestic fee-paying students, must be defined and related to both the capacity of the educational institution at all stages of paramedic education and training and to the workforce needs of ambulance authorities and other employer organisations.

**Desirables:**

- i) The nature and size of student intake should be reviewed periodically in consultation with key stakeholder groups.
- ii) Targeted access schemes for disadvantaged or under-represented groups should be complemented by appropriate support services.

**Self-assessment – please indicate standard achieved for this criteria:**

**Required**

**Desirables** i)  ii)

Please supply evidence in support of your assessed level:

#### 3.4.4 Student support and counseling

**Required:** The educational institution must offer appropriate student support including counseling, health and academic advisory services.

**Desirable:** Counseling should be provided based on monitoring of student progress and should address students' personal and social needs.

**Self-assessment – please indicate standard achieved for this criteria:**

**Required**

**Desirable**

Please supply evidence in support of your assessed level:

#### 3.4.5 Student representation

**Required:** The educational institution must have a policy on student representation and appropriate participation in the design, management and evaluation of paramedic education programs and in other matters relevant to students.

**Desirable:** Student activities and organisations should be encouraged and facilitated.

**Self-assessment – please indicate standard achieved for this criteria:**

**Required**

**Desirable**

Please supply evidence in support of your assessed level:

#### 3.4.6 Student indemnification



**Required:** The educational institution must have policies regarding adequate indemnity for the relevant activities of students.

**Self-assessment – please indicate standard achieved for this criteria:**

**Required**

Please supply evidence in support of your assessed level:

### 3.4.7 Educational resources

**Required:**

- i) The educational institution must have sufficient physical facilities for the staff and student population to ensure that paramedic education programs can be delivered adequately.
- ii) The educational institution, in collaboration with ambulance authorities and industry employer organisation, must ensure that sufficient physical facilities are available to students on attachment including appropriate facilities for communication and information exchange between sites and overnight accommodation as appropriate.

**Desirables:**

- i) Library facilities available to staff and students should include access to electronic databases, supportive staff and a reference collection adequate to meet curriculum and research needs.
- ii) The learning environment for students should be improved by regular updating and extension of facilities to reflect developments in educational practices.

**Self-assessment – please indicate standard achieved for this criteria:**

**Required** i)  ii)

**Desirables** i)  ii)

Please supply evidence in support of your assessed level:

### 3.4.8 Educational exchanges

**Required:** The educational institution must have a policy for collaboration with other educational institutions and for the transfer of educational credit.

**Desirable:** Regional and international exchange of academic staff and students should be facilitated by the provision of appropriate resources.

**Self-assessment – please indicate standard achieved for this criteria:**

**Required**

**Desirable**

Please supply evidence in support of your assessed level:

### 3.4.9 Clinical training resources

**Required:** The educational institution must ensure adequate clinical experience and the necessary resources including sufficient patients, simulated patients and clinical training facilities.

**Desirable:**

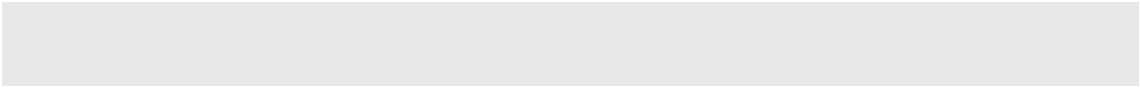
- i) The facilities for training should be developed in partnership with ambulance authorities, paramedic industry employers and other appropriate health care providers to ensure clinical training, which is adequate to the needs of the population.
- ii) Facilities for training should be evaluated regularly to ensure appropriateness and quality for paramedic training.
- iii) Rural and clinical placements should be included as a priority where appropriate.

**Self-assessment – please indicate standard achieved for this criteria:**

**Required**

**Desirable** i)  ii)  iii)

Please supply evidence in support of your assessed level:



### 3.4.10 Clinical placements

**Required:**

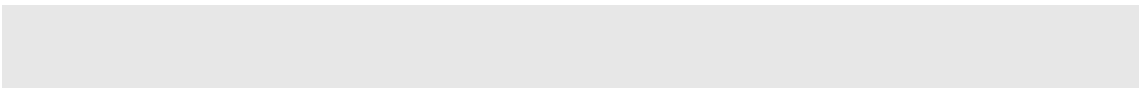
- i) Clinical placements must be governed by formal workplace learning agreements between the educational institution and the appropriate ambulance authority/ paramedic industry organisation/ hospital/ primary health care setting.
  
- ii) The educational institution must ensure the objectives and assessment of clinical placements are defined and known to students and clinical teachers.

**Desirable:** The educational institution should manage the fulfillment of objectives of clinical placements in ambulance, hospital and community pre-hospital settings.

**Self-assessment – please indicate standard achieved for this criteria:**

<b>Required</b>	i) <input type="checkbox"/>	ii) <input type="checkbox"/>
<b>Desirable</b>	<input type="checkbox"/>	

Please supply evidence in support of your assessed level:



**Overall self-assessment - please evaluate how well the program meets Standard 3.4**

