



## Response template for providing feedback to public consultation – draft proposed accreditation standards for paramedicine

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This response template is the preferred way to provide your response to the consultation on the **Draft proposed accreditation standards for paramedicine**. Please provide your responses to all or some of the questions in the corresponding text boxes. You do not need to respond to a question if you have no comment.

### Making a submission

Please complete this response template and send to [accreditationstandards.review@ahpra.gov.au](mailto:accreditationstandards.review@ahpra.gov.au) using the subject line '*Feedback on draft proposed accreditation standards for paramedicine.*'

**Submissions are due by COB on 13 March 2020.**

### Stakeholder details

Please provide your details in the following table:

<b>Name:</b>	Andrew Hodgetts
<b>Organisation Name:</b>	CQUniversity

## Your responses to the public consultation questions

<b>1. Does any content need to be added?</b>
The content is in-line current contemporary practice in other health care professions.
<b>2. Does any content need to be amended?</b>
No significant amendments are required.
<b>3. Are there any potential unintended consequences of the current wording?</b>
While the importance of cultural competence and safety cannot be overstated the current wording needs to be more reflective of the entire multi-cultural landscape of Australia and New Zealand. Placing emphasis on one cultural group over another may inadvertently isolate or diminish other cultural groups. Individual educational institutes should be afforded the latitude to investigate the cultural landscape where they operate and include cultural competence most appropriate to their socio-geographical operations/locations, while not diminishing the importance all cultural groups.
<b>4. Do the proposed accreditation standards, associated criteria, expected information and explanatory notes indicate clearly what is required for education providers to demonstrate they are producing safe and competent graduates?</b>
Requirements and level of evidence needed to demonstrate compliance with the draft standards is clear and concise.

**5. Do you think education providers will have difficulty in providing evidence (expected information) to meet any of the criteria?**

From the perspective of the CQUniversity Paramedic Science program, there would be no expected difficulty in providing evidence to support any of the criteria.

Robust internal and external review, reporting and feedback mechanisms are already in place to align with policy, procedure and legislative requirements.

**6. What do you think should be the Accreditation Committee's minimum expectations for education providers to demonstrate adequate quality, quantity, duration and diversity of a student's experience during paramedicine work-integrated learning? (related to standard 3.11)**

To adequately demonstrate minimum expectations for Standard 3.11, educational providers should be able to supply documentation outlining a student's experience on work-integrated-learning (WIL) such as Placement Attendance Reports, Performance Evaluation Reports, Mentor Reports and Skill Logs.

These reports should highlight the quantity, duration and diversity of WIL placements.

Quality reporting should be considered a subjective evaluation considering the personal experiences and circumstances of individual students.

**7. Do you have any other general feedback or comments on the proposed standards?**

No further feedback.