



# Assessment and Awards Policy

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*This policy is reviewed annually or when there are significant changes in legislation or accreditation requirements*

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## **1.0 Policy purpose**

The purpose of this policy is to set out Medical's approach to Assessment and Awards for Pre-Hospital Emergency Care Council (PHECC) responder and practitioner level courses

## **2.0 Scope**

This policy applies to all responder and EMT course delivered by Medical

## **3.0 Assessment Principles**

All assessment material and scenarios should be Clear, concise and the method of assessment must be understood by both assessors and students. When assessing, instructors/tutors should take a Consistent approach to all students and use the MCQ's, skills sheets and scenarios provided by PHECC. The PHECC assessment material is designed to allow students demonstrate individual skills and educational achievement at responder level. The environment and equipment should be organised to allow a fair assessment of each student. Medical have developed their own MCQ examinations for EMT level and use the PHECC generated skill sheets for formative assessment purposes.

## **4.0 Communication of Assessments**

Students should be made aware of the standard expected and the method of assessment. Medical clearly define the theory and skills assessment process within each course. Each student is provided with a copy of the skills sheets to make them aware of the marking system and pass requirements. Each instructor/tutor informs students of how and when they will be informed of their results. Instructors that teach responder level courses can provide indicative results to students on the day of the assessment. Students are made aware that confirmation of results is not communicated until the internal verification checks are completed. Each student is informed of the appeals process for each course. Students are made aware that the assessments used are standardised by PHECC and applied uniformly. Conduct of assessments will be checked as part of the monitoring process. Students are advised that special arrangements can be made available for assessments such as additional time, or the instructor/tutor may read the exam separately to the student.

## **5.0 Assessments**

Each assessment is aligned to the required standard. Instructors should facilitate all students who have special requirements or disabilities to meet those needs, but they must be able to complete the required skill. The appeals process is described and clarified to all students prior to assessment. The assessment of each course is planned, and the requirements of students are taken into consideration when the assessments are being scheduled. The method of assessment is fair and consistent and in line with the PHECC responder examination handbook. The range and marking system are explained to the students and the pass marks are clarified.

## **6.0 Remediation**

In the case of responder level courses, if a student does not pass an assessment, they can be remediated and reassessed. If they do not pass the theory examination (FAR, Version A), they remediated and then they must complete a new exam (FAR, Version B) or similarly the same will apply to the CFR-A examinations. The instructor can allow for more than one resit if time allows. The student must be remediated after each failed assessment and then complete a new assessment. Students should be informed of the policy and time limits. If time does not allow for more than one reassessment, they will be required to complete a new course.

In the case of practitioner level courses, there is an agreed weekly progression pass mark which is set at 60% for MCQ's. Students may be remediated and offered a new examination if they are unsuccessful.

## **7.0 Security of Assessment Materials**

The PHECC MCQ examinations are considered controlled documents and instructors/tutors are informed of their responsibility in relation to the security these papers. All MCQ examinations provided to students must be collected by the instructor/tutor at the end of the examination. The skills assessment sheets are freely available on the PHECC Website. All completed assessment results should be securely stored in line with Medicall's GDPR policy. All course documentation is returned to Head office within 5 working days of course completion for internal verification of results.

## **8.0 Assessment Environment**

The learning environment and space should allow space for assessments and must be of an acceptable standard. If any students have special requirements or disabilities, reasonable accommodations should be made but they must be able to complete the assessment.

If a student requires additional help or support during a course, they should communicate this with the instructor in advance. If an additional instructor is required, Medicall will make every effort to facilitate this.

When conducting a skills assessment, the instructor should ensure all required equipment is available to the student. The student must be given adequate time to become familiar with the equipment provided.

When conducting the assessments, the instructor should read the scenario and allow the student to perform the skill without interference or coaching. Once the assessment is complete, feedback can then be provided and if required, remediation advice and further practice time may be recommended.

## **9.0 Feedback to Students**

Students receive constructive feedback on their examinations and assessments, which reflects their course participation. This is provided by the course Instructor /tutors. In the event of a student requesting an appeal of their assessment, the appeals process is commenced. Student's complete evaluations after each course. These are reviewed by the Internal Verifier after each examination.

## **10.0 Results Approval**

When a course is completed, the results of each student are reviewed by the instructor/tutor and then sent to the internal verifier. Once the results are verified, the students are marked as successful, and the student's certificates can be issued for responder level or progress to PHECC examinations at practitioner level. If issues are identified these are discussed in detail and a decision is recorded.

