PROGRAMME DEVELOPMENT REPORT · 20 NOVEMBER TO 1 DECEMBER 2023

Mongolia 2023

From a common course to role-focused training

How the Mongolian Medical Responder programme was designed, delivered and adapted. A Griffith University project funded by the World Health Organization.

EMS GLOBAL FOUNDATION · OCTOBER 2026



Mongolian Medical Responder course, November 2023

IN THIS REPORT

A course that changed the model

The 2023 programme delivered a broad foundational responder course. What it taught the team about Mongolia's ambulance roles shaped separate training pathways for doctors and drivers in 2024.

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10 days
of instruction across two teaching weeks

WHO
funded the programme, delivered as a Griffith University project

2024
Role-focused training for ambulance doctors and drivers at 103

EXECUTIVE SUMMARY

Delivery experience drove a redesign

The 2023 Mongolian Medical Responder (MMR) programme delivered foundational prehospital education over ten instructional days, 20 November to 1 December 2023. The mixed cohort included ambulance-based doctors, hospital clinicians, nurses and first responders.

Surveys, end-of-day paper feedback forms, afternoon discussions, working notes and post-course debriefs identified three priorities: the course was too long, its complexity exceeded some learners' readiness, and it was not differentiated by role.

This report describes programme implementation and educational adaptation. It does not measure patient outcomes or clinical effectiveness.

The principal change came the following year.

In 2024, training at Ulaanbaatar Ambulance Centre (103) moved from a broad responder model to condensed, separate pathways for ambulance doctors and ambulance drivers. Role-specific programmes were also delivered for first responders, including in rural areas.

PURPOSE AND SCOPE

An education programme first

This report documents the development and delivery of the 2023 MMR educational programme, the routine feedback obtained during delivery, and the refinement of training for 2024.

The primary purpose of the mission was to develop and implement a practical prehospital education programme tailored to Mongolia. The 2023 mission formed part of the Griffith University-led Roadside to Nationwide EMS and Disaster programme.

RESEARCH ETHICS CLEARANCE

GU Ref No: 2023/649

Pre- and post-course participant surveys and consented video recording of training sessions were approved as research by the Griffith University Human Research Ethics Committee. Investigators: Mr Duncan McConnell and Dr Hamish McLean. Fully approved 17 November 2023.

This report does not present results from that research.

THE CURRICULUM · TWO TEACHING WEEKS, TEN INSTRUCTIONAL DAYS

One broad foundational responder model

The MMR curriculum was designed to support prehospital care across different professional and operational roles. Practical application formed part of the course design.

01 Primary and secondary assessment

02 Clinical history and vital signs

03 Basic life support, CPR and defibrillation

04 Airway management

05 Obstetric and environmental emergencies

06 Toxicology

07 Trauma and haemorrhage control

08 Safe patient handling

09 Triage and multi-casualty coordination

DOCUMENTATION AND FEEDBACK

Seven sources informed development

Source	What it was	Basis
Pre- and post-course surveys	Training needs, course relevance and prehospital context	Approved research, GU 2023/649
End-of-day feedback forms	Short paper forms completed at the end of each teaching day	Programme improvement
Afternoon discussions	Participants and instructors reviewed the day's teaching	Programme improvement
Contemporaneous notes	Instructors' working notes, kept for later planning	Programme improvement
Post-course debriefs	Faculty and partner stakeholders reviewed the course after delivery	Programme improvement
Programme documents	Syllabus, information kit and planning materials	Programme record
Adaptation review	2023 design compared with 2024 role-specific education	Programme record

PROGRAMME DEVELOPMENT FINDINGS

Breadth exposed different needs

3.1

Educational scope

The curriculum brought a broad range of foundational prehospital subjects into one common responder framework: assessment, resuscitation, trauma, triage, patient movement and related emergency presentations.

That breadth gave an initial platform for discussing the differing needs of ambulance doctors, drivers and other responder groups.

3.2

Feedback informing refinement

Daily feedback forms, surveys, afternoon discussions, notes and post-course debriefs pointed to three priorities:

- The course was too long
- Complexity exceeded some learners' readiness
- Content was not differentiated by role

Planning turned to condensation, scope mapping and role-specific pathways.

SUBSEQUENT PROGRAMME REDESIGN

From 2023 to 2024

Training at Ulaanbaatar Ambulance Centre (103) moved to condensed, role-focused education for ambulance doctors and drivers (later termed attendants). Lesson plans and skill stations were standardised and materials translated into Mongolian. First responders received role-specific programmes, including in rural areas, and daily digital feedback surveys began in late 2024.

Dimension	2023 MMR programme	2024 training at 103
Educational audience	Broad foundational responder framework	Separate focus on ambulance doctors and drivers
Curriculum orientation	Common introductory prehospital curriculum	Role-focused ambulance education
Development mechanism	Surveys, daily forms, discussions, notes and debriefs	Redesign informed by feedback and 2023 delivery
Outcome documented	Implementation and feedback activity	Educational model and curriculum adaptation

IMPLICATIONS FOR PROGRAMME DEVELOPMENT

The 2023 mission's main contribution was a first, broad programme and the learning that made the next one fit Mongolia better.

The move towards role-focused education shows an adaptive development process, responsive to what Mongolian ambulance services require.

Surveys and daily forms gave structured feedback; discussions, notes and debriefs let issues be weighed during and after delivery. Apart from the approved surveys, none was data collection under the ethics clearance.

BOUNDARIES OF THIS REPORT

What this report does and does not cover

Covers

- Programme development
- Educational content
- Participant feedback
- Subsequent curriculum refinement

Does not report

- Changes in clinical competency
- Ambulance response performance
- Hospital outcomes or mortality
- Survey results collected under GU 2023/649

Outcomes were not measured through the programme-development activities described here. The ethics clearance covered pre- and post-course surveys and consented video recording of training sessions.

CONCLUSION

A foundation, then a better fit

2023

The WHO-funded Griffith University MMR mission developed and delivered a foundational prehospital education programme.

DURING DELIVERY

Surveys, end-of-day feedback forms, afternoon discussions, notes and post-course debriefs supported an iterative refinement process.

2024

Training at Ulaanbaatar Ambulance Centre (103) was substantially redesigned, with condensed pathways for ambulance doctors and drivers, alongside first responder programmes.

IN PICTURES

Mongolia, November 2023



Patient assessment: Mongolian Medical Responder course



Programme banners, Terelj Altai Resort

NOTES ON EVIDENCE

Documentary sources

Griffith University. (2023). *Mongolian Medical Responder course syllabus—November 2023* [Internal programme document].

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Griffith University Human Research Ethics Committee. (2023, November 17). *Full research ethics clearance: Pragmatic solutions for EMS in low to middle income countries* (GU Ref No: 2023/649) [Ethics clearance correspondence].

Griffith University. (2023). *Participant information sheet and consent form: Mongolian Medical Responder (MMR) research* (GU Ref No: 2023/649) [Research ethics document].

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