

EMS Practical Skills Instruction—Instructor to Student Ratio

From the Office of Emergency Medical Services, State of Minnesota

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Approval: Signature on file

Reason for the policy

To establish a best practice standard for the instructor-to-student ratio in EMS practical skills instruction within the State of Minnesota to ensure high-quality education, student safety, and compliance with national educational standards.

Background

In 2024, Minnesota removed the statutory requirement for a specific instructor-to-student ratio in EMS practical skills training that was previously set at 1 instructor per 10 students. However, the National EMS Education Standards (2021) to which all EMS courses must be designed continue to require that EMS programs provide adequate instructor resources to support student learning and skills development. The EMS Education Standards are designed to provide programs with the flexibility to design programs that through an outcome-based approach that meet local, regional, and state needs. This policy statement is intended to guide EMS education programs in maintaining instructional quality and student safety during practical skills training, consistent with national expectations.

Policy Statement

The Minnesota Office of Emergency Medical Services adopts as a **best practice** a ratio of **1 instructor to 10 students** for the sole purpose of providing instruction in **EMS practical skills**. This standard supports effective skills acquisition, promotes student safety, and ensures meaningful instructor oversight during hands-on learning.

While this ratio is not mandated by statute, EMS education programs approved by the Minnesota Office of Emergency Medical Services are **strongly encouraged** to implement this best practice when delivering practical skills instruction. Programs must continue to demonstrate that they are adequately staffed with instructional personnel to meet the learning needs of students and uphold the instructional intent of the National EMS Education Standards.

Although not a regulatory mandate, adherence to this best practice may be considered during program reviews, site visits, or investigations related to instructional quality and student outcomes.