



DX2 Training Solutions
Recognised Institution
Quality Standards Review
On-Site Report

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1.0 Introduction

This report has been produced following the first review of the Recognised Institutions (RI) processes that support the design, deliver and review of the Pre-Hospital Emergency Care Council's (PHECC) approved courses. This is the first step in the quality improvement cycle as outlined in PHECC's Quality Review Framework (QRF). The result of this review provides both PHECC and the RI with baseline information which will inform continuous quality improvement to be outlined in the institutions Quality Improvement Plan (QIP). The review was carried out with the underlying principle of the RI "Saying what they do, doing what they say and proving it with verifiable documented evidence".

Figure 1: The QRF Building Blocks:



1.1 Institution Details

Name	DX2 Training Solutions
Profile	A private company and a PHECC recognised institution since 2009.
PHECC Courses Being Delivered	Cardiac First Response – Community Cardiac First Response – Advanced Cardiac First Response – Instructor Emergency First Response
Higher Education Affiliation	None
Address	First Floor, Columba House, Airside, Swords, Co Dublin

1.2 Reports Details

Date of on-site visit	13-02-17
Quality Review Panel (QRP)	
P Collins	QRP Chair – Independent
J Donaghy	QRP Member – Independent
K Walsh	QRP Member – PHECC
RI Representatives	
Dan Davern	Managing Director
Dermot Murray	Senior Instructor
Troy Taylor	Senior Instructor
Date of Final Report	
Date of Council Approval	

1.3 Scope of the Review

The review covered all aspects of the institution's activities associated with meeting the quality standards as outlined in the PHECC quality review framework. The Emergency First Response (EFR) course was selected to provide context.

2.0 Review Findings

2.1 Meetings and Discussions

Type	Comments
Entry Meeting	The QRP met with three representatives on arrival. Following introductions, the panel chairperson outlined the agenda for the visit and the process that would be followed.
Staff Discussions	Two senior instructors were present throughout the review and were actively engaged in discussions and provided details of their role and responsibilities.
Learner Discussions	None
Exit Meeting	The QRP met with one representative. The results of the review were summarised and agreed. The panel outlined the next steps in the process and the meeting was closed.

2.2 Observation of Facilities and Resources

Area	Comments
Facilities	The RI's facility contains a large training room, a reception area, toilets and office space. Training also takes place in external venues.
Resources	Resources are stored in a secure storage area in the office building with access limited to authorised personnel. The resource storage area was reviewed and found to be stocked with are the resources required for course delivery.

2.3 Evidence Reviewed – Documents/IT

The records and systems listed below were reviewed and discussed throughout the on-site visit

- Website
- IT System
- Organisational Chart
- Data Protection Policy
- Learner Records
- Faculty Records
- Learner Feedback Survey
- Learner Handbook
- Administration Procedures
- English language Policy
- Mission Statement
- RPL Policy
- EFR Policy and Procedures
- Equality Policy
- Accessibility Report
- CFR Course Sign In Sheet
- Complaints Procedure
- Appeals Policy
- Equipment Maintenance Checklist
- Health and Safety Statement
- Staff Recruitment and induction Policy
- Interview Questions
- Induction Checklist
- Faculty Role and job Description
- CPD Folder
- Personal Development Records
- Child Protection Policy
- Faculty Contract
- Faculty Monitoring Report – Course delivery
- Course Delivery Policy
- Internal Verification Checklist

- External Authentication Procedure
- Results Approval Policy

2.4 Quality Standards – Review

Section One: Organisational Structure and Management	
Standard	QRP Findings
<p>1.1 Governance - The Institution has clear lines of authority and engages a system of accountability for PHECC approved courses.</p>	<p>The organisational chart was available for review and reflects the overall structure of the organisation and how the delivery of PHECC approved courses is accommodated. It clearly indicates those responsible for quality assurance i.e. training quality group and quality manager. The organisational chart indicated a course development and approval committee is in place. During discussions RI representatives outlined a process for internal course approval. A results approval panel is in place and results approval is carried out as per PHECC guidelines. Evidence was provided that self-assessment has been carried out, with the PHECC Recognised Institutions Self-Assessment Report (RISAR) and Quality Improvement Plan (QIP) being utilised.</p>
<p>1.2 Management Systems and Organisational Processes - The Institution can show that it has well documented organisational processes in place to meet the needs of all stakeholders.</p>	<p>There is a data protection policy and procedures in place which is to be updated. The RI has a bespoke IT system for managing student and faculty records. Student and faculty records were reviewed and were found to be satisfactory. Computers are password protected and access is limited to authorised personnel. Hard copy records are stored in a secure location in an administrative office, with access restricted to authorised personnel only. Quantitative measures are in place to capture relevant information to inform practice. Evidence was provided of analysis of student feedback taking place. PHECC certification is carried out according to guidelines.</p>

<p>1.3 Management Responsibility - There is a clearly defined system in place showing who is responsible for ensuring the quality assurance of PHECC approved courses.</p>	<p>The quality manager has overall responsibility for the quality assurance of PHECC approved courses as evidenced on the organisational chart. There is a training quality group in place to provide oversight. During discussions the RI representatives outlined how faculty members are made aware of their responsibilities for the quality of PHECC approved courses during induction. It was evident from the discussions that staff and faculty clearly understand their responsibilities. There was documented evidence to support this i.e. quality assurance policies and procedures. There was evidence provided that internal verification has taken place.</p>
<p>1.4 Self-Assessment, External Evaluation and Improvement Planning - The Institution carries out internal assessment and engages in a quality improvement planning process (annually) which includes external evaluation.</p>	<p>The RI has a quality assurance policy and procedures documented. Evidence was provided which showed that procedures are in place to monitor the implementation and effectiveness of training activities supporting PHECC approved courses. Evidence was also provided which showed that stakeholders were involved in the self-assessment process, including students' faculty and course administrators. Evidence was provided of regularly scheduled meetings to discuss training activities with actions taken to support quality improvement. The PHECC RISAR and QIP are being utilised for the self-assessment and the QIP will be updated with agreed actions following the review process.</p>
<p>1.5 Transparency and Accountability - The institution conducts its activities in an open and transparent manner.</p>	<p>The evidence showed that students are provided with sufficient information to make an informed choice about course participation and the supports that are available to them. Students are provided with a detailed course handbook which was available for review. Course reports are completed by faculty for all courses and were made available for review.</p>
<p>1.6 Administration – Administration arrangements meet the needs of all stakeholder groups.</p>	<p>There is a bespoke IT system in place and course procedures are clearly documented. The IT system and documented procedures were reviewed and found to be comprehensive and effective in managing training activities. During discussions RI representatives outlined the procedures for course administration pre, during and post course. Evidence was provided to show these activities had been carried out. The IT system and documented procedures were reviewed and found to be comprehensive and effective in managing training activities. Student and faculty records were reviewed to verify these activities.</p>
<p>1.7 Financial Management - The institution manages its' finances in a responsible</p>	<p>The RI is fully compliant with all relevant financial requirements for PHECC which were verified prior to the on-site review.</p>

manner that meets the needs of all stakeholders.	
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Section Two: The Learning Environment	
Standards	QRP Findings
<p>2.1 Education and Training Mission Statement - The Mission of the Institution is appropriately focused with education and training as a core activity.</p>	<p>The RI demonstrates its commitment to quality training through its mission statement which was displayed within the RI and on relevant documentation i.e. in the student handbook which was reviewed. The RI communicates its mission statement to all stakeholders through documentation, discussion and meetings. It was evident during discussions that staff are fully aware of the mission statement and its implications for service delivery.</p>
<p>2.2 Communication with Students and Other Stakeholders - Two way communication systems are in place between faculty, students and other stakeholders as appropriate.</p>	<p>During discussions and in their RISAR the RI outlined a comprehensive range of methods used to communicate with students and associated stakeholders. Communication in written, electronic and in person takes place. These activities include: feedback surveys, regularly scheduled meetings, focus groups, student handbook, attendance at stakeholder meetings and workshops etc. Evidence was provided to show that these activities and more take place and that students have the opportunity before, throughout and after their course to meet with their instructor one to one to discuss any issues they may have.</p>
<p>2.3 Course Access, Transfer and Progression - Course information in clear, access is fair and consistent, with recognition of prior learning, as appropriate.</p>	<p>There is a documented policy and procedures in place for course access, transfer and progression. Students are provided with sufficient information – in a variety of formats – to make an informed choice about course participation. The RI has clear criteria documented for entry to PHECC approved courses which was reviewed. A policy and procedures for Recognition of Prior Learning (RPL) is documented and information is made available to students and was available for review. It was found to be in line with PHECC guidelines on</p>

	RPL for approved courses.
2.4 Equality and Diversity - There is a commitment to the provision of equal opportunities for students and faculty in compliance with relevant equality legislation.	The RI has an equality and diversity policy. There was evidence that information and training on equality and diversity is provided. Evidence was also provided that students with additional support needs are facilitated to participate on courses. Students are provided with the opportunity before taking part in a course to inform the RI of any support needs they may have. During discussions RI representatives outlined and gave examples of how they accommodate individuals with additional support needs. Documented evidence of these activities is maintained. Codes of practice are documented and made available to faculty and associated stakeholders.
2.5 Complaints and Appeals - Complaints and Appeals Processes are open, transparent and accessible to students and other stakeholders.	The RI has documented procedures for complaints and appeals which were available for review. During discussions the RI representatives outlined the procedures for appeals and complaints. These are made available to all stakeholders through relevant documentation i.e. student handbook.
2.6 Training Infrastructure - Courses are carried in an appropriate learning environment, sufficiently resourced in order to deliver training to the highest standards.	The onsite training room was found to be well equipped and provides a well-functioning learning environment. During discussions and in their RISAR the RI representatives indicated that training is carried out externally in pre-approved premises. Evidence was provided to show that activities take place to ensure that premises used for training activities meet the requirements for the courses on offer. There is a resource checklist for each course. All equipment is stored centrally and signed in and out as required. There is a documented procedure for the maintenance and cleaning of equipment and a maintenance log is maintained. Online resources and manuals are made available to students.
2.7 Health and Safety - A safe and healthy environment exists in the institution.	The RI has a health and safety statement which is available to all stakeholders and was reviewed. Health and safety procedures are in place and in line with relevant legislation. Risk assessment is carried out on each venue used for course activities and records maintained. Students receive a course induction including health and safety information. The student handbook also contains health and safety information.
2.8 Social Environment - A positive, encouraging, safe, challenging and caring environment is provided for faculty and learners.	Evidence was provided – in documentation, during discussion – to show that the RI promotes a culture of mutual respect between faculty and students. During discussions the RI representatives outlined the support that is available to students. Evidence provided through the feedback forms and survey results indicated that students have positive learning

	experiences. The RI is fully compliant with PHECC requirements on instructor/student ratios.
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Section Three: Faculty Recruitment and Development	
Standards	QRP Findings
3.1 Organisational Staffing - All faculty are aware of their role and responsibilities when involved in the administration and/or delivery of a PHECC approved course and their conduct is professional at all times.	There is a recruitment and development policy and associated procedures in place. RI representatives indicated during discussions that faculty are made aware of their quality responsibilities through their role description, inductions and committee participation. Responsibility for quality assurance is delegated as appropriate. Evidence was provided to support this. There are records available for review of faculty activities associated with PHECC approved courses. Documentation indicates that the RI meets the minimum faculty requirements for course approval.
3.2 Faculty Recruitment - Faculty, are recruited on the basis of personal suitability, appropriate experience and qualifications.	A job and role description and selection criteria for each position is documented and was available for review. During discussions the RI representatives outlined their process for faculty recruitment. Evidence was available to demonstrate these activities taking place. Documentation indicates that the RI meets the minimum faculty requirements for course approval.
3.3 Faculty Development and Training - Faculty are encouraged and supported to gain additional training/qualifications appropriate to their role in or with the institution.	There are documented procedures in place for the faculty development. During discussions the RI representatives indicated that faculty members do receive an induction and any updates are communicated through regularly scheduled staff meetings. There was evidence presented to indicate that staff development and induction had taken place. Evidence was also available to show that faculty are provided with opportunities to highlight upskilling requirements through formal and informal meetings. There are records of these meetings. During discussions faculty indicated that they are encouraged and supported to gain additional training and

	<p>qualifications relevant to their role with the RI. A child and vulnerable person policy and procedures is in place. All faculty are made aware of their obligations under this policy and are Garda vetted, if appropriate.</p>
<p>3.4 Communication with Faculty - Two way communication systems are in place between management and faculty.</p>	<p>During discussions and in their RISAR RI representatives described a range of formal and informal methods of communication between faculty and management i.e. faculty meetings, course reports, informal meetings, course improvement and the IT system etc. Evidence was reviewed that indicated that regular communication takes place between management and faculty before, during and after each course. Procedures are in place to ensure that formal meetings take place. Records of these meetings are maintained and were made available for review.</p>
<p>3.5 Work Placement and Internship - Host organisations (internship sites) are appropriate to the course content and learning outcomes to be achieved (NQEMT courses only).</p>	<p>Not Applicable</p>
<p>3.6 Faculty and Stakeholder Management - A system is in place to ensure appropriately qualified and experienced individuals are engaged by the institution.</p>	<p>The evidence provided indicates that faculty meet the minimum requirements set by PHECC to deliver courses. A data base is maintained of all faculty which includes their current certification and when they need to be recertified. The system in place ensures that only instructors with valid certification are allocated to carry out courses. During discussions the RI representatives stated that co-instruction takes place before instructors can carry out courses individually. RI representatives also indicated that instructors are observed during delivery and that student feedback is documentation and monitored. Evidence was provided that observation i.e. monitoring has taken place. Faculty records are maintained and were available for review and were found to be accurate and up to date. Faculty details were evident on course documentation.</p>
<p>3.7 Collaborative Provision - Appropriate contractual arrangements are in place with affiliated instructors.</p>	<p>There are signed contracts in place for relevant faculty. This contract was made available for review. Evidence was also provided to indicate that the responsibility for the quality assurance of PHECC approved courses by faculty was clearly stated.</p>

Section Four: Course Development, Delivery and Review

Standards	QRP Findings
<p>4.1 Course Development - Courses are designed to meet the requirements for PHECC approval and certification and reflect a commitment to quality improvement.</p>	<p>There is a course development policy and procedures in place which was available for review. During discussions RI representatives outlined a comprehensive, robust process for course development. Course material was reviewed which showed that appropriate activities were being carried out to allow students to meet the learning objectives. During discussions RI representatives outlined the procedures for implementing any updates or changes to PHECC education and training standards or clinical practice guidelines. Evidence was provided indicating these activities have taken place. Course information is clearly stated and outlined for students on course material. Timetables for courses are available for students. Documentation also indicated that appropriate student/tutor ratios are maintained.</p>
<p>4.2 Course Approval - There are clear guidelines for course approval.</p>	<p>During discussions and in their RISAR RI representatives outlined a comprehensive process for internal course approval, which includes approval by the course approval panel prior to submission to PHECC for approval. This process is documented and evidence was provided of these activities. All the information required for PHECC course approval has been supplied.</p>
<p>4.3 Course Delivery, methods of theoretical and clinical Instruction - Courses are delivered in a manner that meets students' needs and in accordance with PHECC guidelines.</p>	<p>There is a documented course development, delivery and review policy and procedures. During discussions the RI representative indicated the student induction takes place. There was evidence to support this. Attendance records are maintained for each course and were available for review. The evidence indicated that all courses are delivered by appropriately qualified and certified instructors and in line with PHECC education and training standards and clinical practice guidelines. Students have the opportunity to meet with their instructor for feedback and remedial work if required. The evidence indicates these activities take place.</p>
<p>4.4 Course Review - Courses are reviewed in a manner that allows for constructive feedback from all stakeholders.</p>	<p>There are documented procedures in place for carrying out course reviews. Formal post course reviews take place and are documented. Faculty and students take part in these reviews. Student course evaluation forms (online) were available for review. During discussions and in their RISAR RI representatives indicated that instructor feedback is obtained through an online reporting system. This system was reviewed</p>

	and found to be a valuable source of feedback. These course reports are completed after each course and monitored and analysed by management. Areas for improvement are noted and actioned as required. The RI has submitted a quality improvement plan based on their self-assessment findings and will be updating this based on the findings from the external review.
4.5 Assessment and Awards - Assessment of student achievement for certification operates in a fair and consistent manner by all tutors and instructors in line with PHECC assessment criteria.	There is a documented policy and procedures in place for course assessment activities. The evidence provided indicates that appropriate methods are used on PHECC approved courses and it is clearly stated when PHECC assessment material is being used. Students are provided with assessment information prior to and during their course. During discussions RI representatives indicated that students are provided with reasonable accommodation on request. Representatives described examples of these activities. Evidence was provided of these activities. There is procedure in place for the security of assessment related material. Assessment related material is stored centrally and only issued upon request by faculty. Responsibility for the PHECC certification system is allocated to a named member of staff.
4.6 Internal Verification - There is a consistent application of PHECC assessment procedures and the accuracy of results is verified.	There are documented procedures in place. The RI representative indicated in discussion and in their RISAR that internal verification takes place on all courses. Evidence was provided to support this.
4.7 External Authentication - There is independent and authoritative confirmation of assessment and certification, where relevant, in accordance with PHECC guidelines.	External Authentication is currently carried out by PHECC. In addition the RI carries out independent external authentication on all PHECC approved courses.
4.8 Results Approval - A results approval process operates in the institution.	There are documented procedures in place for results approval which were available for review. Evidence was provided of a results approval panel meeting. Once approved results are made available to students and certificates are issued.
4.9 Student Appeals - A process is in place for students to appeal their	There is an appeals policy in place which is communicated to students in relevant documentation. This was available for review and was found to be robust.

approved result.	
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3.0 Conclusions and Outcomes

The findings from the review indicate that the recognised institution met 100% of the applicable quality standards set out in the PHECC quality review framework. There are comprehensive, up to date policies and procedures in place that indicate a commitment to internal quality assurance and continuous quality improvement. The evidence also indicated that the RIs systems provide robust oversight of all activities and ensure that students have a comprehensive and rewarding learning experience. They also ensure that the quality assurance of PHECC approved courses is carried out in an effective and efficient manner. The optional updates and revisions highlighted during discussions, when implemented will ensure that the RI continues to meet all the PHECC quality standards. The evidence would support the conclusion that the RIs activities meet the requirements to carry out PHECC approved courses.

4.0 The Assessment Matrix

The Assessment Matrix is a summary of the findings of the on-site review and represents the organisation's overall performance against the standards. The QRP has rated your organisations performance against each standard, by applying the following ratings:

- **Met:** written and verbal evidence clearly demonstrates that the RI meets all the requirements of the quality standard
- **Part Met:** written and verbal evidence clearly demonstrates that the RI only meets part of the requirements of the quality standard
- **Not Met:** written and verbal evidence clearly demonstrates that the RI does not meet the requirements of the quality standard
- **Not Applicable:** a not applicable rating may apply; where an RI does not provide recognition of prior learning (refer to quality standard 2.3)

Once each quality standard has been rated, the overall review result can be determined.

The review result has been determined by applying the following:

- **Met:** all the requirements of each quality standards have been met
- **Part Met:** the requirements of one or more quality standards have not been fully met
- **Not Met:** the requirements of no quality standards have been met.



16/03/2017

Ms Kathleen Walsh
Programme Development Officer
Pre-Hospital Emergency Care Council

RE: Quality Standards Review On-Site Report

Dear Ms Walsh,

On behalf of the team at DX2 Training Solutions I would like to extend my sincerest thanks to yourself, Mr Collins and Mr Donaghy for your time and professionalism during our collaborative onsite review.

We are extremely pleased to have “Met” 100% of the quality standards, demonstrating our commitment to robust and measurable quality assurance.

I would like to once again highlight our commitment to continuous quality improvement as we welcome the next cycle of the quality review framework.

Yours Sincerely

A handwritten signature in black ink, appearing to read 'Dan Davern', with a long horizontal stroke extending to the right.

Dan Davern
Managing Director

Your safety is our business

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