

Quality Review Framework

Composite Report

Civil Defence College

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1. Institution Details

Name	Civil Defence College
Address	Benamore, Roscrea, Co. Tipperary
Type of Organisation	Voluntary Organisation
Profile	PHECC Recognised Institution since 2007
PHECC Courses Delivered	CFR-Community, CFR-Instructor, CFR-Advanced, CFR-Advanced Instructor, FAR, FAR Instructor, EFR, EFR Instructor, EMT
Higher Education Affiliation	N/A

2. Review Details

Purpose	<ul style="list-style-type: none"> To facilitate the enhancement of a successful learning experience for students To foster a culture of Continuous Quality Improvement in Institutions To generate public confidence in the standard of education and training in pre-hospital emergency care
Scope	<ul style="list-style-type: none"> The review covered all aspects of the institution's activities associated with meeting the quality standards as outlined in the PHECC quality review framework.
Date of the Desktop Review	14/02/2023
Date of On-site Review	13/04/2023

3. Report Details

Draft report sent to Institution for feedback	19/05/2023
Final report sent to Institution	26/06/2023
Director Approval	
Date	13/06/2023
Report Compiled by	PHECC Quality Review Panel

4. Review Activities

4.1 Meetings

Opening Meeting	
Organisation	Role
PHECC	Quality Review Panel Members x 3
Civil Defence College	College Principal
Civil Defence College	HEO Instructor
Civil Defence College	EO College Administrator
Civil Defence College	EO Instructor
Closing Meeting	
Organisation	Role
PHECC	Quality Review Panel Members x 3
Civil Defence College	College Principal
Civil Defence College	HEO Instructor
Civil Defence College	EO College Administrator
Civil Defence College	EO Instructor

4.2 Stakeholder Discussions

Name/Group	Role
Civil Defence College	College Principal HEO Instructor EO College Administrator EO Instructor

4.3 Document Review

The records and systems listed below were reviewed and discussed during the desktop and onsite reviews.

<ul style="list-style-type: none"> • Named Faculty Forms x 3 – Practitioner, Instructor, Responder • Self-Assessment Report 2023 • Child Safeguarding Statement Policy • Appropriation Account 2021 • Premises Requirements • Equality & Access to Training Policy • Volunteer Policy • Student Learning Record Book, EMT 2021 • Programme Development Policy • Assessment/Awards Policy • Course Records • PMDS Form • Instructors Role & Responsibility • Tipperary Customer Charter • Central & Local Training Flowcharts • FAR Instructor – Post Course Work Form • CD College Programme 2022 • EFR Instructor Course Details • Student Attendance & Results Form – CFR Community • EMT Course Approval Letter • Practitioner Privileging Procedures • National Disability Authority – Disability Awareness Online Introduction 	<ul style="list-style-type: none"> • Organisational Description, Structure & Responsibilities • Records Management Policy • Data Protection Policy • Tax Details • Quality Policy & Procedures • Academic Integrity Policy • Learner Handbook EMT (Sample Programme 2022) • Code of Standards & Behaviour • Faculty Development Policy • Implementation of 2021 PHECC CPGs • RPL Policy & Procedures • Appeals & Review Policy • White Paper on Defence 2015 • Internal & External Verification Process • CFR Community Instructor Course Details • CFR Instructor Monitoring Form • New Instructor Monitoring Flowchart • EFR Course Application Form • Student Attendance Sheet – FAR Course • Civil Service – Code of Standards • DOD Induction Checklist & Acknowledgement • CD Induction Presentation • CD Diversity in the Classroom Scenarios 	<ul style="list-style-type: none"> • Garda Vetting Policy • Complaints & Appeals Procedure – Under the Customer Charter Policy • Insurance Details • Internal Verification Policy • Health & Safety Statement Executive Summary • Extenuating Circumstances Policy • Workforce Support Policy – Experimental Placements/Observers • Administration of Training (Generic) Policy • Moodle • Learner Support Programme • Risk Assessment – Westmeath • Offaly Complaints Procedure • FAR Instructor Course Workshop Details • FAR & EFR Instructor Monitoring Form • CFR Community Instructor Course • FAR Course Application Form • FAR Course Results Summary Sheet • Internships & Clinical Placements • Organisation of CD Training 2018 • External Verification Process • CD Instructor Job Description
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4.4 Observation of Practice, Facilities and Resources

Practice – e.g., Course delivery, administration, clinical placement (add rows as required)	
Location	Comments
Head Office, Roscrea	The head office was noted as an excellent facility for course delivery and administration.
Facilities (add rows as required)	
Location	Comments
Head Office, Roscrea	Facilities were noted to be excellent and provide a high-quality teaching and learning environment.
Resources – e.g., equipment, ICT, course material, etc	
Location	Comments
Head Office, Roscrea	ICT systems were viewed and are in development. Current systems are adequate for the collection, analysis and use of student and faculty records.

5. Compliance Rating and Level

The Compliance Ratings (CRs) are designed to establish a baseline, measure ongoing progress and encourage CQI. Ratings are given on a five-point scale (0-4) against each component. To calculate the overall Compliance Level (CL) for the relevant quality standard:

1. Add the CR for each applicable component of the QS to get a total number.
2. Divide the total number by the number of applicable components to get the average.
3. Check for the compliance level on the matrix and record on the SAR.

Rating	Level	Descriptor
N/A	Not Applicable – N/A	The standard is not applicable.
0 – 0.99	Not Met – NM	No evidence of compliance in the organisation.
1 – 1.99	Minimally Met – MNM	Evidence of a low degree of organisation-wide compliance.
2 – 2.99	Moderately Met – MDM	Evidence of a moderate degree of organisation-wide compliance.
3 – 3.99	Substantively Met – SM	Substantive evidence of organisation-wide compliance.
4	Fully Met – FM	Evidence of full compliance across the organisation.

6. QRP Findings

6.1 Theme 1: Organisational Structure and Management

Quality Area	1.1 Governance	Level
Quality Standard	The institution has fit-for-purpose governance that ensures objective oversight, and clear lines of authority and accountability for all activities associated with PHECC-approved courses.	MNM
QRP Findings		
<p>During discussions representatives described the education and training governance systems that support PHECC approved courses. The evidence provided during discussions indicated that these systems ensure objective oversight and a clear separation between those who design/develop courses and those who approve them.</p> <p>The evidence provided also indicated that the institution would benefit from new/updated documentation to fully reflect the governance practice and activities described during discussions.</p> <p>The evidence provided indicated that the institution would benefit from additional and updated documentation to support risk management activities, including risks associated education and training.</p>		
Areas of Good Practice		
<ul style="list-style-type: none"> • Systems in place to ensure oversight of education and training activities and a separation between those who design/develop courses and those who approve them • Systems in place for course approval/amendment • Self-assessment carried out 		
Areas for Improvement		
<ul style="list-style-type: none"> • Organisational Chart – To reflect education and training governance • Procedures to ensure that when required relevant sub-groups and individuals are in place to carry out oversight activities • Records of oversight activities • Sub-group terms of reference and individual role/job descriptions • Risk management documentation 		

Quality Area	1.2 Management Systems and Organisational Processes	Level
Quality Standard	The institution complies with all relevant legislation and cooperates with PHECC to meet its requirements.	MDM
QRP Findings		
<p>The evidence provided indicated that the Institution:</p> <ul style="list-style-type: none"> • Is an established legal entity that provides PHECC education and training standards • Maintains up-to-date student records • Is in good financial standing with relevant stakeholders • Has adequate insurance cover in place to cover all education and training activities <p>The evidence provided also indicated that the institution would benefit from:</p> <ul style="list-style-type: none"> • Updating all the tasks associated with student entry to exit outlined during discussions • Updating and maintaining faculty records • Updating existing and adding new documentation to support data protection activities • Additional support to ensure all quality assurance activities outlined in the documentation and during discussions are systematically and consistently carried out • Updating the complaints policy to reflect current practice and implementing systems to ensure that all stakeholders are made aware of it • Updating documentation to ensure obligations under the child and vulnerable persons act 2012 are being fully met 		
Areas of Good Practice		
<ul style="list-style-type: none"> • Financial Standing with Relevant Stakeholders • Systems for Maintaining Student and Faculty Records • Complaints Policy 		
Areas for Improvement		
<ul style="list-style-type: none"> • Documented tasks from student entry to exit • Maintaining up to date faculty records • Data Protection Policy, procedures and supporting documents • Finance and Human Resources to support Quality Assurance Activities • Raising awareness of the complaints policy and procedures • Safeguarding policy and procedures 		

Quality Area	1.3 Continuous Quality Improvement	Level
Quality Standard	The institution has a proactive, systematic approach to monitoring, reviewing, and enhancing education and training activities.	MNM
QRP Findings		
<p>During discussions representatives described a range of activities to support continuous quality improvement across the institution. The evidence indicated that the institution would benefit from new/updated documentation to support these activities.</p> <p>Unclear from the documentation who has overall responsibility for the quality assurance of PHECC approved courses. During discussions representatives indicated that the college principle has overall responsibility, with decision-making and approval responsibilities delegated as appropriate. The institution would benefit from new/updated documentation to reflect this.</p> <p>During discussions representatives outlined and described the responsibilities for the quality assurance of PHECC approved courses. They also outlined activities to ensure all those involved in education and training have been made aware of their quality assurance responsibilities, e.g., induction etc. The evidence provided indicated that the institution and stakeholders would benefit from new/updated documentation to support these activities.</p> <p>The evidence provided indicated that the institution:</p> <ul style="list-style-type: none"> • Systematically collects, analyses, and uses student, faculty, and other stakeholder feedback • Systematically collects and analyses data on student participation, success, and progression <p>During the review the institution demonstrated a new IT system being developed for maintaining education and training records and generating reports against relevant performance measures. This system was found to be robust and supports the institution in continuing to embed a culture of continuous quality improvement.</p> <p>The evidence provided also indicated that the institution would benefit from:</p> <ul style="list-style-type: none"> • Developing/updating performance indicators and linking them to all aspects of education and training for monitoring purposes • The systematic review of policies, procedures and supporting documents to ensure they are effective, fit for purpose and are consistent with the requirements of relevant legislation • Ensuring all action items identified during quality improvement activities are included in the quality improvement plan for implementation 		
Areas of Good Practice		
<ul style="list-style-type: none"> • Systematic collection, analysis and use of student, faculty, and other stakeholder feedback • Systematic collection and analysis of student participation, success, and progression • Documented evidence of up-to-date quality improvement planning and implementation 		
Areas for Improvement		
<ul style="list-style-type: none"> • CQI/Quality policy, associated procedures and supporting documents • Quality assurance responsibility awareness • Performance indicators and links to education and training activities • Systematic review of policies, procedures and supporting documents • Quality improvement action implementation 		

Quality Area	1.4 Transparency and Accountability	Level
Quality Standard	The institution conducts its activities in an open and transparent manner, with appropriate feedback and feed-forward systems in place, with and between all relevant stakeholders.	MNM
QRP Findings		
<p>The evidence provided indicated that prospective students are provided with sufficient information to make an informed choice about course participation.</p> <p>During discussions representatives outlined and described:</p> <ul style="list-style-type: none"> • A range of reporting activities at all levels in the institution • Education and training tasks from student entry to exit • How they ensure that certificate activity reports, the annual report (including a disclosure of all faculty) and any other targeted information requests are submitted to PHECC • How they provide other stakeholders (employers, etc.) with information and obtain information from them • How they provide information about the institutions quality assurance system to the public <p>The evidence provided indicated that the institution would benefit from new/updated documentation to support the implementation of all these activities and provide up to date evidence of practice.</p>		
Areas of Good Practice		
<ul style="list-style-type: none"> • Provision of information to prospective students • Responsibility for reporting to PHECC allocated 		
Areas for Improvement		
<ul style="list-style-type: none"> • Internal reporting on all PHECC approved courses • Allocating responsibility for all tasks from student entry to exit and ensuring that they are clearly linked to relevant performance indicators • Procedures for obtaining and providing information to external stakeholder, including PHECC • Public awareness of third-party relationships, the quality assurance system, and external reviews 		

6.2 Theme 2: The Learning Environment

Quality Area	2.1 Training Infrastructure	Level
Quality Standard	Courses are carried out in appropriate facilities and are sufficiently resourced to deliver training to the highest standards.	MNM
QRP Findings		
<p>During discussions and in the documentation provided for review representatives outlined and described a range of activities to demonstrate compliance with their safety, health, and welfare at work legislative obligations. The evidence provided indicated that the institution would benefit from new/updated documentation to support the implementation of these activities and to provide evidence of practice.</p> <p>The evidence provided indicated that the institution would benefit from new/updated documentation to ensure that appropriate training premises are selected and used to deliver PHECC approved courses.</p> <p>During discussions representatives described the systems that are in place to regularly maintain and update equipment and for ensuring that all resources are fit for purpose and accessible. The evidence indicated that the institution would benefit from new/updated documentation to support these activities.</p>		
Areas of Good Practice		
<ul style="list-style-type: none"> • Safety, Health, and Welfare Practice • Equipment and resource availability • Equipment maintenance • Fit for purpose resources and accessibility 		
Areas for Improvement		
<ul style="list-style-type: none"> • Safety, Health, and Welfare supporting documentation • Premises selection documentation • Equipment/resources supporting documents 		

Quality Area	2.2 Student Support	Level
Quality Standard	A positive, encouraging, safe, supportive, and challenging environment is provided for students.	MDM
QRP Findings		
<p>The evidence provided indicated that the institution has in place and engages appropriately qualified and experienced personnel to support students. The evidence also indicated that the institution and students would benefit from additional personnel to support the activities described in the documentation and during discussions.</p> <p>The evidence provided indicated that:</p> <ul style="list-style-type: none"> • The institution maintains appropriate tutor/student ratios, in keeping with PHECC’s course approval criteria • Mechanisms are in place to provide reasonable accommodation for students with additional support needs <p>During discussions and in the documentation provided for review representatives outlined and described:</p> <ul style="list-style-type: none"> • How they make students aware of the supports available to them before, during and after their course • The opportunities provided for students to meet individually and collectively with faculty and/or management • How they obtain information from potential and existing students about any additional support needs they may have • How up-to-date resources (appropriate to the level of the course) are made available to students <p>The evidence provided indicated that the institution and students would benefit from new/updated documentation to support the implementation of these activities and to provide evidence of practice.</p>		
Areas of Good Practice		
<ul style="list-style-type: none"> • Appropriately qualified and experienced personnel • Student support practice • Faculty/student ratios • Student resources 		
Areas for Improvement		
<ul style="list-style-type: none"> • Student support personnel • Information provision about student supports • Procedures for obtaining information about additional support needs • Information for students about opportunities to meet with faculty/management • Information about the availability of resources 		

Quality Area	2.3 Equality and Diversity	Level
Quality Standard	There is a commitment to provide equal opportunities for students and personnel, in compliance with relevant equality legislation.	MDM
QRP Findings		
<p>The evidence provided indicated that:</p> <ul style="list-style-type: none"> • All relevant policies and procedures are legislatively compliant and promote equality • Faculty are provided with up-to-date information and training on equality and diversity <p>The evidence provided indicated that the institution would benefit from updating the equality and diversity policy to reflect activities described during discussions.</p> <p>During discussions and in the documentation provided for review representatives outlined and described:</p> <ul style="list-style-type: none"> • How students, faculty and other stakeholders have been made aware of the policy and procedures • How course delivery accommodates the cultural backgrounds and different learning styles of students <p>The evidence provided indicated that the institution and students would benefit from new/updated documentation to support the implementation of these activities and to provide additional evidence of practice.</p> <p>The evidence provided indicated that the institution, students, faculty, and other stakeholders would benefit from new/updated codes of conduct.</p>		
Areas of Good Practice		
<ul style="list-style-type: none"> • Policies and procedures promote equality • Equality and diversity information and training 		
Areas for Improvement		
<ul style="list-style-type: none"> • Raising awareness of the policy and procedures • Information and training records • Course delivery – accommodating cultural backgrounds and different learning styles • Codes of Conduct 		

Quality Area	2.4 Internship/Clinical Placement	Level
Quality Standard	<i>INQEMT courses only:</i> Internship/Clinical Placement sites are appropriate to course content and the learning outcomes to be achieved	NM
QRP Findings		
<p>During discussions representatives outline and described the relationship they have with their partners for internship/clinical placement. The evidence provided during discussions indicated that the institution, students, and other stakeholders would benefit from:</p> <ul style="list-style-type: none"> • A documented MOU/Agreement with internship/clinical placement sites that: <ul style="list-style-type: none"> - Outlines the commitment to ongoing monitoring, review, and support of a quality learning environment to ensure students can maximise their learning experience - Provides details of the responsibilities of both in relation to quality assurance - Details academic liaison and engagement to support practice-based learning • The assessment and endorsement of internship/clinical placement sites as suitability quality learning environments prior to student allocation • Providing PHECC with evidence of completed Internship/clinical placement site assessments and maintaining evidence that only PHECC approved sites are used for placement • A documented selection criterion for internship/clinical placement sites • Documented systems for students to raise concerns about their placement and the follow up for resolving any student/preceptor concerns • A documented, fair, and transparent system for student placement • A documented record of the mentors and preceptors (clinical supervisor) at each site • Documented learning outcomes to be achieved during placement • A schedule and procedure for monitoring visits to internship/clinical placement sites • Accurate and up-to-date records of student placement activities <p>The evidence provided indicated that appropriate documentation is in place to record student activities during their internship/placement.</p>		
Areas of Good Practice		
<ul style="list-style-type: none"> • Students have access to appropriate placement opportunities • Documentation in place to record student placement activities 		
Areas for Improvement		
<ul style="list-style-type: none"> • Documented MOU/Agreements • Placed sites assessed and approved by PHECC • Selection criteria for placement sites • Systems for students to raise concerns about placement • Fair and transparent system for student placement • Placement learning outcomes • Visits to placement sites by relevant personnel • Records of student placement activities 		

6.3 Theme 3: Human Resource Management

Quality Area	3.1 Organisational Staffing	Level
Quality Standard	The institution has sufficient, appropriately qualified, and experienced personnel to maintain high-quality education and training activities.	MNM
QRP Findings		
<p>The evidence provided indicated that:</p> <ul style="list-style-type: none"> • The composition of the institution’s personnel meets PHECC education and training standards for each course on offer <p>During discussions and in the documentation provided for review representatives outlined and described:</p> <ul style="list-style-type: none"> • How they recruit appropriately qualified and experienced personnel to carry out education and training activities • The minimum standards for the academic and subject matter experience of faculty • How all personnel are made aware of their quality assurance role and responsibilities <p>The evidence provided indicated that the institution would benefit from new/updated documentation to support the activities described during discussions</p> <p>The evidence provided indicated that institution would benefit from additional administrative, quality management/assurance support. This would ensure that the institution would have the capacity to:</p> <ul style="list-style-type: none"> • Carry out all the activities described in the policies and procedures • Systematically organise, deliver, and monitor the quality of courses and awards • Ensure full compliance with the QRF <p>During discussions representatives provided a detailed description of their role and responsibilities. The evidence indicated that the institution and all personnel would benefit from a systematic approach to reviewing and updating job descriptions.</p>		
Areas of Good Practice		
<ul style="list-style-type: none"> • The composition of faculty • Minimum standards for faculty 		
Areas for Improvement		
<ul style="list-style-type: none"> • Documented recruitment systems • Documented minimum standards for all personnel • Additional support to: <ul style="list-style-type: none"> - Carry out all the activities described in the policies and procedures - Systematically organise, deliver, and monitor the quality of courses and awards - Ensure full compliance with the QRF • Quality assurance roles and responsibilities awareness • Job/role descriptions • Terms of employment/engagement 		

Quality Area	3.2 Personnel Development	Level
Quality Standard	The institution takes a systematic approach to supporting and developing all personnel, ensuring they have the competencies to deliver high-quality education and training.	SM
QRP Findings		
<p>The evidence provided indicated that:</p> <ul style="list-style-type: none"> • Appropriate induction is in place for all personnel and has been carried out • There is a training and development plan/programme, which details how the institution meets the support and development needs of relevant personnel • Training and upskilling have taken place, including CPG upskilling • Mechanisms are in place for faculty to request support for training/upskilling to achieve additional qualifications • The formal support and supervision and annual appraisal systems that are in place <p>The evidence provided indicated that the institution would benefit from new/updated documentation to support and enhance:</p> <ul style="list-style-type: none"> • The identification of the training/upskilling needs of all personnel • Formalised support and supervision, including annual appraisal of all personnel 		
Areas of Good Practice		
<ul style="list-style-type: none"> • Induction • Training and development plans • Training and development records • Faculty training/upskilling mechanisms 		
Areas for Improvement		
<ul style="list-style-type: none"> • Training/upskilling procedures • Formalised support supervision, and annual appraisal 		

Quality Area	3.3 Personnel Management	Level
Quality Standard	A systematic approach is taken to managing all individuals and groups engaged in education and training activities.	MNM
QRP Findings		
<p>The evidence provided indicated that systems are in place to ensure that only personnel with valid certification can deliver PHECC approved courses</p> <p>During discussions and in the documentation provided for review representatives outlined and described:</p> <ul style="list-style-type: none"> • The systems that are in place for regular and appropriate communication between faculty and management • How faculty provide feedback during and after their course • How the activities of faculty are systematically monitored through observation and the analysis of relevant documentation • How they deal with poor and unacceptable faculty performance • The HR policies and procedures in place to meet its legislative obligations <p>The evidence provided indicated that the institution, staff, and faculty would benefit from new/updated documentation to support these activities</p>		
Areas of Good Practice		
<ul style="list-style-type: none"> • System for ensuring only personnel with valid certification deliver PHECC approved courses • Faculty monitoring 		
Areas for Improvement		
<ul style="list-style-type: none"> • Documented communication systems • Faculty course reports • Faculty monitoring documentation • Procedure for dealing with poor and unacceptable performance of faculty • HR Policies and procedures 		

Quality Area	3.4 Collaborative Provision	Level
Quality Standard	Appropriate contractual and quality assurance arrangements are in place with contracted staff.	N/A
QRP Findings		
N/A		
Areas of Good Practice		
N/A		
Areas for Improvement		
N/A		

6.4 Theme 4: Course Development, Delivery and Review

Quality Area	4.1 Course Development and Approval	Level
Quality Standard	A systematic approach is taken to course development and approval.	MNM
QRP Findings		
<p>The evidence provided indicated that the institution would benefit from new/updated documentation to:</p> <ul style="list-style-type: none"> • Support course development, delivery, and review • Ensure a systematic approach to course approval • Ensure that any updates or changes in PHECC education and training standards, clinical practice guidelines or examinations standards are implemented • Ensure that course development reflects all PHECC requirements <p>The evidence provided indicated that the institution, students, and faculty would benefit from new/updated course development documentation to:</p> <ul style="list-style-type: none"> • Demonstrate an appropriate balance between theory and practice • Provide a balance between presentations, group work, skills demonstrations, practical work, and blended learning, as appropriate • Promotes a commitment to self-directed learning, as appropriate <p>The evidence provided also indicated that the institution, students, and faculty would benefit from the systematic review and updating of course material, ensuring that there are:</p> <ul style="list-style-type: none"> • Clearly outlined aims and objectives, detailing competencies to be achieved by students • Detailed lesson plans that include all information as set out in PHECC guidelines for theoretical and practical lessons • Detailed timetable, time on each topic, teaching method, and tutor/instructor name etc 		
Areas of Good Practice		
<ul style="list-style-type: none"> • Course development practice • Course approval practice 		
Areas for Improvement		
<ul style="list-style-type: none"> • Course development, delivery, and review documentation • Course approval documentation, i.e. procedures and evidence of practice • Course material 		

Quality Area	4.2 Course Delivery – Methods of Theoretical and Clinical Instruction	Level
Quality Standard	Courses are delivered in a manner that meets students' needs and in accordance with PHECC guidelines.	SM
QRP Findings		
<p>The evidence provided indicate that the institution would benefit from new/updated documentation to ensure that courses are delivered in keeping with PHECC education and training standards and clinical practice guidelines</p> <p>The evidence provided indicated that:</p> <ul style="list-style-type: none"> • Student induction takes place • Courses are delivered by appropriately qualified personnel • Faculty details are recorded on course documentation • Records of student attendance at training are maintained <p>During discussions and in the documentation provided for review representatives outlined and described:</p> <ul style="list-style-type: none"> • Faculty monitoring • Student remediation <p>The evidence provided indicated that the institution, faculty, and students would benefit from new/updated documentation to support these activities and provide evidence of practice.</p>		
Areas of Good Practice		
<ul style="list-style-type: none"> • Student Induction • Appropriately qualified faculty • Course records • Student attendance records 		
Areas for Improvement		
<ul style="list-style-type: none"> • Course material • Faculty monitoring documentation • Student remediation documentation 		

Quality Area	4.3 Course Access, Transfer and Progression	Level
Quality Standard	Course information is clear, and access is fair and consistent, with recognition of prior learning, as appropriate.	SM
QRP Findings		
<p>The evidence provided indicated that information is available to prospective students on course details, including name, structure, duration, award type, fees, terms and conditions, transfer, and progression opportunities, etc.</p> <p>During discussions and in the documentation provided representatives outlined and described the:</p> <ul style="list-style-type: none"> - Admissions policy/entry criteria for each course - Process for recognition of prior learning <p>The evidence indicated that the institution and students would benefit from new/updated documentation and information to support these activities and provide evidence of practice.</p>		
Areas of Good Practice		
<ul style="list-style-type: none"> • Prospective student information • Course entry criteria 		
Areas for Improvement		
<ul style="list-style-type: none"> • Admissions policy and procedures • Recognition of Prior Learning Information 		

Quality Area	4.4 Course Review	Level
Quality Standard	Courses are reviewed in a manner that allows for constructive feedback from all stakeholders.	MNM
QRP Findings		
<p>The evidence provided indicated students have opportunities to provide feedback during and after their course.</p> <p>During discussions and in the documentation, representatives outlined and described how:</p> <ul style="list-style-type: none"> • Courses are reviewed • Faculty have opportunities to provide feedback during and after the course • Course evaluations are documented by faculty and includes key stakeholders <p>The evidence provided indicated that the institution would benefit from new/updated documentation to support these activities and provide evidence of practice.</p> <p>The evidence provided indicated that during self-assessment, areas for improvement have been identified. It also indicated that not all areas for improvement were included in the Quality Improvement Plan (QIP).</p>		
Areas of Good Practice		
<ul style="list-style-type: none"> • Students and faculty have an opportunity to provide feedback during and after their course • The institution has carried out a self-assessment 		
Areas for Improvement		
<ul style="list-style-type: none"> • Course review documentation • Course evaluation by all key stakeholders • Quality improvement planning and Implementation 		

Quality Area	4.5 Assessment and Awards	Level
Quality Standard	Assessment of student achievement is carried out in a fair and consistent manner, in line with PHECC assessment criteria.	MNM
QRP Findings		
<p>The evidence indicated that the institution would benefit from updating the assessment policies and procedures to reflect current practice and all PHECC requirements.</p> <p>The evidence provided also indicated that:</p> <ul style="list-style-type: none"> • Appropriate assessment methodology is used on all courses • A student appeals policy and procedures are in place <p>During discussions and in the documentation, representatives outlined and described:</p> <ul style="list-style-type: none"> • When PHECC assessment material is used • How students are provided with information necessary for them to participate in assessment • How students are provided with assessment feedback • How they adapt assessment methodologies to cater for students with additional support needs • Who has responsibility for assessment material and how it is secured • Responsibility for the PHECC certification system • How students are authorised to apply for NQEMT examination at the appropriate time • The internal verification, external authentication, and results approval processes <p>The evidence provided indicated that the institution, faculty, and students would benefit from new/updated to support and enhance all these activities.</p>		
Areas of Good Practice		
<ul style="list-style-type: none"> • Assessment methodology • Student appeals • PHECC certification system – practice • Internal verification 		
Areas for Improvement		
<ul style="list-style-type: none"> • Assessment policy and procedures, including a procedure for adapting assessment methodology • Job description relevant to management of the PHECC certification system • Security of assessment related material • Internal verification • External authentication • Results approval 		

7. Conclusion and Outcome

Rating	1.86
Level	MNM
Conclusion	<p>During discussions representatives demonstrated an understanding of their responsibilities for the quality assurance of PHECC approved courses. However, the evidence provided during discussions indicated that there is a lack of understanding among key stakeholders that the college and its representatives have overall national responsibility for education and training governance and the quality assurance of PHECC approved courses. It is the responsibility of all associated stakeholders to facilitate the implementation of the college's quality management/assurance activities.</p> <p>The evidence provided during discussions and in the documentation highlighted areas of good practice including but not limited to the collection, analysis and use of student, faculty, and other stakeholder feedback. The new IT system – demonstrated during the onsite review – indicated that it will enhance the quality management/assurance of PHECC approved courses. It will also support activities to embed a culture of continuous quality improvement across the institution.</p> <p>During the review process and discussions, the institutions representatives demonstrated and indicated a commitment to and understanding of the need to implement the quality improvement actions identified internally and externally.</p> <p>The QRP concludes from the evidence provided that the implementation of the improvement actions identified during self-assessment and external quality review and new/update documentation and practices will ensure that:</p> <ul style="list-style-type: none"> • The quality management/assurance system is effective, fit for purpose, and reflective of current practice • PHECC education and training standards and quality review framework requirements are maintained and enhanced • Students have access to high-quality teaching and a high-quality teaching and learning environment



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**Pre-Hospital Emergency Care Council,
2nd Floor,
Beech House,
Millennium Park,
Naas Co Kildare, W91 TK7N,
Ireland.**

**Phone: +353 (0)45 882042
Email: info@phecc.ie**