# Career Path College Ltd t/a Irish Ambulance Training Institute

Recognised Institution

Quality Standards Review

On-Site Report

# Table of Contents

## 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. 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. 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 | **Career Path College Ltd. , trading as, Irish Ambulance Training Institute (CPC t.a. IATI)** |
|---|---|
| **Profile** | Career Path College t.a. IATI is a private company based in Galway. It is recognised institution since December 2007. |
| **PHECC courses being delivered** | Cardiac First Response Community |
| | Cardiac First Response Community Instructor |
| | Cardiac First Response Advanced |
| | Cardiac First Response Advanced Instructor |
| | Emergency First Response |
| | Emergency First Response Instructor |
| | Emergency Medical Technician |
| | Driving (Note PHECC driving standards will be revoked 3rd July 2015) |
| **Higher Education Affiliation** | Not applicable |
| **Address** | Unit 2A |
| | 39 Briarhill Business Park |
| | Briarhill |
| | Galway |

## 1.2 Report Details

| Date of on-site visit | 28/05/2015 |
|---|---|
| **Quality Review Panel (QRP)** | |
| P Collins | QRP Chair |
| J Beecher | QRP Member |
| P Dempsey | QRP Member |
| **Career Path College t.a. IATI RI Representatives** | |
| James O'Neill | Managing Director and Facilitator |
| Breege Newell | General Manager |
| | |
| **Date of Council approval** | 10th September 2015 |
| **Date of publication** | |

## 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 Medical Technician (EMT) course was selected to provide context.

## 2.0 Review Findings

## 2.1 Meetings and Discussions

| Type | Comments |
|------|----------|
| **Entry Meeting** | The Quality Review Panel (QRP) met with two IATI representatives on arrival (as above). Following introductions, the panel chairperson outlined the agenda for the visit and the process that would be followed. |
| **Staff Discussions** | A member of the panel had a separate discussion with the managing director and tracked the student journey from first contact through to certification. |
| **Learner Discussions** | The QRP met with two students |
| **Exit Meeting** | The QRP met with two IATI representatives (as above). 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 IATI training centre is situated on the outskirts of Galway City at the above address. The centre occupies the entire second floor of a secure unit. There are several administration offices, three large training rooms and a several storage areas for resources and equipment. In addition the RI uses off-site facilities for delivering training. There is sufficient parking located at the front and back of the centre. |
| **Resources** | Several storage areas contain a well-stocked supply of resources and equipment for courses. |

## 2.3 Evidence Reviewed – Documents/IT

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

- IT System – Sensi Software
- Organisational Chart
- Company Documents
- Records Management Policy
- Student Files
- Faculty records
- Tutor/Instructor Contract
- Role Descriptions
- Student Course Evaluation Forms
- Faculty Course Reports
- Course Information Sheet
- Resource Checklist
- Course Procedures – Pre, During and Post
- Insurance Details
- Mission Statement
- Mid and End of Course Evaluation forms
- Host Organisation Report
- Weekly Tutorial Reports
- Complaints Policy
- Appeals Policy and Procedures
- Daily Health and Safety Checklist
- Health and Safety Statement
- Faculty Information Sheet
- Course Director Report
- Course Delivery Policy
- Lesson Plans
- Results Approval Procedure
- Student Appeals Policy and Procedure

## 2.4 Quality Standards – Review

| Section One: Organisational Structure and Management |
|---|

**Quality Standards**

**1.1 Governance** - The Institution has clear lines of authority and engages a system of accountability for PHECC approved courses.

**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.

**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.

**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.

**1.5 Transparency and Accountability** - The institution conducts its activities in an open and transparent manner.

**1.6 Administration –** Administration arrangements meet the needs of all stakeholder groups.

**1.7 Financial Management** - The institution manages its' finances in a responsible manner that meets the needs of all stakeholders.

**QRP Findings**

- The organisational chart was viewed and is being updated to clearly reflect the reporting lines for PHECC approved courses. A system of document control is being introduced. During discussions the RI representatives indicated that internal course design and approval was carried out informally and involved tutors. There was no documented evidence of the process available. Courses are submitted to PHECC as per guidelines. It is evident from discussions that all those involved in the quality assurance of PHECC approved courses are aware of their responsibilities.

- The RI has a mix of computer and hard copy files and information is managed using both systems. Information is managed using a software package for electronic storage. Student and faculty records are stored and maintained within this system. Hard copy files were available to be viewed. The systems are being further developed.

- The responsibility for overall quality assurance of PHECC approved courses is clearly allocated and staff roles are documented. The RI representatives indicated in discussion that faculty are made aware of their QA responsibilities during induction, however there is no documented evidence of this taking place. However there is a signed tutor/instructor contract which provides evidence of QA information being given.

- While there is no documented policy or procedures for self-assessment and improvement planning, there is clear evidence from the student and tutor reports that self-assessment is an ongoing process. During discussions the RI representatives displayed an understanding and commitment to self-assessment and evaluation. Individual course reviews take place and are discussed and formal administration meetings. Evidence was viewed to support this statement.

- At time of review the RI website contained comprehensive information on PHECC approved courses. Students are also provided with a course information sheet. Signs within the facility highlight relevant course content and information. Course reports are completed by course directors and maintained for review.

- During discussions RI representatives indicated that administrative procedures are in place and documented for course administration tasks, pre, during and post. At the time of review these were not available to view. A resource checklist was viewed in support of administrative activities

- The RI is fully compliant with all relevant financial requirements and PHECC has verification this during the off-site review.

**Section Two: The Learning Environment**

**Quality Standards**

**2.1 Education and Training Mission Statement -** The Mission of the Institution is appropriately focused with education and training as a core activity.

**2.2 Communication with Students and Other Stakeholders -** Two way communication systems are in place between faculty, students and other stakeholders as appropriate.

**2.3 Course Access, Transfer and Progression -** Course information in clear, access is fair and consistent, with recognition of prior learning, as appropriate.

**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.

**2.5 Complaints and Appeals -** Complaints and Appeals Processes are open, transparent and accessible to students and other stakeholders.

**2.6 Training Infrastructure -** Courses are carried in an appropriate learning environment, sufficiently resourced in order to deliver training to the highest standards.

**2.7 Health and Safety -** A safe and healthy environment exists in the institution.

**2.8 Social Environment -** A positive, encouraging, safe, challenging and caring environment is provided for faculty and students.

**QRP Findings**

- The mission statement is displayed internally in the training facility and is visible on relevant documentation. At time of review it was not visible on the RI website. All stakeholders are made aware of the mission statement and its implications for training activities.

- There is clear evidence available of a range of avenues for feedback from all stakeholders. Weekly one to one tutorial forms were available to view along with feedback forms from students, tutors and the facilitator. Student are issued with a details form with an opportunity to inform the RI of any special requirements they may have and are encouraged to speak with any member of staff. Students are given contact details for their tutor and have a 24 hour contact person during placement. Students maintain a log book and reflective diary which provides feedback for the RI to analyse.

- The RI website provides a comprehensive range of information to prospective students. Students are also supplied with an information pack and are encouraged to speak to staff members for additional information. The evidence indicates that students are provided with sufficient and appropriate information to make informed choices about course enrolment and progression.

- There is equality and diversity policy in place and training has taken place. However up to date training needs to take place. During discussions RI representatives

indicated that reasonable accommodation does take place. There is no documented evidence to support this available.

- There are complaints and appeals policies and procedures in place and were viewed. Students are made aware of these procedures through the student pack. An update of these procedures in being undertaken.

- The facilities available for students provide a safe, clean, welcoming and comfortable learning environment. The evidence viewed shows a comprehensive range of resources and equipment available for all courses. Administration, check and document the resources needed for course and ensure they are in place, there was a resource viewed as evidence of this process. Equipment is up to date well maintained and stored on site. Students have access to resources through the sensi software package.

- The health and safety policy is available to view and is signed by all employees. There is a safety statement on display and records of staff briefings, Health and Safety Inductions and fire drills. Procedures are in place to ensure the RI is compliant with all relevant health and safety legislation. Signage is in place onsite and stakeholders are made aware of procedures while onsite.

- Discussions with students indicated that the RI provides interesting and challenging learning opportunities. The course material viewed provided an opportunity to verify this and would support this view with some updating being required. Discussions with RI representatives and students support the fact that appropriate student/tutor ratios are in place.

## Section Three: Faculty Recruitment and Development

### Quality Standards

**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.

**3.2 Faculty Recruitment -** Faculty, are recruited on the basis of personal suitability, appropriate experience and qualifications.

**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.

**3.4 Communication with Faculty -** Two way communication systems are in place between management and faculty.

**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).

**3.6 Faculty and Stakeholder Management -** A system is in place to ensure appropriately qualified and experienced individuals are engaged by the institution.

**3.7 Collaborative Provision -** Appropriate contractual arrangements are in place with affiliated instructors.

### QRP Findings

- There is a policy in place for recruitment and development. There is also a faculty sheet available outlining the details of faculty members. There was limited amount of job descriptions in place available to view. There was information regarding individual responsibility for quality assurance available on role description viewed. There is evidence that faculty composition meets PHECC requirements.

- The RI representatives indicated that they have selection criteria for faculty which is in line with PHECC guidelines. However there is not a documented job description or selection criteria in evidence for all roles.

- The RI representatives indicated in discussions that faculty induction takes place. This is not currently documented. Faculty portfolio development is in the early stages and ongoing. The RI has not yet achieved the required 10% monitoring and evaluation of faculty. This is not yet recorded by the course director. Documented procedures are in place for faculty to seek support and additional training

- During discussions RI representatives stated that a range of formal methods of communication between faculty and management are in operation. Faculty are required to complete end of course reports. There is evidence of regularly scheduled meetings. Course directors complete a report which requires updating to reflect tutor performance. Course schedules are available for all faculty. The facilitator completes a course evaluation which is reviewed at team meetings.

- Students maintain a log book of their activities while on placement which is signed by the host site as proof of attendance and this log book is available for inspection. Their progress is monitored and learning outcomes are in place for the placement period. All host organisations are approved and meet the criteria set by PHECC for placement. Formal agreements are in place and available for review. There is no formal schedule or communication process in place to record site visits.

- Information on faculty is maintained on the RI's computer system and was available to view. The RI representatives indicated during discussions that the facilitator carries out observation but this is not documented. Faculty performance currently not documented. Tutor's counter sign daily sign in sheets.

- During discussions RI representatives indicated that external tutors and assistant tutors are used. There is evidence written contracts in place. There is an agreement and understanding between both parties as to their responsibilities for quality assurance which takes place during induction. There is no written evidence available at this time.

**Section Four: Course Development, Delivery and Review**

**Quality Standards**

**4.1 Course Development** - Courses are designed to meet the requirements for PHECC approval and certification and reflect a commitment to quality improvement.

**4.2 Course Approval** - There are clear guidelines for course approval.

**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.

**4.4 Course Review** - Courses are reviewed in a manner that allows for constructive feedback from all stakeholders.

**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.

**4.6 Internal Verification** - There is a consistent application of PHECC assessment procedures and the accuracy of results is verified.

**4.7 External Authentication** - There is independent and authoritative confirmation of assessment and certification, where relevant, in accordance with PHECC guidelines**.**

**4.8 Results Approval** - A results approval process operates in the institution.

**4.9 Student Appeals** - A process is in place for students to appeal their approved result.

**QRP Findings**

- There is a course development policy but no procedure for internal course approval. Timetables for courses are available for all stakeholders. Lesson plans were viewed and will be updated to ensure an appropriate balance between theory and practice. The design of courses follows the PHECC guidelines and learning outcomes and updates are implemented immediately once received. There was evidence to support this. Daily sign in sheets are signed by the tutor(s) and act as proof of student/tutor ratios being appropriate.

- The RI representative indicated that there is no formal process in place for internal course approval and that it is carried out informally between the course director and tutors.

- A course delivery policy is in place. The evidence viewed indicated that all courses are delivered by appropriately qualified and certified personnel. RI representatives stated that student induction takes place for each course but this is currently not documented. Attendance sheets were viewed and are maintained. Students have the opportunity to meet with their tutor – one to one - for feedback on their progress on a weekly basis and these tutorials are documented. The student portfolio is available for review.

- There is a documented process in place for course review to take place. Meetings are scheduled, student and tutor feedback is collected and analysed, a course directors and facilitators report is completed and reviewed. There is documented evidence to support these activities. Student course evaluations were in evidence and it was indicated in discussion that these were analysed after each course. There was evidence to suggest that students and faculty have the opportunity to provide feedback on course activities i.e. mid and end of course reports Students have the opportunity to make contact with faculty and management throughout their course. Feedback is obtained from host organisations on placement activities.

- There are documented policies and procedures in place for assessment activities. Some assessment activities are carried out by PHECC and they have responsibility for these activities. There are procedures in place to ensure the security of assessment related material. The training coordinator is responsible for all assessment materials in the head office. Appropriate and verifiable methods are used to carry out assessment activities. An assessment schedule is in place and students are made aware of this. Responsibility for the PHECC certification system is allocated to a named member of staff.

- RI representatives indicated in discussion that internal verification takes place for all courses. There is documented evidence to verify that internal verification has taken place. Exam results are cross checked against marking schemes and assessment requirements. There are verification processes taking place at various stages in the process. A role descriptor for the internal verifier is being updated.

- External Authentication is a new process and is currently carried out by PHECC.

- There is no formal results approval process documented or in place. Results are recorded as part of the verification process and the marking sheets are signed off. A formal process is being developed.

- There is a formal procedure in place to deal with student appeals, which includes assessment activities. There is evidence that students have an opportunity to appeal their results and that they are informed of the right to appeal at any stage in the process.

## 3.0 Conclusions and Outcomes

The findings from this review indicate that the recognised institution met or part met 100% of the quality standards set out in the PHECC quality review framework. Staff members have a strong understanding of what is required to fully meet the PHECC quality standards in each area. There are policies and procedures in place that indicate a commitment to internal quality assurance and continuous improvement processes. Current practices supported by evidence show that the institution is engaged in best practice activities at present.

The RI is advised to review the content of this report and identify areas for improvement; including optional actions to support continuous quality improvement. These actions will form the basis of the quality improvement plan, the next step in PHECC's quality review process.

PHECC and the Quality Review Panel (QRP) would like to thank the institution for their cooperation and courtesy during the visit and look forward to their continuing support throughout the process.

**Appendix 1:** Comments and observations from Career Path College Ltd t/a Irish Ambulance Training Institute

# Career Path College

UNIT 2A
39 Briarhill Business Park
Ballybrit
Co. Galway

*Lo Call*: 1890 25 30 78
*Email*: info@ambulancetraining.ie
*Web*: www.ambulancetraining.ie

22nd July 2015.

Dear Pauline,

The Quality Review Panel met with Breege Newell & James O'Neill in our head office in Galway.

The agenda was outlined for the visit and details of the process were discussed. IATI/CPC had invited students to attend the review, two of which attended and had discussions with the ORP.

Results of the review were summarized and agreed, the next steps in the process were outlined.

We found the quality standards review to be very positive exercise. This review contributes to the positive future development in the Pre Hospital world.

The process gave us as a Recognised Institution the opportunity to reflect on current best practice in the industry.

Kind Regards,

Breege Newell.

General Manager

Career Path College