University College Dublin
Centre for Emergency Medical Science

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 (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	University College Dublin, Centre for Emergency Medical Science (UCD CEMS)
Profile	A third level institution and a PHECC recognised institution since 2009.
PHECC courses being delivered	Cardiac First Response – Community Cardiac First Response – Advanced Advanced Paramedic
Higher Education Affiliation	University College Dublin
Address	University College Dublin, Stillorgan Road, Bellfield, Dublin 4

1.2 Reports Details

Date of on-site visit	26-05-17
Quality Review Panel (QRP)	
P Collins	QRP Chair – Independent
J Donaghy	QRP Member – Independent
J Beecher	QRP Member – Independent
K Walsh	QRP Member – PHECC
RI Representatives	
Professor Gerard Bury	Professor of General Practice / Director, UCD Centre for EMS
Mairead Egan	Manager, UCD Centre for EMS
Dr Niall Conroy	College Lecturer in EMS
Dr Tomas Barry	College Lecturer in GP
Neil Coleman	College Lecturer in EMS
Eileen Bradish	Senior Executive Assistant
Brian Bruno	Advanced Paramedic Tutor
Alan Thompson	Technical Officer
Jacintha Vallely	EMS Programmes Manager
Helen Tobin	Senior Executive Assistant
Mary Headon	Administrative Office, CFR Course Administrator
Professor Patrick Murray	Dean of Medicine and Head of School of Medicine
Associate Professor Stuart Bund	Project Lead, Curriculum Review and Enhancement Process
Professor Walter Cullen	Director of Quality Improvement, UCD School of Medicine
Date of Council Approval	08-11-2017

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 Advanced Paramedic programme was selected to provide context.

2.0 Review Findings

2.1 Meetings and Discussions

Type	Comments
Entry Meeting	The QRP met with ten representatives on arrival. Following introductions, the panel chairperson outlined the agenda for the visit and the process that would be followed.
Staff Discussions	In addition to those present at the entry meeting the QRP met with five staff members at various times throughout the review. This included: the Dean of the school of medicine, the director of quality for the school of medicine, three lecturers and medicines programme board member.
Learner Discussions	The QRP met with six students from two courses and had discussions with four advanced paramedic interns.
Exit Meeting	The QRP met with six representatives. 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 RIs activities take place on the campus of the University College Dublin (UCD. The RI has administrative offices and access to a large number of well-equipped training rooms. Student also have access to the University library and research resources as well as recreation areas and canteen facilities.
Resources	Resources are stored onsite and allocated as required. The facility contains 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

- Website
- UCD Organisational Chart
- CEMS Organisational Chart
- Academic Structure -2016/2017
- Student Records
- Faculty Records
- PPT – UCD Accreditation Visit
- Curriculum Map for Emergency Medical Science
- AP – Programme Outcome Assessment Schedule and Purpose
- UCD CEMS – Mission Statement
- AP – Panel Exam Dates and Examiners (APC22 – APC24)
- Listing of Adjunct Faculty
- Listing of Lecturers for AP Programme
- GP Tutor Network List 2017
- EMS Degrees Committee
- Insurance Policy
- Grad Dip EMS / AP Class 23 Block 3 - Panel Exam Notice
- Student Handbook
- Student Letters
- Curriculum Map
- Course Reports
- Programme Examination Board Report
- Appeals Policy

- Equality and Diversity policy
- Complaints Policy
- Complaints Flowchart
- HR Policy
- Training and Development Policy
- Student Garda Vetting – UCD policy
- Core Academic Faculty List
- Advanced Case Record used by AP Interns
- Administration Chart
- Administration Processes
- Budget Template
- Admissions Policy
- Safety Statement
- Clinical Fellow Role Description
- Clinical Placement Skills List
- Memorandum of Understanding
- Lesson Plans
- Course Material
- Student Sign In Sheets
- Learning Portfolio
- Supervisors Feedback Form
- Assessment Appeals Policy
- Assessment Code of Practice
- Assessment Schedule

2.4 Quality Standards – Review

Section One: Organisational Structure and Management	
Standard	**QRP Findings**
1.1 Governance - The Institution has clear lines of authority and engages a system of accountability for PHECC approved courses.	The organisational charts for UCD and CEMS were available for review and reflect the overall structure and how that structure accommodates the delivery of PHECC approved courses. The CEMS organisational chart needs to be updated to reflect additional roles associated with PHECC courses. The governance structure clearly indicates those responsible for the quality assurance of PHECC courses. During discussions RI representatives indicated the PHECC approved courses are subject to UCD procedures for course and results approval. Evidence of these activities taking place was available for review. Course and results approval are 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.
	The RI has arrangements in place with external organisations for student placements. A memorandum of understanding with each organisation is in place and were made available for review. Evidence was also available of joint working groups (liaison committee) in place.
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.	There are policies and procedures for data protection and records management which were available for review. The RI uses several IT systems for managing student and faculty records. These systems were reviewed along with student and faculty records and were found to be comprehensive in tracking the student journey. Computers are password protected and access is limited to authorised personnel. A limited number of hard copy records are stored in a secure location with access restricted to authorised personnel only. During discussions RI representatives outlined a comprehensive system for the analysis of programme information against quantitative measures which are used to inform practice. Evidence was provided of these activities taking place and the outcome of the analysis. PHECC certification is carried out according to guidelines.
1.3 Management Responsibility - There is a clearly defined system in place showing who is	The course director has overall responsibility for the quality assurance of PHECC approved courses, as evidenced on the organisational chart. During discussions RI representatives and faculty outlined how they are made aware of their

responsible for ensuring the quality assurance of PHECC approved courses.	responsibilities for the quality assurance of PHECC approved courses i.e. formal meetings and induction. Evidence of these activities was available. Evidence was provided of internal verification with the internal verifiers present for the review.
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.	The RI has comprehensive quality assurance policies and procedures documented which were reviewed. During discussions RI representatives provided a detailed outline of their internal quality review processes and the assessment of programme outcomes. Activities included a SWOT analysis and extensive stakeholder meetings. Evidence was provided which showed that procedures are in place to monitor the implementation and effectiveness of quality assurance procedures through external examination and internal boards and working groups. Evidence was also provided which showed that stakeholders were involved in the self-assessment process and internal quality review processes, including students' faculty and course administrators. Discussions with students and faculty confirmed their contribution to self-assessment. The PHECC RISAR and QIP are being utilised and the QIP will be updated with agreed actions following the external review process.
1.5 Transparency and Accountability - The institution conducts its activities in an open and transparent manner.	Students confirmed during discussions that they are fully informed of the educational supports available to them during their course. The website and course material provide potential students with sufficient information to make an informed choice about course participation. Students are provided with a detailed course handbook which was available for review. Course reports are completed and maintained for internal and external review.
1.6 Administration – Administration arrangements meet the needs of all stakeholder groups.	During discussions RI representatives outlined the procedures for course administration pre, during and post course. The administration of PHECC approved courses is carried by two dedicated staff with additional administrative tasks carried out by the course personnel as required. Evidence was provided to show these activities had been carried out. Clear procedures are documented for course administration and were available for review.
1.7 Financial Management - The institution manages its' finances in a responsible manner that meets the needs of all stakeholders.	The RI is fully compliant with all relevant financial requirements and PHECC has verified this prior to the on-site review.
Section Two: The Learning Environment	

Standards	QRP Findings
2.1 Education and Training Mission Statement - The Mission of the Institution is appropriately focused with education and training as a core activity.	The RI demonstrates its commitment to quality training through its mission statement which was available for review and evident throughout the school. The RI communicates its mission statement to all stakeholders through its website, documentation, discussion and meetings. It was evident from discussions that stakeholders are aware of the mission statement and its implications.
2.2 Communication with Students and Other Stakeholders - Two way communication systems are in place between faculty, students and other stakeholders as appropriate.	During discussions and in their RISAR the RI outlined a comprehensive range of methods used to communicate with and receive feedback from students and associated stakeholders. These include: Moodle, blackboard, monthly journal clubs, class presentations, social media, student feedback forms, regularly scheduled meetings with student representatives, student handbook and tutorials. Faculty and management attendance at relevant stakeholder meetings and workshops etc. Evidence was provided to show that these activities take place. Students confirmed during discussions that they have the opportunity throughout their course to meet with their tutor one to one to discuss any issues they may have. Feedback form host organisations for placement is obtained through formal and informal meetings.
2.3 Course Access, Transfer and Progression - Course information in clear, access is fair and consistent, with recognition of prior learning, as appropriate.	There is a documented admissions policy and procedures in place which were available for review. Students are provided with sufficient information to make an informed choice about course participation. Course information on the website and promotional material clearly outlines entry criteria and terms and conditions. There is a Recognition of Prior Learning (RPL) policy in place.
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 a documented policy and procedures for equality and diversity which was available for review. During discussions RI representatives outlined a robust system of support for students within the university. Information and training on equality and diversity is available to staff and faculty through the university. RI representatives also gave examples of how they accommodate individuals with additional support needs. These activities are recorded on the student record. Codes of practice are documented and made available to faculty and associated stakeholders. There are separate documented procedures in place for handling complaints of harassment, sexual harassment and bullying for faculty and students. These were available for review.

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 RI representatives outlined the procedures for appeals and complaints which are made available to students 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.	All PHECC courses take place in the Centre for Emergency Medical Science on the UCD Belfield campus. There are a variety of multifunctional training rooms and skills labs which are well equipped and provide an excellent learning environment which cater for the theoretical and practical elements of PHECC approved courses. The resources required for each course are documented with appropriate resources made available as required. The RI has three emergency response vehicles which are utilised by advanced paramedic students. All equipment is stored centrally and allocated as required. Systems are in place for the regular maintenance and cleaning of equipment. Comprehensive library and ICT resources are available for students for which they receive training.
2.7 Health and Safety - A safe and healthy environment exists in the institution.	The RI has a health and safety statement which is made available to all stakeholders through the campus health and safety office. Health and safety procedures are in place which are in line with relevant legislation and are overseen by the health and safety office who provide support to the centre for emergency medical science and link in with vehicle standards. There are also specific health and safety procedures in place for advanced paramedic students.
2.8 Social Environment - A positive, encouraging, safe, challenging and caring environment is provided for faculty and learners.	During discussions with students and advanced paramedic interns it was evident that the RI promotes a culture of mutual respect. Students stated that there was good supports available to them and indicated that they found their course interesting and challenging. The evidence indicated that students have positive learning experiences. The RI is fully compliant with PHECC requirements on faculty/student ratios.

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 procedures in place. During discussions RI representatives indicated that all organisational staffing takes place through the UCD HR department. It was evident during discussions that staff and faculty are aware of their responsibilities for the quality assurance of PHECC courses and that responsibility is delegated as appropriate. RI representatives indicated that the composition of faculty and staff is adequate to meet the needs of the RI. Faculty records were available for review and the evidence indicated that the responsibilities for a number of roles associated with PHECC courses need to be documented. Documentation also indicates that the composition of the RI's faculty meets the requirements for course approval.
3.2 Faculty Recruitment - Faculty, are recruited on the basis of personal suitability, appropriate experience and qualifications.	A role description and selection criteria for each faculty position is documented and available for review. During discussions the RI representatives outlined their process for faculty recruitment which is facilitated through the UCD HR department. Evidence was available to demonstrate these activities taking place. The evidence indicated that the RI meets the PHECC 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.	Documented procedures are in place for the continuous professional development of faculty. Faculty go through a comprehensive induction process which is maintained on their records within the HR department. Evidence was also available to show that faculty are provided with opportunities to highlight and take part in upskilling as required. During discussions faculty indicated that they are encouraged and supported to gain additional training and qualifications relevant to their role with the RI and that resources are made available.
3.4 Communication with Faculty - Two way communication systems are in place between management and faculty.	The evidence indicated that regular communication takes place between management and faculty before, during and after each course. During discussions and in their RISAR RI representatives described a range of methods of communication between faculty and management i.e. regularly scheduled faculty meetings, membership of the programme examination review committee, a google drive folder for each course etc. Procedures are in place to ensure that formal meetings take place. Records of these meetings are maintained.

3.5 Work Placement and Internships	A memorandum of understanding is in place between the RI and host organisations for student placement. The evidence indicated that there are appropriate numbers of mentors and preceptors in place at each host organisation. Learning outcomes to be achieved during clinical placements are documented and a schedule for RI representatives to visit each host organisation is in place. Students are provided with a handbook which provides information about their obligations while on placement.
	During discussions the RI representatives outlined the systems that are in place for monitoring the quality of learning experiences during internships which includes the students maintaining a log book which is reviewed by RI representatives. In addition meetings take place with host organisations and student representatives to obtain feedback of the learning experience. During discussions with students they indicated very positive experiences on their clinical placements and good support from programme staff.
	All host organisation details have been provided to PHECC.
3.6 Faculty and Stakeholder Management - A system is in place to ensure appropriately qualified and experienced individuals are engaged by the institution.	The RI has minimum standards set for faculty who carry out activities on PHECC approved courses. The evidence provided indicates that faculty do meet the minimum requirements set by PHECC. A data base is maintained which ensures that only faculty with valid certification are allocated to carry out course activities. During discussions RI representatives outlined comprehensive processes for faculty monitoring which includes observation and an analysis of relevant documentation. Evidence was provided of these activities taking place. Faculty records are maintained and were available for review and were found to be up to date. Faculty details were evident on course documentation. Faculty indicated during discussions that regular meetings take place with management to discuss any issues relating to courses.
	Evidence of these meetings was available for review.
3.7 Collaborative Provision - Appropriate contractual arrangements are in place with affiliated instructors.	MOUs are in place with each host organisation. During discussions with students they indicated that they are aware of the role of UCD CEMS and host organisations in course provision.

Section Four: Course Development, Delivery and Review	
Standards	QRP Findings
4.1 Course Development - Courses are designed to meet the requirements for PHECC approval and certification and reflect a commitment to quality improvement.	There is a documented course development policy and associated procedures. During discussions RI representatives outlined and provided evidence of a robust process for course development and implementing any changes in PHECC education and training standards or clinical practice guidelines. Course material was reviewed which showed that appropriate activities were designed to allow students to meet the learning outcomes. During discussions with students it was evident that the aims and objectives of the course are clearly outlined. Detailed lesson plans and timetables are in place and were available for review. Documentation also indicated that appropriate student/tutor ratios are maintained for theoretical and practical elements.
4.2 Course Approval - There are clear guidelines for course approval.	During discussions RI representatives indicated that all PHECC approved course are subject to the UCD internal course approval process 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. RI representatives described and provided evidence of the host organisation approval process as part of the overall course approval process. The host organisation approval process has been adhered to as per PHECC guidelines.
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.	A course delivery policy and procedures are documented. During discussions the RI representatives indicated the student induction takes place. There was evidence from students 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 faculty and in keeping with PHECC education and training standards and clinical practice guidelines. Students indicated during discussions that they are encouraged and facilitated to take responsibility for their own learning i.e. facilities are made available to students after scheduled classes. Students also indicated that they have the opportunity to meet with their instructor for feedback and remedial work if required. Evidence was available of these activities. Evidence was also provided of the student portfolio including; the advanced paramedic handbook, clinical placement log and internship logbook.

4.4 Course Review - Courses are reviewed in a manner that allows for constructive feedback from all stakeholders.	There are documented procedures in place for carrying out course reviews. During discussions RI representatives outlined a range of opportunities for students and faculty to provide feedback, including; feedback forms, formal and informal meetings collectively and individually with students and faculty. Feedback is also obtained from intern supervisors through weekly scheduled conference calls. Course review meetings take place with faculty after each block i.e. three times annually. Course reports are completed and maintained for external review. In addition course review is carried out as part of the internal quality review process and reviewed for curriculum meetings. 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. While the assessment schedule is in place the evidence indicates that it needs to be submitted to PHECC for approval. The evidence provided indicated that appropriate assessment methods are used on all courses. Discussions with students indicated that it was clearly stated when PHECC assessment material was to be used and that they were provided with all the assessment information they required including the appeals procedures. Formative assessment is carried out which provides students with timely and appropriate feedback. During discussions RI representatives indicated that students are provided with reasonable accommodation on request. RI representatives described examples of these activities which are recorded on the student record. Assessment related material is stored centrally and only issued upon request. 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.	The RI representative indicated in discussion that the internal verification of PHECC approved courses takes place under UCD CEMS procedures for programme internal verification. These procedures are documented and records maintained.
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. However external examiners are used for the external authentication of the advanced paramedic course. External examiners visit with students during their course and submit a report.
4.8 Results Approval - A results approval process operates in the institution.	Results approval is followed as per the UCD CEMS policy and procedures. Programme examination reports were reviewed. Once results are approved students are notified and can access their results electronically. Students who complete the CFR

	course are notified on the day of course completion.
4.9 Student Appeals - A process is in place for students to appeal their approved result.	Student appeals are as per UCD policy and procedures. Students are made aware of their opportunity to appeal before, during and after their course. Evidence was provided to support this.

3.0 Conclusions and Outcomes

The findings from the review indicate that the recognised institution met or part met 100% of the applicable quality standards set out in the PHECC quality review framework. There are comprehensive, up to date and relevant policies and procedures in place that indicate commitment to internal quality assurance. The internal quality review processes provide the RI with additional support to ensure a culture of continuous quality improvement is maintained and enhanced. The evidence also indicated that the RI's systems of academic governance provides robust oversight of all activities and ensures 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 and in line with PHECC education and training standards and clinical practice guidelines. The evidence from student discussions provided verification of a positive and challenging learning experience. The updates highlighted during discussions, when implemented, will further enhance the student experience and ensure that the RI meets all the PHECC quality standards. The evidence supports the conclusion that the RI's activities meet the requirements to carry out PHECC approved courses.

Centre for Emergency Medical Science
Room C110, School of Medicine,
Health Sciences Centre,
University College Dublin, Belfield, Dublin 4

T 01 716 6665
F 01 716 6549
www.ucd.ie
cics@ucd.ie

PRIVATE & CONFIDENTIAL

24 July 2017

Ms Kathleen Walsh
PHECC
Oak House
Millennium Park
Naas
Co Kildare

Dear Ms. Walsh

UCD CEMS was delighted to welcome you and your colleagues to Belfield in May to meet with our staff and students and with the leadership of UCD School of Medicine.

PHECC's accreditation of the Advanced Paramedic Training Programme is very welcome and we enjoyed the opportunity to comprehensively demonstrate the components of what we believe to be an effective postgraduate course. Our goal is to enable the provision of safe, competent advanced care to patients by staff of our partners, the HSE National Ambulance Service, Dublin Fire Brigade and the Defence Forces. We take very seriously all contributions which enhance that mission and your visit and report have been significant opportunities for us to reflect on how we achieve our goal.

In that context, your report identifies four of the 31 domains in which additional work is required, including:

1.1 Governance – update the organisational charts in use
3.1 Organisational staffing – document responsibility for roles related to PHECC courses
3.7 Collaborative provision – unclear what issue arises here
4.5 Assessment and awards – submit schedule to PHECC

Thank you again for your contribution to our work. We hope that you have found the process worthwhile and productive.

Your sincerely

Professor Gerard Bury
Director, UCD Centre for Emergency Medical Science