



Irish Water Safety

Quality Standards Review On-Site Report

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1.0 Introduction

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

Figure 1: The QRF Building Blocks:



1.1 Institution Details

Name	Irish Water Safety
Profile	A statutory body and a PHECC recognised institution since 2009.
PHECC courses being delivered	Cardiac First Response – Community Cardiac First Response – Community Instructor
Higher Education Affiliation	None
Address	Irish Water Safety, The Long Walk, Galway City

1.2 Reports Details

Date of on-site visit	24-05-17
Quality Review Panel (QRP)	
P Collins	QRP Chair – Independent
J Donaghy	QRP Member – Independent
K Walsh	QRP Member – PHECC
RI Representatives	
Colm Dempsey	Chairperson of the PHECC working group
Jocelyn Cunningham	PHECC Coordinator and Clerical Officer
Date of Council Approval	08-11-17

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 Cardiac First Response (CFR) course was selected to provide context.

2.0 Review Findings

2.1 Meetings and Discussions

Type	Comments
Entry Meeting	The QRP met with two representatives on arrival. Following introductions, the panel chairperson outlined the agenda for the visit and the process that would be followed.
Staff Discussions	A faculty member attended for a portion of the review.
Learner Discussions	None
Exit Meeting	The QRP met with two 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	Administration for courses takes place in the main offices at the above address. All the RIs training activities take place in external venues.
Resources	Resources and equipment are maintained locally by regional groups and individual instructors and allocated as required.

2.3 Evidence Reviewed – Documents/IT

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

- Website
- Organisational Chart
- IT System
- Course Material
- Student Records
- Faculty Records
- Evaluation Forms
- CFR Tutor Handbook
- Recognition of Prior Learning Policy
- CFR Working Group Powerpoint Presentation
- Daily Sign in Sheets
- IWS Strategic Development 2012-2017
- IWS Working Group action on matters pertaining to PHECC.
- Customer complaints procedure for the Irish Water Safety Association
- Code of Business Conduct for the Irish Water Safety
- CFR Responder course registration acceptance form
- Irish Water Safety – summary
- Guidelines for IWS members working on Commissions and Working Groups 2017
- Cardiac First Response Community – Syllabus 2015
- The official magazine of IWS
- Application form for instructor
- National Code of Ethics and Good Practice for Children and National Volunteer Policies for Members
- Appeals Procedure
- Assessment Appeals Form

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 chart was available for review and reflects the overall structure of the organisation including a working group with overall responsibility for PHECC approved courses. During discussions the RI representatives outlined the national structure and how PHECC approved courses are facilitated within that structure. The organisational chart needs to be updated to reflect this with roles and responsibilities developed to support those activities. Course and results approval are being carried out according to PHECC guidelines. Evidence was provided that self-assessment has been carried out, with the PHECC Recognised Institution Self-Assessment Report (RISAR) and Quality Improvement Plan (QIP) being utilised.
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 is a documented policy and procedures for data protection and the RI has a dedicated data protection officer in place. Procedures need to be put in place to ensure data protection procedures are understood at local level. The RI has an IT system in place for the management of student and faculty records. Databases are managed and maintained in this system. These databases were reviewed and found to be effective in managing records. Computers are password protected and access is limited to authorised personnel. Hard copy records are stored in a secure location in the main office. At the time of review quantitative measures were not in place to capture information to inform practice. However during discussions RI representatives indicated that documentation is regularly reviewed. PHECC certification is carried out according to guidelines.
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.	The chairperson of the PHECC working group has overall responsibility for the quality assurance of PHECC approved courses with day to day responsibility delegated to the PHECC coordinator. The organisational chart needs to be updated to reflect this. During discussions the RI representatives indicated that lead faculty are made aware of their responsibilities for the quality of PHECC approved courses through annual meetings. However there was no indication that extended faculty are made aware of their responsibilities. There was no evidence provided that internal verification has taken place. The internal verifier was present during the

	review process.
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 a documented quality assurance plan in place for PHECC approved courses which was available for review. During discussions the RI representatives outlined a range of activities that take place which inform self-assessment e.g. review of course evaluation forms, working group meetings etc. The course evaluation form is used nationally which allows for consistency in evaluation. Evidence was provided of these activities taking place. Areas for improvement have been identified and included in an updated Quality Improvement plan (QIP). The PHECC recognised institution Self-Assessment Report (RISAR) was utilised for the self-assessment and the QIP will be updated with agreed actions following the review process.
1.5 Transparency and Accountability - The institution conducts its activities in an open and transparent manner.	During discussions RI representatives stated that potential students are provide with course information through direct contact with the office. General information about courses is available on the website and relevant promotional material. Evidence indicated that students are provided with information regarding their entitlements at the beginning of their course. At the time of review course reports are not completed by faculty.
1.6 Administration – Administration arrangements meet the needs of all stakeholder groups.	The RI has a full time administrator and additional support is provided when required. During discussions RI representatives outlined the procedures for course administration pre, during and post course with responsibility at local level for ensuring students are provided with the required handbooks. At the time of review administrative procedures were not outlined in the office standard operating procedures and there was no evidence that all students had received the required documentation. Student records were reviewed and indicated that administrative staff are carrying out key activities relating to PHECC approved courses.
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. The mission statement is available for all stakeholders on relevant documentation i.e. strategic plan etc.
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 representatives outlined a range of methods used to communicate with students and associated stakeholders, including; social media, evaluation forms, regularly scheduled meetings, emails etc. Evidence was available to show that these activities have taken place. Evidence was also provided to show that students have the opportunity throughout their course to meet with their instructor to discuss any issues they may have. This was verified by faculty during discussions and during a review of documentation.
2.3 Course Access, Transfer and Progression - Course information in clear, access is fair and consistent, with recognition of prior learning, as appropriate.	The RI has clear criteria documented for entry to PHECC approved courses which are part of entry to larger IWS courses. The website and promotional material provides potential students with sufficient information to make an informed choice about course participation. During discussions RI representatives outlined a range of sources of information available to students. Evidence was viewed to support this. There is a documented Recognition of Prior Learning (RPL) policy detailed within the tutor course handbook which was available for review.
2.4 Equality and Diversity - There is a commitment to the provision of equal opportunities for students and faculty in compliance with relevant equality legislation.	The RI has an equality and diversity policy which is contained in the customer charter. During discussions the RI representatives indicated that lead instructors are provided with equality and diversity information annually. However at the time of review there was no documented evidence of this taking place or that all instructors have been provided with information or training. RI representatives outlined and gave examples of how they accommodate individuals with additional support needs. At the time of review these activities were not recorded. Codes of practice are in place and implemented.
2.5 Complaints and Appeals - Complaints and Appeals Processes are open,	The RI has documented policies and associated procedures for complaints and appeals which were available for review. These need to be updated to reflect current practice and

transparent and accessible to students and other stakeholders.	PHECC approved courses.
2.6 Training Infrastructure - Courses are carried in an appropriate learning environment, sufficiently resourced in order to deliver training to the highest standards.	During discussions RI representatives indicated that training is carried out in a variety of locations nationally. At the time of review there were no documented premises selection criteria in place. RI representatives indicated that training equipment is stored locally and allocated as required through local committees. In addition individual instructors may have their own equipment which they can utilise. There is a resource checklist for each course which needs to be updated. There are no documented procedures in place for the maintenance and cleaning of equipment. During discussions RI representatives indicated that all students receive a course handbook and it was the responsibility of individual instructors to ensure it was made available to them. However there was no evidence provided to show that all students had received it.
2.7 Health and Safety - A safe and healthy environment exists in the institution.	The RI has a health and safety statement which is available to all stakeholders. Health and safety procedures are in place and in line with relevant legislation. RI representatives indicated that these procedures are communicated to instructors annually at a continuous professional development event. They also stated that health and safety for training activities comes under the procedures in place at local facilities and that evidence is available locally. They stated that instructors are responsible for checking new premises for suitability. At the time of review there was no documented evidence that PHECC approved courses are carried out in pre-approved premises.
2.8 Social Environment - A positive, encouraging, safe, challenging and caring environment is provided for faculty and learners.	Student feedback was reviewed and provided evidence that students have positive learning experiences. During discussions a faculty member it was indicated that adequate support is provided by the IWS and that faculty are encouraged to use a variety of instructional methods during training. RI representatives outlined plans to carry out instructor observations to provide additional support. The RI is fully compliant with PHECC requirements on instructor/student ratios.

Section Three: Faculty Recruitment and Development

Standards	QRP Findings
<p>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.</p>	<p>At the time of review there was no recruitment and development policy and associated procedures in place. RI representatives indicated during discussions that lead faculty are made aware of their quality responsibilities for PHECC approved course annually. There was evidence provided to support this. However there was no evidence to suggest that local instructors are made aware of their responsibilities. Documentation indicates that the RI meets the minimum faculty requirements for course approval.</p>
<p>3.2 Faculty Recruitment - Faculty, are recruited on the basis of personal suitability, appropriate experience and qualifications.</p>	<p>At the time of review there was no role description and selection criteria for faculty delivering PHECC approved courses. During discussions and in their RISAR the RI outlined their process for faculty recruitment. They indicated that recruitment takes place at local level through the relevant committee and instructors mainly come from within the student body with the remainder going through their RPL process. At the time of review these processes were not documented. Documentation indicates that the RI meets the minimum faculty requirements for course approval.</p>
<p>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.</p>	<p>There are documented procedures in place for the continuous professional development of faculty. During discussions the RI representative indicated that faculty members do receive an induction and any updates are communicated via an annual CPD workshop with lead instructors. There was evidence to indicate that induction and the workshops had taken place. Instructors are provided with opportunities to highlight upskilling requirements at local level. The RI has a comprehensive child welfare policy and robust procedures in place. During discussions RI representatives outlined an extensive training programme that is in place for safeguarding children and vulnerable adults and provided evidence of these activities taking place.</p>
<p>3.4 Communication with Faculty - Two way communication systems are in place between management and faculty.</p>	<p>During discussions RI representatives described a range of formal and informal methods of communication between faculty and management which include local and national meetings, email, website and a magazine which is distributed twice a year. Discussions with faculty indicated that communication takes place between local management and faculty before, during and after each course and that faculty provide informal feedback.</p>

<p>3.5 Work Placement and Internship - Host organisations (internship sites) are appropriate to the course content and learning outcomes to be achieved (NQEMT courses only).</p>	<p>Not Applicable</p>
<p>3.6 Faculty and Stakeholder Management - A system is in place to ensure appropriately qualified and experienced individuals are engaged by the institution.</p>	<p>The evidence provided indicates that faculty meet the minimum requirements set by PHECC to deliver courses and that only instructors with valid certification are allocated to carry out PHECC approved courses. During discussions the RI representative stated that a review of documentation takes place at the national level. Evidence was provided of these activities taking place. Representatives outlined plans for instructor observations and for lead instructors to provide additional support for trainee instructors at local level. At the time of review these plans had not been implemented. Faculty records are maintained and were available for review and were found to be accurate and up to date. Course documentation was reviewed and found to contain instructor details.</p>
<p>3.7 Collaborative Provision - Appropriate contractual arrangements are in place with affiliated instructors.</p>	<p>During discussions representatives stated that the RI provides faculty with the opportunity to provide PHECC approved courses privately and outlined the processes they must go through. At the time of review there were no contractual arrangements in place. Evidence was provided to show that the responsibility for the quality assurance of PHECC approved courses is communicated.</p>

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.	Course material was reviewed which showed that appropriate activities were being carried out to allow students to meet the learning objectives. Courses are developed in line with PHECC guidelines. During discussions RI representatives outlined the procedures for implementing updates and changes to courses. Evidence was provided indicating these activities have taken place. Course information is clearly stated and outlined on the website and promotional material and timetables are available for each course. Documentation also indicated that appropriate student/tutor ratios are maintained.
4.2 Course Approval - There are clear guidelines for course approval.	Course approval has been adhered too as per PHECC guidelines and all the information required for PHECC course approval has been supplied.
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.	Course delivery is outlined in the faculty handbook which was available for review. During discussions RI representatives indicated the student induction takes place. Evidence was available to support this. Attendance records are maintained for each course and were available for review. The evidence indicated that courses are delivered in accordance with PHECC education and training standards and delivered by appropriately qualified and certified instructors and that faculty/student ratios are maintained. The evidence also indicated that students have the opportunity to meet with their instructor for feedback and remedial work, if required.
4.4 Course Review - Courses are reviewed in a manner that allows for constructive feedback from all stakeholders.	There are no documented procedures in place for course review at local, regional or national level. Evidence was provided which showed that students had the opportunity to review their course through course evaluation forms. RI representatives indicated that the student course evaluation forms were sent back to head office. These were available for review. However there was no evidence that these were systematically reviewed or analysed to inform practice. At the time of review course reports were not being completed by faculty. 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	The evidence provided indicates that appropriate assessment methods are used on all courses and it is clearly stated when PHECC assessment material is being used. Students are provided with assessment information prior to and during

<p>fair and consistent manner by all tutors and instructors in line with PHECC assessment criteria.</p>	<p>their course. RI representatives indicated that students are provided with reasonable accommodation on request. At the time of review there was no evidence of these activities taking place. Responsibility for the PHECC certification system is allocated to a named member of staff.</p>
<p>4.6 Internal Verification - There is a consistent application of PHECC assessment procedures and the accuracy of results is verified.</p>	<p>At the time of review there was no documented procedures in place for internal verification. During discussions the RI representative indicated that 100% internal verification takes place on all courses. However there was no evidence to support this.</p>
<p>4.7 External Authentication - There is independent and authoritative confirmation of assessment and certification, where relevant, in accordance with PHECC guidelines.</p>	<p>External Authentication is currently carried out by PHECC.</p>
<p>4.8 Results Approval - A results approval process operates in the institution.</p>	<p>During discussions the RI representative indicated that the instructor checks the results and they are made available to students. The instructor then requests that certificates to be issued from head office. At the time of review there was no documented results approval procedure.</p>
<p>4.9 Student Appeals - A process is in place for students to appeal their approved result.</p>	<p>There is an appeals policy in place which is communicated to students in relevant documentation. This needs to be updated to reflect current practice.</p>

3.0 Conclusions and Outcomes

The findings from the review indicate that the recognised institution met or part met 97% of the applicable quality standards set out in the PHECC quality review framework. There are policies and procedures in place that indicate a commitment to the quality assurance of PHECC approved courses. The evidence provided showed a comprehensive national structure is in place which would support the overall governance and management of PHECC courses. However at the time of review the evidence also indicated that these systems could be utilised further to disseminate and gather information and ensure the effective management of these courses. The updates and revisions highlighted during discussions – when implemented – will ensure that the RI meets all the PHECC quality standards. The evidence would support the conclusion that the RI’s current activities meet the requirements to carry out PHECC approved courses.