



City of Dublin Education and Training
Board (CDETB)
Quality Standards Review
On-Site Report

Table of Contents

1.0 Introduction	1
1.1 Institution Details.....	2
1.2 Reports Details.....	3
1.3 Scope of the Review.....	3
2.0 Review Findings	4
2.1 Meetings and Discussions.....	4
2.2 Observation of Facilities and Resources.....	4
2.3 Evidence Reviewed – Documents/IT.....	5
2.4 Quality Standards – Review.....	6
3.0 Conclusions and Outcomes	14

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	City of Dublin Education and Training Board (CDETb)
Profile	The CDETb was established in 2013 having being formally known as the City of Dublin Vocational Education Committee. It is a PHECC recognised institution since 2009.
PHECC courses being delivered	Cardiac First Response – Community Cardiac First Response – Community Instructor First Aid Response First Aid Response – Instructor
Higher Education Affiliation	
Address	Teachers Centre, Mountjoy Prison, North Circular Road, Dublin 7.

1.2 Reports Details

Date of on-site visit	05-12-16
Quality Review Panel (QRP)	
P Collins	QRP Chair – Independent
J Donaghy	QRP Member – Independent
K Walsh	QRP Member – PHECC
RI Representatives	
Maeve Donnelly	CDET B PHECC Coordinator
Catherine Keller	Inchicore College
Stephen O'Connor	Organiser of Education, Education Service to Prisons
Date of Final Report	
Date of Council Approval	23 February 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 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 three representatives on arrival. Following introductions, the panel chairperson outlined the agenda for the visit and the process that would be followed.
Staff Discussions	Three representatives were present for the full review. Discussions were also held with Margaret Joyce, CDET B Head Teacher, Education Unit, Mountjoy Prison and Brigid Mc Keever, Teacher, Education Unit Mountjoy Prison.
Learner Discussions	Discussion was held with four learners in the Education and Training Unit.
Exit Meeting	The QRP met with three 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 RI has a range of facilities across the City of Dublin. The site visit took place in the Education and Training Unit on the Mountjoy Campus. The facility was found to be adequate for the delivery of PHECC approved courses.
Resources	Resources are stored within the centre 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
- Community Based Health & First Aid Prison Programme Outline
- Organisational Chart
- Control & Management Structure
- Course Approval Handout
- Course Development Policy
- CDET B Instructor Pack (Version 3)
- Student Feedback Form
- Results Approval Policy
- Data Protection Policy
- Student Records
- Faculty Records
- Record of Faculty Meetings
- Quality Assurance Procedures (Record of Meetings)
- Evaluation and Assessment Forms
- Student Handbook
- Course Prospectus
- Mission Statement
- Sample Feedback Form
- Course Report (Faculty)
- Recognition of Prior Learning (RPL) Policy
- Reasonable Accommodation
- Complaints Policy
- Appeals Policy
- Glowbox (Handwashing Resource)
- Health & Safety Statement
- Faculty List
- Course Attendance Sheet
- Lesson Plans
- Timetables
- Assessment and Awards Policy
- Internal Verifier Role Description
- Student Journal

2.4 Quality Standards – Review

Section One: Organisational Structure and Management	
Standard	QRP Findings
<p>1.1 Governance - The Institution has clear lines of authority and engages a system of accountability for PHECC approved courses.</p>	<p>The organisational chart was available for review and clearly reflects the organisational structure and those responsible for the administration and delivery of PHECC approved courses. Course and results approval have been carried out as per PHECC guidelines. Evidence was provided that self-assessment has been carried out, with the PHECC RISAR and quality improvement plan being utilised. Evidence was provided of the arrangements that are in place with higher education institutions.</p>
<p>1.2 Management Systems and Organisational Processes - The Institution can show that it has well documented organisational processes in place to meet the needs of all stakeholders.</p>	<p>There is a documented policy and associated procedures for data protection and a data protection officer is in place. The RI maintains student and faculty record electronically and in hard copy. Student and faculty records were reviewed and were found to be satisfactory. Computers are password protected and access is limited to authorised personnel. Hard copy records are stored in a secure location, with access limited to authorised personnel. Quantitative measures are in place to capture relevant information to inform practice. PHECC certification is carried out according to guidelines.</p>
<p>1.3 Management Responsibility - There is a clearly defined system in place showing who is responsible for ensuring the quality assurance of PHECC approved courses.</p>	<p>During discussions the RI representatives indicated that they have a dedicated PHECC coordinator who is responsible for monitoring the quality assurance of PHECC approved courses. The PHECC coordinator was present for the review and the organisational chart and relevant documentation clearly outlines this responsibility. During discussions the RI representative outlined how faculty members are made aware of their responsibilities for the quality of PHECC approved courses. An instructor pack was provided as evidence to support this. There was documented evidence provided that internal verification takes place. The internal verifier(s) were available during review.</p>
<p>1.4 Self-Assessment, External Evaluation and Improvement Planning - The Institution carries out internal assessment and</p>	<p>The RI has quality assurance policies and associated procedures documented. Evidence was provided which showed that procedures are in place for the ongoing monitoring of PHECC approved courses. Evidence was also provided which showed that stakeholders were involved in</p>

<p>engages in a quality improvement planning process (annually) which includes external evaluation.</p>	<p>the self-assessment process. Student evaluation forms were made available for review. During discussions RI representatives indicated that they have been carrying out annual self-assessment for some time. Quality evaluation reports of these activities are maintained. The PHECC Recognised Institution Self-Assessment Report (RISAR) and Quality Improvement Plan (QIP) were utilised for the self-assessment and will be updated with agreed actions following the review process.</p>
<p>1.5 Transparency and Accountability - The institution conducts its activities in an open and transparent manner.</p>	<p>Evidence was provided to show that students are provided with information regarding the support available while undertaking their course. There was documented evidence available throughout the RI which provides relevant information to allow potential students to make an informed choice about course participation. Evidence was also provided to show the potential students in other CDET B centres are provided with sufficient information to make an informed choice. Course reports are completed and were made available for review.</p>
<p>1.6 Administration – Administration arrangements meet the needs of all stakeholder groups.</p>	<p>During discussions RI representatives outlined the procedures for course administration pre, during and post course. The PHECC coordinator has administrative procedures in place for all stakeholder groups which were clearly outlined during discussions with stakeholders. These are updated as required to reflect current practice. Evidence was provided to show these activities had been carried out. Student documentation was reviewed to verify these activities. The RI IT system and hard copy records were reviewed and found to be effective in managing and maintaining relevant records and information.</p>
<p>1.7 Financial Management - The institution manages its' finances in a responsible manner that meets the needs of all stakeholders.</p>	<p>The RI is fully compliant with all relevant financial requirements and PHECC has verified this prior to the on-site review.</p>

Section Two: The Learning Environment	
Standards	QRP Findings
<p>2.1 Education and Training Mission Statement - The Mission of the Institution is appropriately focused with education and training as a core activity.</p>	<p>The RI demonstrates its commitment to quality education training through its mission statement. During discussions RI representatives indicated that all stakeholders are made aware of the mission statement and its, implications. At the time of review plans were in place to communicate its mission statement to all stakeholders through its website and on relevant documentation.</p>
<p>2.2 Communication with Students and Other Stakeholders - Two way communication systems are in place between faculty, students and other stakeholders as appropriate.</p>	<p>The RI has a documented policy and associated procedures for communications. During discussions and in their RISAR the RI outlined a comprehensive range of methods used to communicate with students and associated stakeholders, including evaluation forms, course reports, regularly scheduled meetings, Moodle etc. Evidence was provided to show that students have the opportunity throughout their course to meet with their instructor one to one to discuss any issues they may have. These activities were also verified during discussions with students who outlined regular communication with faculty and RI support staff.</p>
<p>2.3 Course Access, Transfer and Progression - Course information in clear, access is fair and consistent, with recognition of prior learning, as appropriate.</p>	<p>The RI has a documented admissions policy and associated procedures. The RI has clear entry criteria documented for entry to PHECC approved courses. The website and promotional material viewed provides potential students with sufficient information to make an informed choice about participation in a course. There is also a documented Recognition of Prior Learning (RPL) policy in place which adheres to the PHECC guidelines.</p>
<p>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.</p>	<p>The RI has an equality and diversity policy. There was evidence that information and training on equality and diversity is provided to faculty. During discussions RI representatives outlined and gave examples of how they accommodate individuals with additional support needs e.g. colour sensitive presentations, signers, scribes and readers. In addition it was evident from discussions that equality and diversity is an ethos that runs throughout the organisation. There was evidence available to support this. Codes of practice are documented and made available to faculty and associated stakeholders.</p>

<p>2.5 Complaints and Appeals - Complaints and Appeals Processes are open, transparent and accessible to students and other stakeholders.</p>	<p>There are documented policies and procedures for complaints and appeals. During discussions RI representatives outlined the processes for appeals and complaints and how students are made aware of these. The RI has a complaints form which is made available on request.</p>
<p>2.6 Training Infrastructure - Courses are carried in an appropriate learning environment, sufficiently resourced in order to deliver training to the highest standards.</p>	<p>A tour of the premises provided evidence that training is carried out in a suitable environment. During discussions and in their RISAR RI representatives stated that the PHECC coordinator has visited each centre to ensure that the premises are suitable for the delivery of PHECC approved courses. Evidence was provided to support this. Evidence was also provided that indicated that procedures are in place to ensure all courses are adequately resourced. The resource requirements for each course are documented and there is a resource checklist for each course. During discussions the RI representatives stated that an external company is contracted for the maintenance and cleaning of equipment. However at the time of review there was no maintenance checklist in place. Library and IT resources are made available to students.</p>
<p>2.7 Health and Safety - A safe and healthy environment exists in the institution.</p>	<p>The RI has a health and safety statement which is available to all stakeholders and was available for review. Health and safety procedures are in place and in line with relevant legislation. A health and safety officer is in place in RI centres and records of relevant activities are maintained.</p>
<p>2.8 Social Environment - A positive, encouraging, safe, challenging and caring environment is provided for faculty and learners.</p>	<p>During discussions with students it was evident that the RI provides a positive, encouraging, safe, challenging and caring learning environment. Students also indicated that they found their courses interesting and that there is an environment of mutual respect within the RI. Evidence provided through the evaluation forms indicated that students have positive learning experiences. The RI is fully compliant with PHECC requirements on instructor/student ratios.</p>

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>The RI has a recruitment and development policy and associated procedures in place. During discussions the RI representatives indicated that faculty are made aware of their quality responsibilities through induction and regular communication. Evidence was provided to support this i.e. CDETb instructor pack. Records were made available for review of faculty activities associated with PHECC approved courses. 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>A role description and selection criteria for each position is documented and available for review. Evidence was provided to support this i.e. a job description was reviewed. Documentation indicates that the RI meets the minimum faculty requirements for course approval. During discussions and in their RISAR the RI outlined their process for faculty recruitment, if required. They also indicated that the PHECC coordinator communicated with all centres, the information regarding PHECC approval to deliver courses and the requirements for faculty. Evidence was available to support this.</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 receive an induction. There is evidence to indicate that induction had taken place. Faculty are provided with opportunities to highlight upskilling requirements and records are maintained of all CPD activities. All faculty are required to be Garda vetted in line with CDETb Child Welfare policy and procedures.</p>
<p>3.4 Communication with Faculty - Two way communication systems are in place between management and faculty.</p>	<p>During discussions the RI representative described a range of formal and informal methods of communication between faculty and management i.e. email, regularly scheduled meetings – collective and one to one. Evidence indicated that a combination of these activities takes place before, during and after each course. Procedures are in place to</p>

	ensure that formal meetings take place. Records of these meetings are maintained. Faculty are encouraged to provide feedback during and after each course. Course reports were available for review.
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).	Not Applicable
3.6 Faculty and Stakeholder Management - A system is in place to ensure appropriately qualified and experienced individuals are engaged by the institution.	The evidence provided indicated that faculty meet the minimum requirements set by PHECC to deliver courses. Faculty records were reviewed and found to be up to date. The system in place ensures that only instructors with valid certification are allocated to deliver courses. RI representatives also indicated that instructor activities are monitored through a review of documentation and any new instructors will be observed by the PHECC coordinator. Faculty records are maintained and were available for review and were found to be accurate and up to date. Faculty details were recorded on course documentation which were reviewed.
3.7 Collaborative Provision - Appropriate contractual arrangements are in place with affiliated instructors.	Evidence was provided of agreed quality assurance procedures between all those delivering PHECC approved courses on behalf of CDETb. The CDETb instructor pack was provided as evidence. Evidence was also provided that students are made aware of the role of each party.

Section Four: Course Development, Delivery and Review

Standards	QRP Findings
<p>4.1 Course Development - Courses are designed to meet the requirements for PHECC approval and certification and reflect a commitment to quality improvement.</p>	<p>The RI has a documented course development policy and associated procedures in place which were reviewed. Course material (lesson plans) was reviewed which showed that appropriate activities were being carried out to allow students to meet the learning objectives. Detailed timetables for each course are available for students and were reviewed. Course information is clearly stated and outlined. Documentation also indicated that appropriate student/tutor ratios are maintained.</p>
<p>4.2 Course Approval - There are clear guidelines for course approval.</p>	<p>The course approval process has been adhered to as per PHECC guidelines. This process is documented and evidence was provided of these activities. All the information required for PHECC course approval has been supplied.</p>
<p>4.3 Course Delivery, methods of theoretical and clinical Instruction - Courses are delivered in a manner that meets students' needs and in accordance with PHECC guidelines.</p>	<p>There is a documented policy and procedures for course delivery. During discussions the RI representative and students indicated that induction takes place. There was evidence to support this. Attendance records are maintained for each course and were available for review. The evidence indicated that all courses are delivered by appropriately qualified and certified instructors. Course content (lesson plans) was reviewed and meets PHECC education and training guidelines. Students indicated during discussions that they have the opportunity to meet with their instructor for feedback and remedial work and documented evidence was available to support this.</p>
<p>4.4 Course Review - Courses are reviewed in a manner that allows for constructive feedback from all stakeholders.</p>	<p>At the time of review there were no documented procedures in place for carrying out course reviews. However during discussions RI representatives outlined a range of activities that take place to review courses. RI representatives indicated that instructor feedback is obtained through course reports and regularly scheduled meetings. Records of these meetings and course reports were available for review. Evidence was also provided of</p>

	<p>stakeholder involvement in course evaluation. 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.</p>
<p>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.</p>	<p>There is a documented policy and associated procedures in place. The evidence provided indicates that appropriate 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 their course. RI representatives indicated that students who required additional support are provided with reasonable accommodation on request. Evidence was available 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>The RI has documented procedures in place for internal verification. These were not available for review. During discussions the RI representative indicated that internal verification takes place on all courses. There was evidence to support this. The internal verifier was present for the review.</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 (EA) is currently carried out by PHECC. In addition the RI carries out EA activities across a number of sites. These procedures are to be documented and formalised.</p>
<p>4.8 Results Approval - A results approval process operates in the institution.</p>	<p>There is a Results Approval policy and associated procedures in place. During discussions the RI representative indicated that the instructor checks the results. Once checked the results are made available to students. Certificates are then issued to students.</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 and associated procedures in place. This is made available in the student journal and is also in the staff handbook.</p>

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 a comprehensive range of policies and procedures in place that indicate a commitment to internal quality assurance and continuous quality improvement (CQI). The evidence also indicated that the RIs activities through the PHECC coordinator provide a robust oversight of all activities and ensure that students have a comprehensive and rewarding learning experience. They also ensure that the quality assurance of PHECC approved courses is carried out in an effective and efficient manner. The updates and revisions highlighted during discussions, when implemented as part of the cycle of continuous quality improvement will ensure that the RI continues to meet all the PHECC quality standards and best practice for a centre of education and training. The evidence would support the conclusion that the RIs activities meet the requirements to carry out PHECC approved courses.