



Quality Review Framework (QRF)  
Composite Report  
Garda College

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# Quality Review Framework Composite Report

## 1. Institution Details

<b>Name</b>	Garda College
<b>Address</b>	Templemore, Co Tipperary
<b>Type of Organisation</b>	State Body
<b>Profile</b>	An approved training institution (ATI). The institution delivers and administers PHECC approved courses from its training college in Templemore. Full time employees carry out several roles including administration and course delivery of PHECC approved courses and general Garda training activities.
<b>PHECC Courses Delivered</b>	CFR Community, CFR Advanced, First Aid Response, Emergency First Response, CFR Instructor FAR Instructor.
<b>Higher Education Affiliation</b>	University of Limerick (however not associated with PHECC courses).

## 2. Review Details

<b>Purpose</b>	<ul style="list-style-type: none"> <li>To facilitate the enhancement of a successful learning experience for students.</li> <li>To foster a culture of continuous quality improvement.</li> <li>To generate confidence in the standard of education and training in pre-hospital emergency care.</li> </ul>
<b>Scope</b>	The review covered all aspects of the institution's activities associated with meeting the quality standards as outlined in the PHECC Quality Review Framework.
<b>Date of the Desktop Review</b>	7/10/19
<b>Date of On-site Review</b>	22/10/19

## 3. Report Details

<b>Draft report sent to Institution for feedback</b>	18/12/19
<b>Final report sent to Institution</b>	21/4/20
<b>Education and Standards Committee Approval</b>	06/05/20
<b>Council (For Noting)</b>	11/06/20
<b>Report Compiled by</b>	Quality Review Panel

## 4. Review Activities

### 4.1 Meetings

<b>Opening Meeting</b> (add rows as required)	
<b>Organisation</b>	<b>Role</b>
Garda College	Principal Officer
Garda College	Superintendent, Crime Specialist and Operational Training
Garda College	Inspector, Crime Specialist and Operational Training
External Advisor	Advisor to the Garda College Faculty
Garda College	Sergeant, Specialist/Operational Training (First Aid and PHECC Course Instructor)
Garda College	Sergeant, Specialist/Operational Training (Driver Trainer and PHECC Course Instructor)
Garda College	Garda, Specialist/Operational Training (Garda Mountain Bike and PHECC Course Instructor)
Garda College	Garda, Specialist/Operational Training (Firearms Instructor and PHECC Course Instructor)
Garda College	Specialist/Operational Training – Administration
PHECC	QRF Panel Lead
PHECC	QRF Panel Member
PHECC	QRF Panel Member
<b>Closing Meeting</b> (add rows as required)	
<b>Organisation</b>	<b>Role</b>
Garda College	Superintendent, Crime Specialist and Operational Training
Garda College	Superintendent, Leadership Management and Professional Development
Garda College	Sergeant, Specialist/Operational Training (Driver Trainer and PHECC Course Instructor)
Garda College	Sergeant, Specialist/Operational Training (First Aid and PHECC Course Instructor)
Garda College	Garda, Specialist/Operational Training (Firearms Instructor and PHECC Course Instructor)
Garda College	Garda, Specialist/Operational Training (Garda Mountain Bike and PHECC Course Instructor)
PHECC	QRF Panel Lead

PHECC	QRF Panel Member
PHECC	QRF Panel Member

## 4.2 Stakeholder Discussions

Name/Group	Role (add rows as required)
Recent student	PHECC FAR Course
Recent student	PHECC FAR Course

## 4.3 Document Review

The records and systems listed below were reviewed and discussed during the desktop and on-site reviews.

Various documents and reports were reviewed in line with PHECC approved courses, along with the wider generic training undertaken by the Garda College which supported elements of the PHECC quality assurance process. These included:

Complaints and Appeals Policy	Record Management Policy
Faculty Management	Insurance Details
Named Faculty	Organisational Structure/Chart
Quality Assurance Policy	Data Protection Code of Practice
Competition Notice for Instructors	External Oversight
First Aid Training Supplies	Equipment List
Equality and Access to Training Policy	Diversity Strategy Mission Statement
Health and Safety Policy Statement	Health, Safety and Welfare Policy
Assessment and Awards Policy	Code of Conduct
Garda Siochana People Strategy	Code of Ethics
Learner Support Policy	Upskilling Record
Recognition of Prior Learning Policy	Appeals Policy
Assessment Policy and Procedures	Evaluation Form
Training Roster	Certificates

## 4.4 Observation of Practice, Facilities and Resources

**Practice – e.g. Course delivery, administration, clinical placement** (add rows as required)

Location	Comments
Garda College, Templemore, Co Tipperary.	<ul style="list-style-type: none"> <li>After initial welcoming and introductions, the review panel were shown the Garda College's training facilities. The review panel notes the facilities within the College were excellent. It welcomed the opportunity to be given access to view these facilities and resources, including equipment for the FAR courses.</li> </ul>

Facilities (add rows as required)	
Location	Comments
On-site at Garda College	<ul style="list-style-type: none"> <li>• Located in a secure facility on the outskirts of the town with secure parking facilities. Secure office space with adequate welfare facilities for staff and students.</li> <li>• Extensive training facilities incorporating lecture theatre, classrooms, outdoor space for training scenarios, administrative offices, storage room, meeting rooms, restaurant, exercise gymnasium and shop. Extensive equipment available for the current PHECC approved courses consisting of manikins, consumables and other pieces of equipment.</li> </ul>
Resources – e.g. equipment, ICT, course material, etc (add rows as required)	
Location	Comments
Garda College	Equipment adequate for internal courses.

## 5. Compliance Rating and Level

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

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

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

## 6.1 Theme 1: Organisational Structure and Management

Quality Area	1.1 Governance	Level
Quality Standard	The institution has fit-for-purpose governance that ensures objective oversight, and clear lines of authority and accountability for all activities associated with PHECC approved courses.	MDM
<b>QRP Findings</b>		
<p>The review panel were shown evidence that demonstrated that the institutions' governance policies ensure objective oversight, clear lines of authority, accountability and subsequent procedures of many of the Garda's activities within the College. Although, many of the documents reflect the general training activities which were not necessarily directed specifically at PHECC approved courses. Following the review, evidence of a robust organisational structure was acknowledged by the review panel, as the organisational structure clearly identified areas of command within the Garda College. The panel were cognisant that the organisational chart mapped the generic contents of Garda training. It was, however, not clear from the evidence provided what constitutes governance of PHECC approved courses. The panel believes further clarity in this area is needed. The documentation provided did not fully illustrate how the institution's structures highlighted who had overall responsibility for PHECC approved courses.</p> <p>The review panel acknowledged the College held documentation which supported a systematic managed version control (VC) of governance within much of the documentation sighted by the panel. The review panel also acknowledged the Colleges' expectations to deliver PHECC approved courses 'in-house' from 2020. Discussions with Garda representatives indicated that there were procedures in place to ensure that, when required, relevant sub-groups/individuals were in place to provide oversight. However, this is often undertaken informally with little supporting evidence. This area needs to be formalised. Evidence was further presented which illustrated "roles descriptors" were provided. Some additional strengthening of governance for specific PHECC approved courses is required to help further strengthen the governance and quality assurance of these courses. Aspects of health &amp; safety and risk were appropriately and robustly managed through the internal processes of the Garda College. During discussions with Garda representatives there was limited documented terms of reference for sub-groups, which were not clearly defined in terms of oversight responsibilities.</p>		
<b>Areas of Good Practice</b>		
<ul style="list-style-type: none"> <li>Due to the very nature of the institution and its subsequent training remit, systems and infrastructure are in place which supports a robust system of generic governance and accountability.</li> </ul>		
<b>Areas for Improvement</b>		
<ul style="list-style-type: none"> <li>The review panel believe some additional work is required to identify the specific person(s) who are responsible for and carry out defined roles/functions relating to PHECC courses, such as Administration, Internal Verification, Instructor, Assistant Tutor, Tutor and Facilitator.</li> <li>The institution should consider areas of academic risk associated with PHECC approved courses.</li> </ul>		
Quality Area	1.2 Management Systems and Organisational Processes	Level
Quality Standard	The institution complies with all relevant legislation and cooperates with PHECC to meet its requirements.	SM

<b>QRP Findings</b>		
<p>The evidence provided indicated that the organisation is an established legal entity with education and training as a principle function. The review panel noted that the Garda College is a Civil and state body, therefore, fully compliant in many areas associated with legislative accountability. The evidence indicated that not all tasks associated with education and training are necessarily documented. The review panel noted that some gaps exist in documented processes from student entry to exit. During discussions with Garda representatives, it was acknowledged that informal processes take place which need to be formalised. Evidence was provided which ensured relevant provision is in place to provide objective oversight of Garda courses. The review panel was mindful that the College held Knowledge Repository allowed for a systematically managed process. The review panel further noted that there appeared to be a clear line of accountability from student entry through to completion and certification. However, PHECC specific processes were not evident for PHECC approved courses. Subsequently, the panel believe some additional work around this area would help strengthen and enhance the quality of the institution. The Garda College has evidence of up to date training records which are recorded and securely stored. In addition, the review panel believe some further clarification of PHECC specific courses would enhance the quality assurance in this area.</p> <p>The review panel was satisfied that a robust system exists which demonstrates up to date records are maintained by the institution. The panel was shown evidence to help clarify this. This process will be further strengthened by the transfer of new electronic database systems. The panel noted from discussions that there was the possibility that off-site (Garda College) delivery of PHECC approved courses may occur from time to time. It was recognised by the review panel that the Garda College has systems in place for these activities. Many of these structures and systems are generic to the organisation and as such cover all aspects of Garda training, rather than specific PHECC courses. The review panel noted that a Memorandum of Understanding (MOU) would help formalise any such future partnerships.</p>		
<b>Areas of Good Practice</b>		
<ul style="list-style-type: none"> <li>• There is clear evidence that the institution complies with all relevant legislation and fully cooperates with PHECC processes.</li> </ul>		
<b>Areas for Improvement</b>		
<ul style="list-style-type: none"> <li>• The process of document control in relation to PHECC approved courses could be strengthened and formally signed off by the course team.</li> <li>• There was evidence provided of the personnel involved in the delivery, management and administration of PHECC approved courses, although this could be strengthened to formalise the process.</li> <li>• Some additional documented evidence such as role descriptions and processes would help clarify areas associated with specific roles.</li> <li>• The review panel also noted that sufficient staffing at organisational, programme delivery and administration of PHECC approved courses would strengthen this process along with the quality review process.</li> </ul>		
Quality Area	1.3 Continuous Quality Improvement	Level
<b>Quality Standard</b>	The institution has a proactive, systematic approach to monitoring, reviewing and enhancing education and training activities.	<b>MDM</b>
<b>QRP Findings</b>		
<p>Continuous Quality Improvement is evident throughout the Garda College, although it is not clear where PHECC approved courses fit within this system. Following the on-site visit, the review panel noted that</p>		



quality assurance policy statements exist, and that evidence exists of analysis and actions of student feedback. However, the panel was mindful that some formalisation of the existing processes needs to be developed and maintained. From the organisational chart it was noted that a clear line of accountability of the Garda College training existed. However, the panel were unable to determine who had formal responsibility for PHECC approved courses. There was no clear line of accountability evidenced within the documentation and as such the panel believe this is an area requiring additional work.

The review panel noted from discussions that individuals within the team were very aware of their own and each other's roles and responsibilities when delivering PHECC approved courses. However, the review panel noted the lack of supporting documentation of the various roles and responsibilities. The review team were mindful that additional roles and responsibilities need to be developed and formally documented. Key performance indicators (KPIs) within the documentation provided for PHECC approved courses were not identified by the panel. Little evidence of KPIs within the evidence were presented. Although it was acknowledged by the review panel that good student feedback is achieved, few KPIs exist in which to build on the feedback.

Evidence was provided that monitoring takes place. Following further discussions with Garda representatives the review panel noted that reviews and evaluations take place in an informal way. These practices were undertaken informally, and it was recognised that this aspect of quality needs to be formalised. It was evident that feedback is documented as the review panel were subsequently provided with evidence that course content, feedback, analysis and assessment take place. The review panel noted that some further work is required to strengthen the quality assurance in this area.

The review panel believe there were generally robust systems and processes in place to ensure effective and consistent requirements of legislation. However, the panel believe that some additional work was required to specifically express PHECC approved courses and their relationship with the broader policies of the Garda systems to help further strengthen the process.

#### Areas of Good Practice

- The institution has a systematic approach to monitoring, reviewing and enhancing education and training activities within the Garda College.

#### Areas for Improvement

- The panel believe additional clarity and identification of monitoring of PHECC approved courses would strengthen this area of quality.
- The panel noted that some practices were undertaken informally with little supporting evidence which the panel believes needs to be formalised.
- The adoption of key performance indicators (KPIs) would help enhance analysis of student feedback, course approval and tutor feedback.

Quality Area	1.4 Transparency and Accountability	Level
<b>Quality Standard</b>	The institution conducts its activities in an open and transparent manner, with appropriate feedback and feed-forward systems in place, with and between all relevant stakeholders.	<b>MDM</b>

#### QRP Findings

The evidence indicated that the institution conducts its activities in an open and transparent manner, with appropriate feedback in place with and between relevant stakeholders. However, it is not clear how these processes and procedures reflect PHECC approved courses. Some additional evidence in this area would help clarify and strengthen this aspect of quality.

There is evidence that student's undertaking Garda training are provided with sufficient information to

make an informed choice and understanding of the PHECC approved courses. During discussions with Garda representatives the review panel believe some strengthening of the procedure is required which ensures PHECC certificate activity reports and annual reports (including a disclosure of all faculty members) and any other targeted information requests, are submitted to PHECC. The panel was mindful that the organisation is in a transactional stage of the PHECC process. A policy and process would help strengthen and support this process.

#### **Areas of Good Practice**

- There is up to date evidence of internal reporting at all levels in the institution.
- Students are provided with sufficient information to make an informed choice about course participation.

#### **Areas for Improvement**

- Some additional evidence in relation to KPIs would help enhance the quality assurance process.
- Some additional evidence to identify PHECC approved courses would help clarify and strengthen this aspect of quality.

## 6.2 Theme 2: The Learning Environment

Quality Area	2.1 Training Infrastructure	Level
Quality Standard	Courses are carried out in appropriate facilities and are sufficiently resourced to deliver training to the highest standards.	SM
<b>QRP Findings</b>		
<p>A health &amp; safety policy/statement was available for review. The review panel were satisfied that the institution is fully compliant in this area. There is evidence to demonstrate that appropriate training premises are selected and used to deliver PHECC approved courses. However, the panel believes some additional supporting documentation, such as the policy and procedure to ensure off-site facilities are consistently met, would help strengthen this area. There was evidence that a selection criterion and a checklist for external (Garda) premises is used for course delivery. Evidence was provided supporting the use of appropriate equipment/resources which are available. However, the panel believe some additional supporting documentation, such as a checklist would ensure a consistent approach and would help strengthen this area. Following the on-site review, the review panel believe there was insufficient evidence of systems in which to regularly maintain and update equipment. Some additional supporting documentation, such as a checklist, record and inventory, etc. would help to ensure a regular and consistent approach and strengthen this procedure.</p>		
<b>Areas of Good Practice</b>		
<ul style="list-style-type: none"> <li>• There is evidence that the institution has policies, associated procedures and supporting documents which demonstrates compliance with its safety, health and welfare at work legislative obligations.</li> <li>• Evidence exists which demonstrate that all resources used for courses are fit for purpose and accessible.</li> </ul>		
<b>Areas for Improvement</b>		
<ul style="list-style-type: none"> <li>• The institution would benefit from updating its maintenance and equipment documentation. The review panel believe some additional supporting documentation would help support this.</li> </ul>		
Quality Area	2.2 Student Support	Level
Quality Standard	A positive, encouraging, safe, supportive and challenging environment is provided for students.	SM
<b>QRP Findings</b>		
<p>Following the on-site review, the review panel noted that the evidence indicated that the institution is able to demonstrate that students were supported. However, the review panel were mindful that this often took place by well-meaning and enthusiastic teaching and administrative staff. The review panel was not necessarily convinced that there were adequate number of faculty, administrative and technical staff available to always ensure this process took place. A more 'documented' formal approach to student feedback would enhance the QA process and provide a more systematic approach to this area of student support. Additional staffing levels may help enhance the quality of the learners' experience.</p> <p>At the on-site review, members of the review panel were able to meet with students who had recently completed the PHECC approved FAR course. The review panel were very impressed with the students' experience who provided reassurance that they felt fully supported throughout their PHECC training course. Students were very positive. Evidence presented demonstrated that student learning requirements are met, although some of these activities, the panel noted, were conducted informally. This area could be strengthened if this process was formalised.</p> <p>The evidence indicated that sufficient up to date resources are made available to students in a variety of</p>		

formats for courses delivered by full time employees.

**Areas of Good Practice**

- There are mechanisms in place to provide reasonable accommodation for students with additional support needs.
- There are sufficient up to date resources made available to students in a variety of formats.
- Evidence is available that students are made aware of the support available to them.
- The institution demonstrates that it maintains appropriate tutor/instructor-to-student ratios, in keeping with PHECC’s course approval criteria.
- Opportunities are provided for students to meet individually and collectively with faculty.

**Areas for Improvement**

- Although students are fully supported, additional documented evidence of the systematic manner in which this is carried out would help strengthen this area of the QA process.

Quality Area	2.3 Equality and Diversity	Level
Quality Standard	There is a commitment to provide equal opportunities for students and personnel, in compliance with relevant equality legislation.	SM

**QRP Findings**

The evidence indicated that the institution has a documented equality and diversity policy. The ATI meets all these aspects, although some additional information around monitoring would be helpful to strengthen this area.

**Areas of Good Practice**

- The institution has robust equality and diversity policies and associated procedures.
- All relevant policies and procedures are legislatively compliant and promote equality throughout the institution.

**Areas for Improvement**

- Additional information around the monitoring of equality and diversity of candidates undertaking the PHECC approved courses would be helpful to strengthen this area.

Quality Area	2.4 Internship/Clinical Placement	Level
Quality Standard	<i>NQEMT courses only:</i> Internship/Clinical Placement sites are appropriate to course content and the learning outcomes to be achieved	N/A

**QRP Findings**

At the time of the review, this area is not applicable for this institution.

**Areas of Good Practice**

- At the time of the review, this area is not applicable for this institution.

**Areas for Improvement**

- At the time of the review, this area is not applicable for this institution.

### 6.3 Theme 3: Human Resource Management

Quality Area	3.1 Organisational Staffing	Level
Quality Standard	The institution has sufficient, appropriately qualified and experienced personnel to maintain high-quality education and training activities.	SM
<b>QRP Findings</b>		
<p>The evidence indicated that the institution has a documented recruitment policy that provides a robust systematic approach to recruiting appropriately qualified and experienced personnel to carry out education and training activities within the Garda College. At the on-site review, the panel were provided with some evidence that the institution can demonstrate it has adequate numbers of personnel in place to meet the current and projected demand for its service and can carry out the activities described in its policies and procedures. However, there were some shortfalls in this area which requires some further work. Further assurance was sought from the institution's representatives to ensure that all personnel involved in administering and delivering PHECC approved courses have been made aware of their quality assurance responsibilities. The review panel believe this was an area which requires further improvement and additional evidence to support quality assurance. Some additional work concerning specific roles and responsibilities of the PHECC approved courses would strengthen the quality process.</p>		
<b>Areas of Good Practice</b>		
<ul style="list-style-type: none"> <li>The institution has a robust process of ensuring appropriately qualified and experienced personnel are recruited to carry out education and training activities.</li> </ul>		
<b>Areas for Improvement</b>		
<ul style="list-style-type: none"> <li>The evidence indicated that the institution would benefit from having a more robust and structured approach for ensuring adequate numbers of personnel are in place to deliver the current and projected demand for its service and can carry out the activities described in its policies and procedures.</li> </ul>		
Quality Area	3.2 Personnel Development	Level
Quality Standard	The institution takes a systematic approach to supporting and developing all personnel, ensuring they have the competencies to deliver high-quality education and training.	SM
<b>QRP Findings</b>		
<p>Following the on-site review, the review panel were unsure of the policy and procedure for upskilling and training staff connected to PHECC approved courses. Following discussions with the institutions representatives there was little detailed evidence of how this is provided as this remained unclear and not formally documented. The review panel believe some additional work around this area would enhance and strengthen the quality assurance process. The evidence indicated that the institution has a dedicated enthusiastic staff employed within the management, delivery and administration of PHECC approved courses, although the review panel believe some additional assurance of tutor development would be reassuring. Evidence was provided to the review panel which documented the induction and responsibilities within the institution. However, the panel found these to be generic induction courses which new recruits undergo as they start their Garda training. The panel believe some additional induction specific to PHECC approved courses would provide clarity for the student and strengthen the QA process. However, after meeting with students, the panel noted that the students did receive information around PHECC approved courses. Additional documentation outlining this process would be helpful.</p>		

Areas of Good Practice		
<ul style="list-style-type: none"> <li>The institution has a formalised support and supervision and annual appraisal system in place.</li> </ul>		
Areas for Improvement		
<ul style="list-style-type: none"> <li>The institution would benefit from having a more robust, structured documented account of the procedure to identify the training/upskilling needs of all personnel.</li> </ul>		
Quality Area	3.3 Personnel Management	Level
Quality Standard	A systematic approach is taken to managing all individuals and groups engaged in education and training activities.	SM
QRP Findings		
<p>The review panel were satisfied that the institution is compliant in this area and does have systems in place for regular and appropriate communication between faculty and management, although these are often carried out as informal meetings. The review team believe these meetings could be recorded more formally to help the future development of the QA process. Formalise the informal meetings which take place between students and faculty.</p> <p>The panel were provided with a report illustrating the EFR course report which highlighted results, followed by an outline of the course and student achievement. The panel suggested this should be considered for the FAR course also. This would further strengthen the quality assurance of the programme. Informal meetings and communication between various parties often occurred but were not formally recorded. The review panel believe formalising these events would further help strengthen the QA process.</p>		
Areas of Good Practice		
<ul style="list-style-type: none"> <li>There is evidence that a system is in place which ensures only personnel with valid certification deliver PHECC-approved courses.</li> </ul>		
Areas for Improvement		
<ul style="list-style-type: none"> <li>Additional documented evidence of student feedback is required during and after their course. Although feedback is provided this should be formally documented as this is currently captured informally.</li> </ul>		
Quality Area	3.4 Collaborative Provision	Level
Quality Standard	Appropriate contractual and quality assurance arrangements are in place with contracted staff.	N/A
QRP Findings		
At the time of the review, this area is not applicable for this institution.		
Areas of Good Practice		
<ul style="list-style-type: none"> <li>At the time of the review, this area is not applicable for this institution.</li> </ul>		
Areas for Improvement		
<ul style="list-style-type: none"> <li>At the time of the review, this area is not applicable for this institution.</li> </ul>		

## 6.4 Theme 4: Course Development, Delivery and Review

Quality Area	4.1 Course Development and Approval	Level
Quality Standard	A systematic approach is taken to course development and approval.	MDM
<b>QRP Findings</b>		
<p>Following the on-site review, the review panel were unable to clearly gauge whether the institution has a documented course development, delivery and review policy for PHECC approved courses. Although the panel were presented with some policies and procedures in the early part of the governance process, the panel couldn't be assured these related specifically to PHECC approved courses. Some additional work around this area is required. It is unclear whether the institution has a documented procedure for course development/amendment to reflect any updates or changes in PHECC education and training standards, clinical practice guidelines or examination standards.</p> <p>The review panel noted that material had been submitted to PHECC for the course material samples. Some additional work is required in this area. There was little evidence of a documented process that this takes place and/or how it takes place. The evidence indicated that the institution would benefit from additional documentation to ensure the course development, delivery and review policy and associated procedures are up to date and reflect current practice and any updates or changes in PHECC education and training standards, clinical practice guidelines or examination standards.</p> <p>The evidence indicated that course development demonstrates an appropriate balance between theory and practice, provides a balance between presentations, group work, skills demonstrations, practical work and blended learning, as appropriate, and promotes a commitment to self-directed learning, as appropriate.</p>		
<b>Areas of Good Practice</b>		
<ul style="list-style-type: none"> <li>Course development demonstrates an appropriate balance between theory and practice, along with a balance between presentations, group work, skills demonstrations, practical work and blended learning, as appropriate.</li> </ul>		
<b>Areas for Improvement</b>		
<ul style="list-style-type: none"> <li>There is little evidence that a systematic approach is taken to course approval.</li> </ul>		
Quality Area	4.2 Course Delivery – Methods of Theoretical and Clinical Instruction	Level
Quality Standard	Courses are delivered in a manner that meets students' needs and in accordance with PHECC guidelines.	SM
<b>QRP Findings</b>		
<p>The evidence indicated that courses delivered by full time employees are delivered in keeping with PHECC education and training standards and clinical practice guidelines. Student induction takes place, however, this could be strengthened for PHECC approved courses. It also indicated that the institution would benefit from additional documentation to ensure it is formalised and consistent across all courses. The evidence indicated that relevant instructor details were recorded on course documentation and that records of student attendance are maintained.</p> <p>During discussions the institution's representatives outlined the process for how structured one-to-one time is made available for students, appropriate to their needs. The evidence indicated that the institution would benefit from additional documentation to support these activities and ensure availability to students on all PHECC approved courses.</p>		

Areas of Good Practice		
<ul style="list-style-type: none"> <li>There is clear evidence that the institution demonstrates that all courses are delivered by appropriately qualified personnel.</li> </ul>		
Areas for Improvement		
<ul style="list-style-type: none"> <li>A systematic approach to course approval would benefit as limited evidence was provided.</li> </ul>		
Quality Area	4.3 Course Access, Transfer and Progression	Level
Quality Standard	Course information is clear and access is fair and consistent, with recognition of prior learning, as appropriate.	FM
QRP Findings		
<p>The evidence indicated that the institution is fully compliant in this area. The review panel noted all sections were compliant to PHECC education and training in this section of the QA process. The institution is congratulated on the detail of work in this section of the review.</p>		
Areas of Good Practice		
<ul style="list-style-type: none"> <li>All components of section 4.3</li> </ul>		
Areas for Improvement		
<ul style="list-style-type: none"> <li>None noted</li> </ul>		
Quality Area	4.4 Course Review	Level
Quality Standard	Courses are reviewed in a manner that allows for constructive feedback from all stakeholders.	MDM
QRP Findings		
<p>The evidence indicated that the institution would benefit from additional documentation for course review. Courses are reviewed in a manner that allows for constructive feedback from all stakeholders, however, this is often undertaken informally and not necessarily formally recorded. Some further work around strengthening the documentation of process would prove reassuring. The review panel believe that some additional processes need to be produced, which will capture the feedback in a more formal and structured manner, thereby providing a more robust and evidence-based approach to course review. The course evaluation process was rather limited. Some additional processes need to be implemented to accurately reflect all stakeholders. However, the review panel were provided with some evidence of this, although further work in this area is required to accurately reflect the evaluation of those involved in the design, delivery and management of PHECC approved courses.</p> <p>The evidence indicated that students have the opportunity to provide feedback during and after their course. The institution would benefit from additional evidence that this happens on all courses. The evidence indicated that the institution would benefit from additional documentation around course evaluation to ensure that all stakeholders can contribute to the process.</p>		
Areas of Good Practice		
<ul style="list-style-type: none"> <li>Informal processes currently in place providing some baseline course review information to build on.</li> </ul>		



<b>Areas for Improvement</b>		
<ul style="list-style-type: none"> <li>The institution should consider further work around course review to incorporate all stakeholders such as instructors and students.</li> </ul>		
<b>Quality Area</b>	<b>4.5 Assessment and Awards</b>	<b>Level</b>
<b>Quality Standard</b>	Assessment of student achievement is carried out in a fair and consistent manner, in line with PHECC assessment criteria.	<b>MDM</b>
<b>QRP Findings</b>		
<p>The evidence indicated that appropriate assessment methodology is used. It is clear when PHECC assessment material is used, students have access to information necessary for them to participate in assessment and receive feedback on their assessment. The evidence indicated that the institution and students would benefit from additional documentation and information about the adaptation of assessment methodologies that caters for students with additional support needs for PHECC approved courses. During discussions the institutional representatives indicated that a specific member of staff has responsibility for managing the PHECC certification system. The evidence indicated that the institution would benefit from updated documentation to support these activities. The evidence indicated that the institution and students would benefit from additional documentation around internal verification, external authentication, results approval and student appeals, as panel noted limited information and procedures exist for these areas.</p>		
<b>Areas of Good Practice</b>		
<ul style="list-style-type: none"> <li>It is clearly stated when PHECC assessment material is used throughout the Garda training.</li> </ul>		
<b>Areas for Improvement</b>		
<ul style="list-style-type: none"> <li>Additional documented evidence required of internal verification and external authentication.</li> <li>Results approval procedures requires further work.</li> </ul>		

## 7. Conclusion and Outcome

<b>Rating</b>	<b>3.10</b>
<b>Level</b>	<b>Substantively Met – SM Substantive evidence of organisation-wide compliance</b>
<b>Conclusion</b>	<p>The evidence indicated that the quality assurance systems in place, at the time of review, need additional work to ensure they are effective, fit for purpose, reflect current practice, meet PHECC education and training standards and meet PHECC Quality Review Framework requirements.</p> <p>The evidence indicated that the institution has a faculty which are a mix of individuals employed as Garda Trainers. The evidence indicated that the management of the quality of education and training for all students undertaking PHECC approved courses offered by the institution is adequate in meeting PHECC standards.</p> <p>The evidence indicated that a range of areas require some minor amendments by the institution to provide PHECC and the general public with confidence that the institution is meeting its full obligations under PHECC’s Quality Review Framework and associated documents.</p> <p>Should the improvement actions identified by the QRP and the institution be implemented in the stated time the institution will be in a position to provide students with an enhanced quality learning experience.</p> <p>The completion date for all improvement actions is 10/03/20.</p>



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**Pre-Hospital Emergency Care Council  
2<sup>nd</sup> Floor  
Beech House  
Millennium Park  
Naas  
Co Kildare  
W91 TK7N  
Ireland**

**Phone: +353 (0)45 882070**

**Email: [info@phecc.ie](mailto:info@phecc.ie)**