

Quality Review Framework

Composite Report

Defence Forces Medical Corps

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## 1. Institution Details

<b>Name</b>	Defence Forces Medical Corps
<b>Address</b>	Medical Corps School, Central Medical Unit, Defence Forces Training Centre, Curragh Camp, Co. Kildare
<b>Type of Organisation</b>	Approved Training Institution since 2008
<b>Profile</b>	State Body
<b>PHECC Courses Delivered</b>	Cardiac First Response – Community Cardiac First Response – Community Instructor Cardiac First Response – Advanced Cardiac First Response – Advanced Instructor Emergency First Response Emergency First Response Instructor First Aid Response
<b>Higher Education Affiliation</b>	N/A

## 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 in Institutions</li> <li>To generate public confidence in the standard of education and training in pre-hospital emergency care</li> </ul>
<b>Scope</b>	<ul style="list-style-type: none"> <li>The review covered all aspects of the institution's activities associated with meeting the quality standards as outlined in the PHECC quality review framework.</li> </ul>
<b>Date of the Desktop Review</b>	24/08/2023
<b>Date of Onsite Review</b>	05/09/2023

## 3. Report Details

<b>Draft report sent to Institution for feedback</b>	27/10/2023
<b>Final report sent to Institution</b>	24/11/2023
<b>Director Approval Date</b>	 22/11/2023
<b>Report Compiled by</b>	PHECC Quality Review Panel

## 4. Review Activities

### 4.1 Meetings

Opening Meeting	
Organisation	Role
PHECC	Quality Review Panel x 2
PHECC	Observer
Defence Forces Medical School	OC Medical School
	Senior Instructor, Advanced Paramedic, Tutor x 1
	Instructor, Paramedic, Tutor x 2
	Instructor, EMT, EFRI x 2
Closing Meeting	
Organisation	Role
PHECC	Quality Review Panel x 2
Defence Forces Medical School	OC Medical School
	Senior Instructor, Advanced Paramedic, Tutor x 1
	Instructor, Paramedic, Tutor x 2
	Instructor, EMT, EFRI x 1

### 4.2 Stakeholder Discussions

Title/Group	Role
As above	As above

### 4.3 Document Review

The records and systems listed below were reviewed and discussed during the desktop and on-site reviews.		
<ul style="list-style-type: none"> <li>Named Faculty Forms x 2</li> <li>Self-Assessment Report 2023</li> <li>National Ambulance Service Draft Service Level Agreement</li> </ul>	<ul style="list-style-type: none"> <li>Administrative Instruction A8</li> <li>Organisation Description &amp; Structure</li> <li>Roles &amp; Responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Complaints Policy &amp; Procedure</li> <li>Data Protection Policy</li> <li>Guidelines for the Protection of Children</li> </ul>

<ul style="list-style-type: none"> <li>• Training &amp; Education Policy</li> <li>• Quality Assurance Policy</li> <li>• Tax Details</li> <li>• 2021 Appropriation account</li> <li>• Corporate Governance Framework</li> <li>• Health &amp; Safety Risk Management X 3</li> <li>• Recognition of Prior Learning Scheme</li> <li>• Central Medical Unit (CMU) Tier 2, Annual Plan 2023</li> <li>• Accreditation/Validation Student Information &amp; Requirements</li> <li>• Personnel Management System (43a)</li> </ul>	<ul style="list-style-type: none"> <li>• External Engagement: Training &amp; Education</li> <li>• Training &amp; Education Policy &amp; Strategy</li> <li>• Audited Accounts Details</li> <li>• Insurance Details</li> <li>• 2023 Safety Statement</li> <li>• Maternity Policy</li> <li>• Information Handbook</li> <li>• Special Learning Difficulties Policy</li> <li>• Central Medical Unit (CMU), Annual Plan 2023, Progress Report</li> <li>• Military Codes of Practice for Instructors &amp; Students in the Training Environment</li> <li>• Defence Forces Handbook</li> </ul>	<ul style="list-style-type: none"> <li>• The Conduct &amp; Administration of Authorised Courses</li> <li>• Management &amp; Administration of Civil Cases</li> <li>• Covid-19 admin</li> <li>• Equipment Service Reports x 4</li> <li>• Social Media Policy</li> <li>• Management of Specific Learning Difficulties</li> <li>• Stress Guide</li> <li>• Training Management System</li> <li>• ICON – Information Management System</li> <li>• Course Notification &amp; Joining Instructions</li> <li>• Course Material &amp; Content</li> <li>• Training Diary</li> </ul>
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#### 4.4 Observation of Practice, Facilities and Resources

Practice – e.g., Course delivery, administration, clinical placement	
Location	Comments
Medical school, Central Medical Unit, Defence Forces Training Centre, Curragh Camp, Co. Kildare	Administration and Training – The QRP reviewed the administrative records for students and faculty. The records were noted as substantial and provided the QRP with informative details of education and training activities.
Facilities	
Location	Comments
Medical school, Central Medical Unit, Defence Forces Training Centre, Curragh Camp, Co. Kildare	The QRP reviewed the facilities, which were suitable for the courses being provided and number of attendees.
Resources – e.g., equipment, ICT, course material, etc	
Location	Comments
Medical school, Central Medical Unit, Defence Forces Training Centre, Curragh Camp, Co. Kildare	<p>The QRP reviewed the IT systems that support all education and training activities. The system was found to be excellent in mapping the learner journey and their experience while on a course. The institution has systems in place for maintaining and managing course equipment and resources.</p> <p>The QRP reviewed course material onsite for FAR and EMT courses, which were appropriate and suitable for the courses on offer.</p>

## 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. QRP Findings

### 6.1 Theme 1: Organisational Structure and Management

Quality Area	1.1 Governance	Level
<b>Quality Standard</b>	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.	<b>FM</b>
<b>QRP Findings</b>		
<p>The evidence provided indicated that the institution:</p> <ul style="list-style-type: none"> <li>• Has governance systems (organisation and academic) that are appropriate to their needs, size, and complexity. The evidence provided demonstrated good practice and a clear separation between those who develop/update courses and those who approve at various stages in the process</li> <li>• Systems are in place to ensure that when required, relevant subgroups/individuals are in place to provide objective oversight</li> <li>• Maintains records of course approval/amendment, results approval and self-assessment</li> <li>• Has documented role description and terms of reference for all those carrying out oversight</li> <li>• Has documented role descriptions for all those involved in education and training activities</li> <li>• Has comprehensive systems and documentation in place to support risk management activities, including risks associated with education and training</li> </ul>		
<b>Areas of Good Practice</b>		
<ul style="list-style-type: none"> <li>• Systems in place to ensure oversight of education and training activities and a separation between those who design/develop courses and those who approve them</li> <li>• Delegated authority and responsibilities for education and training governance</li> <li>• Terms of reference and role descriptions</li> <li>• Records maintained of course approval/amendment, results approval, and self-assessment</li> <li>• Risk management</li> </ul>		
<b>Areas for Improvement</b>		
<ul style="list-style-type: none"> <li>• N/A</li> </ul>		
Quality Area	1.2 Management Systems and Organisational Processes	Level
<b>Quality Standard</b>	The institution complies with all relevant legislation and cooperates with PHECC to meet its requirements.	<b>SM</b>
<b>QRP Findings</b>		
<p>The evidence provided indicated that the Institution:</p> <ul style="list-style-type: none"> <li>• Is an established legal entity that provides PHECC education and training standards</li> <li>• Is in good financial standing with relevant stakeholders</li> <li>• Has adequate insurance cover in place to cover all education and training activities</li> <li>• Has documented all tasks associated with education and training (student entry to exit)</li> <li>• Maintains comprehensive up to date student and faculty records</li> <li>• Has data protection systems, policies, procedures and supporting documents to ensure compliance with data protection obligations</li> </ul>		

<ul style="list-style-type: none"> <li>Has a complaints policy and procedures in place and ensures that all stakeholders are made aware of it</li> </ul> <p>The evidence provided also indicated that the institution:</p> <ul style="list-style-type: none"> <li>Would benefit from additional human resources to support education and training activities</li> </ul>		
<b>Areas of Good Practice</b>		
<ul style="list-style-type: none"> <li>Provides PHECC education and training standards</li> <li>Financial standing with relevant stakeholders</li> <li>Insurance</li> <li>Documented tasks</li> <li>Systems for maintaining student and faculty records</li> <li>Documented tasks that support education and training activities</li> <li>Data protection systems</li> <li>Complaints policy</li> </ul>		
<b>Areas for Improvement</b>		
<ul style="list-style-type: none"> <li>Human resources</li> </ul>		
<b>Quality Area</b>	<b>1.3 Continuous Quality Improvement</b>	<b>Level</b>
<b>Quality Standard</b>	The institution has a proactive, systematic approach to monitoring, reviewing and enhancing education and training activities.	<b>SM</b>
<b>QRP Findings</b>		
<p>The evidence provided indicated that the institution:</p> <ul style="list-style-type: none"> <li>Has quality assurance systems and documentation in place that clearly states the institution's commitment to systematic monitoring, annual self-assessment, and quality improvement</li> <li>Maintains comprehensive records of quality assurance activities</li> <li>Clearly states who has overall responsibility for quality assurance</li> <li>Ensures that all those involved in education and training activities have been made aware of their responsibilities for the quality assurance</li> <li>Maintains up-to-date evidence of: <ul style="list-style-type: none"> <li>The systematic collection, analysis and use of student, faculty and other stakeholder feedback and student participation, success and progression</li> <li>The systematic review of learning resources and locations</li> <li>Quality improvement planning and implementation</li> </ul> </li> </ul> <p>The evidence provided also indicated that the institution would benefit from:</p> <ul style="list-style-type: none"> <li>Enhancing the processes that are in place for the systematic review of policies, procedures and supporting documents</li> <li>Further development of appropriate performance measures (KPIs) for monitoring all aspects of education and training</li> <li>Clearly documented how all monitoring is carried out, by whom and what indicators it should be seeking</li> </ul>		
<b>Areas of Good Practice</b>		
<ul style="list-style-type: none"> <li>Quality assurance systems</li> <li>Overall responsibility and delegated authority for quality assurance clearly allocated</li> <li>Awareness among personnel of their quality assurance responsibilities</li> </ul>		



<ul style="list-style-type: none"> <li>• Systematic collection, analysis and use of student, faculty, and other stakeholder feedback</li> <li>• Systematic review of learning resources and locations</li> <li>• Systematic review of policies, procedures and supporting documents</li> <li>• Documented evidence of up-to-date quality improvement planning and implementation</li> </ul>		
<b>Areas for Improvement</b>		
<ul style="list-style-type: none"> <li>• Performance measures (KPI) and links to education and training activities</li> </ul>		
<b>Quality Area</b>	<b>1.4 Transparency and Accountability</b>	<b>Level</b>
<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>SM</b>
<b>QRP Findings</b>		
<p>The evidence provided indicated that the institution:</p> <ul style="list-style-type: none"> <li>• Maintains up-to-date records of internal reporting at all levels in the institution</li> <li>• Has clearly allocated responsibility for all tasks (from student entry to exit) associated with education and training and linked those tasks to relevant performance measures (KPI)</li> <li>• Has systems in place for providing information to PHECC as requested</li> <li>• Provides prospective students with sufficient information to make an informed choice about course participation</li> <li>• Provides other stakeholders (internship sites, employers, etc) with information and obtains information from them as required</li> </ul> <p>The evidence provided also indicated that the institution would benefit from:</p> <ul style="list-style-type: none"> <li>• Further development of appropriate performance measures (KPI) linked to all aspects of education and training</li> </ul>		
<b>Areas of Good Practice</b>		
<ul style="list-style-type: none"> <li>• Reporting throughout the institution</li> <li>• Task responsibility and links to performance measures</li> <li>• Student information about courses</li> <li>• Responsibility for reporting to PHECC allocated</li> <li>• The provision of quality assurance information</li> </ul>		
<b>Areas for Improvement</b>		
<ul style="list-style-type: none"> <li>• Performance measures (KPI) and links to education and training activities</li> </ul>		

## 6.2 Theme 2: The Learning Environment

<b>Quality Area</b>	<b>2.1 Training Infrastructure</b>	<b>Level</b>
<b>Quality Standard</b>	Courses are carried out in appropriate facilities and are sufficiently resourced to deliver training to the highest standards.	<b>FM</b>
<b>QRP Findings</b>		
<p>The evidence provided indicated that the institution:</p> <ul style="list-style-type: none"> <li>• Has a policy, associated procedures and supporting documents to demonstrate compliance with its safety, health, and welfare at work legislative obligations</li> </ul>		

<ul style="list-style-type: none"> <li>• Appropriate training premises are selected and used to deliver PHECC approved courses</li> <li>• Selection criterion and a checklist are in place and being used for external premises</li> <li>• Appropriate equipment/resources are available and have been used for each course</li> <li>• Has comprehensive systems in place to regularly maintain and update equipment, and evidence that this is completed</li> <li>• Ensures that all resources are fit for purpose and accessible</li> </ul>		
<b>Areas of Good Practice</b>		
<ul style="list-style-type: none"> <li>• Safety, health, and welfare practice</li> <li>• Premises selection</li> <li>• Equipment and resource availability</li> <li>• Equipment maintenance</li> <li>• Fit for purpose resources and accessibility to and of resources</li> </ul>		
<b>Areas for Improvement</b>		
<ul style="list-style-type: none"> <li>• N/A</li> </ul>		
<b>Quality Area</b>	<b>2.2 Student Support</b>	<b>Level</b>
<b>Quality Standard</b>	A positive, encouraging, safe, supportive and challenging environment is provided for students.	<b>FM</b>
<b>QRP Findings</b>		
<p>The evidence provided indicated that the institution:</p> <ul style="list-style-type: none"> <li>• Has adequate numbers of appropriately qualified and experienced faculty, administrative, technical, and clinical staff to support students</li> <li>• Ensures that students are made aware of the supports available to them before, during and after their course</li> <li>• Maintains appropriate tutor/instructor-to-student ratios, in keeping with PHECC's course approval criteria</li> <li>• Provides opportunities for students to meet individually and collectively with faculty and/or management</li> <li>• Obtains information from potential and existing students of any additional support needs they may have</li> <li>• Has mechanisms in place to provide reasonable accommodation for students with additional support needs</li> <li>• Has sufficient up-to-date resources (appropriate to the level of the course) for students in a variety of formats</li> </ul>		
<b>Areas of Good Practice</b>		
<ul style="list-style-type: none"> <li>• Appropriately qualified and experienced personnel to support students</li> <li>• Student support information</li> <li>• Faculty/student ratios</li> <li>• Student access to management and faculty</li> <li>• Student support practice</li> <li>• Student Resources</li> </ul>		
<b>Areas for Improvement</b>		
<ul style="list-style-type: none"> <li>• N/A</li> </ul>		

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.	FM
<b>QRP Findings</b>		
<p>The evidence provided indicated that the institution:</p> <ul style="list-style-type: none"> <li>• Has an equality and diversity policy and procedures in place</li> <li>• That all relevant policies and procedures promote equality and diversity</li> <li>• Ensures that students, faculty, and other stakeholders are made aware of the policy and procedures</li> <li>• Has codes of conduct for staff, faculty, and other stakeholders</li> <li>• Provides faculty with up-to-date information and training on equality and diversity</li> <li>• Ensures that course delivery accommodates the cultural backgrounds and different learning styles of students</li> </ul>		
<b>Areas of Good Practice</b>		
<ul style="list-style-type: none"> <li>• Equality and diversity policy and procedures, practice and awareness</li> <li>• Codes of conduct</li> <li>• Equality and diversity information and training</li> <li>• Course delivery</li> </ul>		
<b>Areas for Improvement</b>		
<ul style="list-style-type: none"> <li>• N/A</li> </ul>		
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
<b>QRP Findings</b>		
<ul style="list-style-type: none"> <li>• N/A</li> </ul>		
<b>Areas of Good Practice</b>		
<ul style="list-style-type: none"> <li>• N/A</li> </ul>		
<b>Areas for Improvement</b>		
<ul style="list-style-type: none"> <li>• N/A</li> </ul>		

### 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>		

The evidence provided indicated that the institution:

- Has a robust systematic approach to recruiting appropriately qualified and experienced personnel to carry out education and training activities
- Has a minimum standard in place for the academic and subject matter experience of:
  - Faculty (facilitators, tutors, assistant tutors, instructors, etc)
  - Visiting subject experts
  - Internship/clinical placement mentors and preceptors (clinical supervisors)
- Ensures that the composition of the institution’s personnel meets PHECC education and training standards for each course on offer
- Has made all personnel involved in administering and delivering PHECC-approved courses aware of their quality assurance responsibilities and are carrying them out consistently
- All personnel have been issued with a job description and a statement of terms of employment/engagement

The evidence provided also indicated that the institution would benefit from enhancing personnel to:

- Meet the current and projected demand for its service
- Carry out the activities described in its policies and procedures
- Maintain PHECC requirements for course approval
- Systematically organise, deliver, and monitor the quality of courses and awards
- Ensure full compliance with the QRF

**Areas of Good Practice**

- Recruitment
- Minimum standards in place for faculty and other personnel
- Quality assurance responsibility and activities
- Job descriptions and terms of employment/engagement

**Areas for Improvement**

- Human resources

Quality Area	3.2 Personnel Development	Level
<b>Quality Standard</b>	The institution takes a systematic approach to supporting and developing all personnel, ensuring they have the competencies to deliver high-quality education and training.	<b>FM</b>

**QRP Findings**

The evidence provided indicated that the institution:

- Has systems to identify training/upskilling requirements for personnel
- Carries out comprehensive induction with all personnel
- Has a training and development plan/programme, which details how the institution meets the support and development needs of relevant personnel
- Maintains records of personnel upskilling
- Has mechanisms in place for faculty to request support for training/upskilling and to achieve additional qualifications
- Has a formalised support and supervision and annual appraisal system in place

Areas of Good Practice		
<ul style="list-style-type: none"> <li>• Upskilling identification systems</li> <li>• Comprehensive induction</li> <li>• Training and development plans</li> <li>• Records of faculty training/upskilling</li> <li>• Support and supervision, annual appraisal</li> </ul>		
Areas for Improvement		
<ul style="list-style-type: none"> <li>• N/A</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.	<b>FM</b>
QRP Findings		
<p>The evidence provided indicated that the institution:</p> <ul style="list-style-type: none"> <li>• Has systems in place for regular and appropriate communication between faculty and management</li> <li>• Provides opportunities for faculty feedback during and after their course</li> <li>• Has a system in place to ensure only faculty with valid certification deliver PHECC approved courses</li> <li>• Systematically monitors the activities of faculty and visiting subject experts through observation and the analysis of relevant documentation</li> <li>• Has systems in place to deal with poor and unacceptable faculty performance</li> <li>• Has appropriate HR policies and procedures in place</li> </ul>		
Areas of Good Practice		
<ul style="list-style-type: none"> <li>• Communication practice between faculty and management</li> <li>• Faculty course reports</li> <li>• System for ensuring only personnel with valid certification deliver PHECC approved courses</li> <li>• Faculty monitoring</li> <li>• HR policies and procedures</li> </ul>		
Areas for Improvement		
<ul style="list-style-type: none"> <li>• N/A</li> </ul>		
Quality Area	3.4 Collaborative Provision	Level
Quality Standard	Appropriate contractual and quality assurance arrangements are in place with contracted staff.	<b>N/A</b>
QRP Findings		
<ul style="list-style-type: none"> <li>• N/A</li> </ul>		
Areas of Good Practice		
<ul style="list-style-type: none"> <li>• N/A</li> </ul>		
Areas for Improvement		

- N/A

## 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.	FM
<b>QRP Findings</b>		
<p>The evidence provided indicated that the institution:</p> <ul style="list-style-type: none"> <li>• Has a course development, delivery, and review policy</li> <li>• Systems in place for course development/amendment to reflect any updates or changes in PHECC education and training standards, clinical practice guidelines or examination standards</li> <li>• Has a systematic approach to course approval</li> </ul> <p>The evidence provided also indicated that course development:</p> <ul style="list-style-type: none"> <li>• Reflects PHECC requirements</li> <li>• Demonstrates an appropriate balance between theory and practice</li> <li>• Provides a balance between presentations, group work, skills demonstrations, practical work, and blended learning, as appropriate</li> <li>• Promotes a commitment to self-directed learning, as appropriate</li> </ul> <p>The evidence provided also indicated that the development of course material included:</p> <ul style="list-style-type: none"> <li>• Clearly outlined aims and objectives, detailing competencies to be achieved by students</li> <li>• Detailed lesson plans that include all information as set out in PHECC guidelines for theoretical and practical lessons</li> <li>• Detailed timetable, time on each topic, teaching method, and tutor/instructor name etc.</li> </ul>		
<b>Areas of Good Practice</b>		
<ul style="list-style-type: none"> <li>• Course development practice</li> <li>• Course material development</li> <li>• Course approval practice</li> </ul>		
<b>Areas for Improvement</b>		
<ul style="list-style-type: none"> <li>• N/A</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.	FM
<b>QRP Findings</b>		
<p>The evidence provided indicated that:</p> <ul style="list-style-type: none"> <li>• Courses are delivered in keeping with PHECC education and training standards and clinical practice guidelines</li> <li>• Student induction takes place</li> <li>• Courses are delivered by appropriately qualified personnel</li> <li>• Relevant instructor/tutor details are recorded on course documentation</li> <li>• Records of student attendance are maintained</li> </ul>		

<ul style="list-style-type: none"> <li>• Structured one-to-one time (remediation, mentoring) available for students, and appropriate to their needs</li> <li>• A documented record of student activities (from the student) is maintained and available for inspection by PHECC and relevant stakeholders (e.g., Learning Portfolio)</li> </ul>		
<b>Areas of Good Practice</b>		
<ul style="list-style-type: none"> <li>• Course delivery</li> <li>• Student induction</li> <li>• Appropriately qualified faculty</li> <li>• Records of attendance</li> <li>• Remediation, mentoring</li> <li>• Student learning portfolios</li> </ul>		
<b>Areas for Improvement</b>		
<ul style="list-style-type: none"> <li>• N/A</li> </ul>		
<b>Quality Area</b>	<b>4.3 Course Access, Transfer and Progression</b>	<b>Level</b>
<b>Quality Standard</b>	Course information is clear, and access is fair and consistent, with recognition of prior learning, as appropriate.	<b>FM</b>
<b>QRP Findings</b>		
<p>The evidence provided indicated that the institution:</p> <ul style="list-style-type: none"> <li>• Has an admissions policy and procedures and/or clear entry criteria for each course on offer</li> <li>• Prospective students are provided with detailed course information</li> </ul>		
<b>Areas of Good Practice</b>		
<ul style="list-style-type: none"> <li>• Documented admissions policy and/or course entry criteria</li> <li>• Course information</li> </ul>		
<b>Areas for Improvement</b>		
<ul style="list-style-type: none"> <li>• N/A</li> </ul>		
<b>Quality Area</b>	<b>4.4 Course Review</b>	<b>Level</b>
<b>Quality Standard</b>	Courses are reviewed in a manner that allows for constructive feedback from all stakeholders.	<b>FM</b>
<b>QRP Findings</b>		
<p>The evidence provided indicated that the institution:</p> <ul style="list-style-type: none"> <li>• Has systems in place for course review</li> <li>• Provides students and faculty with the opportunity to provide feedback during and after their course</li> <li>• Ensures that course evaluation involves key stakeholders, including mentors, as appropriate</li> <li>• Ensures that the tutor/instructor or course director participates in course evaluation</li> <li>• Identifies and implements areas for improvement as outlined in the course improvement plan and/or QIP</li> </ul>		
<b>Areas of Good Practice</b>		

<ul style="list-style-type: none"> <li>• Course review and evaluation</li> <li>• Student and faculty feedback opportunities</li> <li>• Quality improvement activities</li> </ul>		
<b>Areas for Improvement</b>		
<ul style="list-style-type: none"> <li>• N/A</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>SM</b>
<b>QRP Findings</b>		
<p>The evidence provided indicated that the institution:</p> <ul style="list-style-type: none"> <li>• Has an assessment policy and procedures</li> <li>• Uses appropriate assessment methodology on all courses</li> <li>• Clearly states when PHECC assessment material is used</li> <li>• Ensures that students have access to the information (e.g., course material) necessary for them to participate in assessment</li> <li>• Ensures students receive feedback on their assessment/results</li> <li>• Adapts assessment methodologies to cater for students with additional support needs, if required</li> <li>• Has designated responsibility for assessment related material</li> <li>• Securely stores assessment material</li> <li>• Carries out and maintains records of results approval</li> <li>• Has systems in place for student appeals</li> </ul> <p>The evidence provided indicated that the institution would benefit from additional/updated documentation to support and enhance</p> <ul style="list-style-type: none"> <li>• Internal verification</li> <li>• External authentication</li> </ul>		
<b>Areas of Good Practice</b>		
<ul style="list-style-type: none"> <li>• Assessment policy</li> <li>• Assessment methodology</li> <li>• Student assessment information and feedback</li> <li>• Student assessment information and support</li> <li>• Assessment material security</li> <li>• Results approval</li> <li>• Student appeals</li> </ul>		
<b>Areas for Improvement</b>		
<ul style="list-style-type: none"> <li>• Internal verification</li> <li>• External authentication</li> </ul>		

## 7. Conclusion and Outcome

<b>Rating</b>	<b>3.90</b>
<b>Level</b>	<b>Substantively Met</b>



## Conclusion

The Quality Review Panel had the opportunity to review the evidence provided through a comprehensive desktop review of a range of documentation, engaging in discussions with institution representatives and observing facilities and equipment during the onsite visit.

The evidence provided indicated and highlighted a comprehensive quality management/assurance system and good practice across all activities associated with education and training. The evidence provided also clearly indicated the institution's commitment to quality assurance and robust continuous quality improvement across all activities associated with education and training.

The evidence also indicated that the updates to existing documentation and practices identified during self-assessment and external review would ensure that the quality management/assurance system remains effective, fit for purpose, and reflective of current practice. The updates would also ensure that the institution continues to meet PHECC education and training standards and quality review framework requirements.

The QRP concludes from the evidence provided, that the institution has effective and efficient quality management/assurance systems in place to ensure the quality of PHECC approved courses. The implementation of the improvement actions identified during self-assessment and external quality review will lead to an enhanced learning experience for students and institution personnel.



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