



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Full Inspection/ Stage 3 Inspection

NAME OF PROVIDER: LabMedExpert

ADDRESS: University of Wolverhampton Science Park
Glaiser Drive
Wolverhampton
WV10 9RU

HEAD OF PROVIDER: Mr Olukunle Akanbi

DATE OF INSPECTION: 14 & 17 October 2022

ACCREDITATION STATUS AT INSPECTION: Candidate

DECISION ON ACCREDITATION: Accreditation awarded

Accreditation awarded for the full four-year period

Probation accreditation

Decision on accreditation deferred

Award of accreditation to be withdrawn

DATE: 3 March 2023

1. Background to the provider

LabMedExpert (the Provider) is a private limited company that started offering short courses in laboratory training in January 2019.

The Provider's premises are located within the University of Wolverhampton Science Park in Wolverhampton in the West Midlands, United Kingdom (UK). They include a fully equipped training laboratory.

LabMedExpert aims to provide a solution to the current shortage of experienced biomedical scientists and laboratory assistants by offering a number of courses accredited by Continuing Professional Development (CPD) and Training Qualifications UK (TQUK).

LabMedExpert is owned and managed by the Managing Director (MD), a highly experienced scientist within the field of biomedical science. He also acts as the director of training and is supported by an administrator and teaching staff.

The Provider started the delivery of one course in January 2019. Since that time, the Provider has expanded the provision, with five courses now being offered.

2. Brief description of the current provision

LabMedExpert offers training courses in Intensive Histology Training, Intensive Microbiology Training and Molecular Technique. These courses are available for participants with a science degree and are accredited by CPD. The Provider also offers courses in Histology Medical Laboratory Assistant and Microbiology Laboratory Assistant. These are level three courses accredited by TQUK. Graduates from a non- science background or non-graduates looking for a career within a pathology department as a medical laboratory assistant can join these courses. Assessment is continuous throughout the course.

The courses are delivered through practical and theoretical methods. Most of each course has a practical focus and is taught in the laboratory. The remainder of each course is theoretical and taught through materials on the VLE. The VLE contains training handbooks, presentations, course work to be submitted on a weekly basis, competency portfolios that need to be completed by the participants, and additional video tutorials. The practical aspects are appropriately assessed in the laboratory. The theoretical aspects are suitably assessed within the virtual learning environment (VLE).

The Provider had eight participants enrolled at the time of the inspection, the majority being female. All participants are over the age of 18. The overwhelming majority of the participants are from the UK, with a very small proportion originating from other European countries such as Slovakia and Slovenia, and already living in the UK.

The Provider offers course start dates each month, which are published on the Provider's website. Course descriptions are available on the website and these set out any course entry requirements, for example an existing science degree for some courses.

3. Inspection process

The inspection was undertaken by one inspector over two days. One day was spent at the LabMedExpert premises in Wolverhampton and one day of the inspection was carried out remotely. The inspector held meetings with the MD, each trainer, the participants and the administrative assistant. The inspector scrutinised a wide range of documentation and inspected the premises. All information was made readily available and the Provider co-operated fully with the inspection.

PART B – JUDGEMENT AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the organisation.

INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

1. The provider is effectively managed

1.1	The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.2	The head of the provider and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.3	There are clear channels of communication between the management and staff, including those working at the delivery venue or remotely.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.4	The provider has a written statement of its mission and goals that effectively guides its activities, is communicated to all stakeholders and is effectively implemented and regularly reviewed.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.5	The provider has a written risk management strategy, which includes financial planning and is effectively implemented and regularly reviewed.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider is effectively managed. The management structure is clearly defined, documented and understood. It is clearly set out in the organisation chart. The staff's roles and responsibilities are well documented. Organisational goals are clear and appropriately shared. Consequently, the provision is managed effectively and efficiently.

The Head of the Provider is suitably qualified and has substantial relevant experience. He understands his specific responsibilities thoroughly and is efficient in carrying them out.

The Provider has a small team that meets formally and informally very frequently, with appropriate records maintained for all scheduled meetings. The teaching team meets on a daily basis to discuss the course delivery. Therefore, channels of communication are clear and effective, allowing all staff to contribute their opinions and to the development of the provision.

The Provider has a clear written mission statement, which is to provide a solution to the shortage of biomedical scientists and laboratory assistants through accredited training. The statement is published to stakeholders via the Provider's website. As a result, management and other stakeholders have a shared understanding of the Provider's ethos and purpose.

The Provider has a written risk management strategy that includes financial planning. The Provider has made a number of financial forecasts with a range of different participation and cost assumptions in order to ensure the viability of the business. These assumptions will be reviewed after the first full year of trading. As a result, the financial viability of the business is effectively monitored to ensure its security.

2. The administration of the provider is effective

2.1	Administrators are suitably qualified and/or experienced, understand their specific responsibilities and duties and are effective in carrying them out.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.3	The administrative support available to the management is clearly defined, documented and understood.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.4	Administrative policies, procedures and systems are up to date, thorough, well-documented and effectively disseminated across the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.5	Data collection and collation systems are effective in supporting the administration of the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.6	Participants' and trainers' personal records are sufficiently detailed and regularly updated.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.7	The provider has a robust security system with policies in place for protecting the data of its participants and trainers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The administration of LabMedExpert is effective. Currently, administration is carried out by a suitable member of the Provider's staff. He is suitably experienced and understands his specific duties. He works to a detailed job description and has effective support from management when required. Consequently, course administration is timely and efficient.

The effective use of technology supports the efficient administration of the courses. For example, much of the enrolment process is automated. As a result, the size and scope of the administrative support is sufficient for the current effective day-to-day running of the courses.

The administrative support available to the management is clearly outlined in the company organisation chart. Consequently, staff are aware of the support they can expect. Administrative policies, systems and procedures are well developed and effectively disseminated in the employees' handbook and through the VLE. As a result, the Provider functions very well.

Data collection and collation systems are effective in supporting the administration of the Provider. The records relating to participant admissions and participant attendance are both maintained on an appropriate and secure computer system, thus making very good use of the available technology.

Personal records for staff and participants are suitably detailed and appropriately stored in well-organised digital folders. These files are updated when required.

The Provider has a robust security system with policies in place for protecting the data of its participants and trainers. It make use of a safely operated computer system for all electronic data. This effectively protects the data of staff and participants.

3. The provider recruits appropriate staff

- | | | |
|-----|---|---|
| 3.1 | There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff that include, for self-employed staff, the development of a signed performance service level agreement. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 3.2 | Experience and qualifications are appropriately checked and verified before recruitment and records are accurately maintained. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 3.3 | The recruitment process for trainers working remotely includes a face-to-face online interview. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 3.4 | There is an effective system for regularly reviewing the performance of all staff, which, for trainers, includes regular, scheduled course delivery observations. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 3.5 | Managerial and administrative staff are appropriately supported in their continuing professional development. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Recruitment policies and procedures are effective. These include advertising vacant posts nationally. Employment contracts contain suitable detailed terms and conditions. Staff policies and procedures are outlined in the employees' handbook. This includes key staff policies, including the grievance procedure and the equal opportunities policy. All staff undergo a thorough induction process. As a result of these measures, staff are well chosen and suitably inducted into their roles.

The Provider has suitable arrangements in place for checking the experience and qualifications of staff and trainers prior to employment. Records of the recruitment process are accurately maintained in the staff files. Staff files are updated regularly.

An appropriate system for reviewing the performance of all staff on an annual basis includes regular lesson observations for trainers. Performance reviews for teaching staff focus on a set of teaching competencies that trainers have to demonstrate. A professional dialogue entails the setting and reviewing of targets to achieve any competencies not achieved. For the administrative staff, this entails an annual appraisal based on performance matched against the requirements of the job description. As a result, the Provider has effective oversight of the training and the trainers and staff are able to further develop their work-place skills.

All staff are well supported in their Continuing Professional Development (CPD). At the time of the inspection, the administrative assistant was being provided with detailed support in understanding the implementation of the Provider's policies and procedures. As a result, he is developing a good knowledge about how the Provider operates and is able to develop quickly and effectively into his role.

4. Publicity materials, both printed and online, provide a comprehensive, up-to-date and accurate description of the provider and its courses

- | | | |
|-----|--|---|
| 4.1 | Text and images provide an accurate depiction of the provider's location, premises, facilities and the range and nature of resources and services offered. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 4.2 | Information on the courses available is comprehensive, accurate and up to date. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

4.3 The provider's key policies are accessible through the website. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

Publicity materials provide a comprehensive and accurate description of the Provider and the courses. A gallery of images available on the website provides an accurate representation of the Provider's location, premises and facilities.

The website gives comprehensive information about the course details, including course duration and timings, a course description, the entry requirements, the competencies covered and the post-course support. As a result, participants are in a position to choose the course that best suits their needs.

The brochure and key policies, including the complaints policy, are readily accessible through the website.

5. The provider takes reasonable care to recruit and register suitable participants for its courses

- 5.1 The provider ensures that the specific courses on which participants are registered are likely to meet the participants' expectations and needs. Yes No
- 5.2 Entry requirements for each course, including those relating to language ability, where applicable, are set at an appropriate level and clearly stated in the course descriptions read by prospective participants. Yes No NA
- 5.3 A formal application and selection process ensures that participants meet the entry requirements. Yes No NA
- 5.4 Applicants are provided with sufficient information to enable them to make a judgement on the suitability of the courses and their delivery methods and can discuss any concerns before registration. Yes No
- 5.5 The provider replies to all application enquiries in line with its appropriate target response times and all stakeholders are briefed properly on the nature and requirements of its programmes. Yes No
- 5.6 Overseas recruitment agents are properly selected, briefed, monitored and evaluated. Yes No NA
- 5.7 The provider has effective systems to identify participants who have special educational needs and/or disabilities requiring additional learning support or other assistance. Yes No
-

This standard is judged to be: Met Partially Met Not Met

Comments

The Provider takes reasonable care to recruit and register suitable participants for the courses. The course content includes scenarios and the development of competencies relevant to the participants' future employment. Consequently, the participants confirm the courses meet their needs and expectations, and inspection findings confirm this view.

Course descriptions are readily available through the website. These clearly set out the entry requirements for each of the courses. For example, participants with a science degree have access to a wider range of courses than those with a non-science background.

Prospective participants make a formal application via the website. Applicants who do not meet the minimum requirements for the course are informed immediately on receipt of their application. Consequently, the application process is efficient and effective.

All prospective participants receive appropriate information prior to committing to a course. The website provides detailed information about each course, including the method of instruction and assessment. The website also contains a link to further information should the prospective participant require this. As a result, prospective participants have access to sufficient information to make an informed choice about enrolling for the courses.

The participants confirm that staff reply to all application enquires in a timely manner.

Prospective participants are able to flag up any additional needs during enrolment. These needs are communicated to trainers in a timely manner. Suitable strategies are put in place to support additional needs. The theoretical component of the courses is available on video through the VLE. Consequently, participants are able to work at their own speed. The premises have good wheelchair access.

6. There is an appropriate policy on participant attendance and punctuality and effective procedures and systems to enforce it

- | | | |
|-----|---|---|
| 6.1 | There is a clear policy on participant attendance and punctuality, which is communicated to all participants and other stakeholders. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 6.2 | Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and regularly reviewed. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 6.3 | Participant absences are followed up promptly and appropriate action is taken. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider has suitable policies regarding attendance and punctuality that are effectively enforced. Attendance is compulsory at each training session. This policy is clear and effectively disseminated to participants prior to enrolment and again at induction. Consequently, attendance rates are high.

Trainers take a register for each learning session. These registers are collated centrally and regularly reviewed.

Administrative staff contact absent participants immediately. Consequently, appropriate and timely action is taken in relation to any unauthorised absences.

7. The provider has effective systems to monitor its own standards and assess its own performance with a view to continuous improvement

7.1	There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.2	The provider has effective mechanisms for obtaining feedback from participants and other relevant stakeholders, such as staff, partners and employers, on all aspects of the provider's provision, including formal participant representation where appropriate.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.3	Feedback is obtained, recorded and analysed on a regular basis.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.4	The feedback is reviewed by management and appropriate action is taken.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.5	There is a mechanism for reporting to the participants what the provider has done in response to their feedback.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.6	Reports are compiled at least annually, which include the results of the provider's performance reviews, an analysis of appropriate data, including participant feedback, and action plans.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7.7	Action plans are implemented and regularly reviewed with outcomes reported to management.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

LabMedExpert has a suitable system in place to monitor and review its performance annually with a view to continuous improvement of its performance. An annual review cycle is in place through which stakeholder feedback is obtained and used to identify areas of strength and areas for improvement to inform action planning.

The Provider collects feedback from all stakeholders at the end of each course from both trainers and participants. Participants are required to provide feedback on their learning experiences before they are able to obtain their certificates. The feedback from the participants also includes suggestions for improvement.

All recorded feedback is collated and analysed against previous feedback to identify any trends. The feedback is reviewed by the management in order to identify action points to develop the provision and make continuous improvements.

Any changes made as a result of the feedback are communicated directly to all stakeholders, including the participants, via the VLE.

The Provider has not yet completed a full year of trading and is working towards its first annual report. An appropriate template for the annual report is in place. The managing director is currently collecting the relevant data for the annual report including information from the annual appraisals, and feedback from staff and participants. The first annual action plan will be informed by the first annual report when that has been completed. An appropriate template for the annual action plan is in place.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

8. Course management is effective

8.1	There is a suitably qualified and/or experienced course manager or management team with responsibility for course delivery and the management of the trainers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8.2	Training sessions are timetabled and rooms are allocated appropriately for the courses offered.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8.3	The allocation of trainers to courses provides a consistent learning experience and delivery is monitored to ensure consistency across all provision.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8.4	The commissioning of individual course materials is managed effectively and the content and style of the materials are checked to ensure standardisation across the provision.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
8.5	There are appropriate policies and procedures for the acquisition of teaching/training and learning resources that ensure that all trainers have access to the appropriate quantity and quality of resources on the day(s) of the course for the benefit of the participants.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

There is a suitably qualified and experienced course manager with responsibility for course delivery and the management of the trainers. The MD is highly knowledgeable and experienced in the science being taught at the centre and he maintains effective oversight of the standards of the course delivery.

Training sessions take place in suitably equipped laboratories and are appropriately timetabled in whole-day blocks.

All participants are taught by the same two trainers. As a result, consistency across the provision is ensured. The same individual course material, with the same level of content and style, is used for all the courses and new materials are commissioned as needed. Course materials are checked and delivered by the MD in consultation with the trainers. Therefore, the materials are appropriately standardised across the provision

A suitable policy and procedure are in place for the acquisition of training materials. As a result, courses are appropriately resourced. Trainers confirm they have access to the appropriate quality and quantity of resources. The inspector agrees that the courses are well resourced.

9. The courses are planned and designed in ways that enable participants to succeed

9.1	The courses' design and content reflect current knowledge and practice and are regularly reviewed and revised.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
9.2	Courses are designed in ways that allow participants to develop the knowledge and skills required for final examinations and/or assessments or that meet the needs of their employers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
9.3	Course materials are designed for a specific and clearly stated level of study and include appropriate support material.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
9.4	Course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

9.5	Teaching/training sessions maintain an appropriate focus on any assessment objectives or statement of intended learning outcomes established by the awarding and/or examination body.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
9.6	The courses are designed so that participants are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
9.7	The academic and/or professional backgrounds and particular support needs of participants are taken into account in the planning and design of the course.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The courses are appropriately planned and suitably designed. They are tightly focused on training participants in the competencies they will require in their future employment. The courses are current as they have been recently developed. Regular course reviews take place as a result of the feedback provided at the end of each course. As a result, the courses reflect current knowledge and practice.

The courses are designed to allow participants to develop the knowledge and skills required. The Provider has worked with a medical director and expert in microbiology and histology to develop courses designed to address shortages of specialist laboratory assistants within the National Health Service (NHS) and in private laboratories. Consequently, the courses are directly focused on the needs of relevant employers. Groups are purposefully kept small so that, as a result, assessment pass rates are very high.

Courses are offered in Intensive Histology Training, Intensive Microbiology Training and Molecular Technique for participants with a science degree. These courses are accredited by CPD. The Provider also offers courses in Histology Medical Laboratory Assistant and Microbiology Laboratory Assistant for participants without a science degree. These are accredited by TQUK as level three courses. All units for all courses have appropriate support material within the VLE. Consequently, course materials are appropriately designed for each specific course.

Comprehensive video material leads the participants through each unit of each course. This material, along with the appropriate practical laboratory sessions, enables participants to achieve the course objectives. As a result, course completion rates are high.

The theoretical side of the course is delivered via self access lessons on the VLE. This suitably encourages and supports independent learning skill.

Courses are designed either for those with a science background or those who lack a science background. This distinction permeates the planning and design of the courses. It informs the materials used and the pacing of the courses.

10. Trainers are suitable for the courses to which they are allocated and are effective in their delivery

10.1	Trainers have a level of subject knowledge and pedagogic and communication skills, which allows them to deliver courses effectively.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.2	Trainers are supported in their continuing professional development and are enabled to develop further pedagogic techniques to enhance the learning of participants.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
10.3	Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the teaching/training sessions.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

10.4 Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

Trainers are suitable for the courses they teach. All trainers are medical science graduates and have taken the courses themselves. They have a firm grasp of the content of the courses, which they communicate well. Trainers have a supportive rapport with the participants. As a result, trainers are effective in the delivery of their courses.

Each trainer has a competency form that they are helped to work through, and that has to be signed off. Occasional speakers are also invited in to keep trainers up to date with recent developments within the NHS. As a result, trainers are effectively supported in their own CPD.

Teaching groups are kept purposefully small, and trainers have time to support individual participants. Much of the work is practical in nature, with participants working at individual workstations and trainers providing individual support according to each individual participant's needs.

In practical lessons, each individual participant is actively engaged through executing tasks at their own workstation. Trainers check understanding orally and give timely and effective feedback. In theoretical lessons on the VLE, each participant has to complete each of the set tasks individually. Trainers check the theoretical work within the VLE and give suitable feedback.

11. Participants receive appropriate assessment and feedback on their performance and progress, both of which are effectively monitored

11.1 Courses include a schedule of assessments, the procedures and criteria for which are available in writing and are provided in advance to participants and trainers. Yes No NA

11.2 Ongoing assessments appropriately reflect the content and standards of final assessments. Yes No NA

11.3 Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention takes place if required. Yes No NA

11.4 Participants are made aware of how their progress relates to their target level of achievement. Yes No NA

11.5 Additional support and/or advice on alternative programmes are provided to participants who are judged not to be making sufficient progress. Yes No NA

11.6 Feedback is given to individual participants on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery. Yes No

11.7 Participants have appropriate access to trainers outside the scheduled course delivery time. Yes No NA

11.8 The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders. Yes No NA

11.9 Realistic deadlines are set and communicated well in advance to participants and any required coursework and revision periods are scheduled in advance. Yes No NA

11.10 Prompt action is taken when participants miss deadlines or when the work submitted is not of a satisfactory standard. Yes No NA

This standard is judged to be: Met Partially Met Not Met

Comments

Appropriate feedback is given on an ongoing basis in the laboratories during the practical sessions. In addition, work in the theoretical lessons is assessed and feedback given via the VLE. A schedule of assessments is available to participants via the VLE at the beginning of the course.

Assessments of both the practical work and the theoretical lessons fully reflect the requirements of the final assessment.

Trainers continuously assess the practical and theoretical lessons and intervene in a timely manner if required.

Trainers use the assessments appropriately to advise participants of their progress and their position in relation to the final assessment.

Trainers are continuously at hand to observe how a participant is performing and are able to make suitable timely interventions.

The theoretical component of the course is delivered via self-access lessons on the VLE. Trainers provide regular, specific, suitable feedback on each of the scenarios and competencies on which the participants are required to work. As a result, participants are effectively supported on the courses.

Participants have appropriate access to trainers prior to the classes, during breaks and immediately after the classes.

Trainers monitor the work submitted via the VLE closely and can intervene if participants are falling behind or if the work is not up to the required standard.

12. The provider offers courses leading to accredited awards granted by recognised awarding bodies

This standard is judged to be: Met Partially Met Not Met NA

Comments

The courses requiring a science degree are accreditation by CPD. The courses not requiring a science degree are Level 3 qualifications accredited by Training Qualifications UK (TQUK).

13. There is a clear rationale for courses leading to unaccredited or internal awards, i.e. awards that are made on the basis of the outcomes of formal internal assessment methods

13.1 There is a clear statement of the level claimed relative to the RQF, CQFW or SCQF and evidence that participants who receive the award meet the stated requirements for that level. Yes No NA

13.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. Yes No NA

13.3 External moderators are involved in the assessment process. Yes No NA

This standard is judged to be: Met Partially Met Not Met NA

Comments

14. There are satisfactory procedures for the administration of examinations and other means of assessment

14.1 The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration. Yes No NA

14.2 For internal awards, there are effective systems in place for examination security and administration. Yes No NA

14.3 For internal awards, there are clear procedures for participants to appeal against their marks. Yes No NA

This standard is judged to be: Met Partially Met Not Met NA

Comments

15. There is appropriate provision of advice for participants intending to proceed to employment or higher/further education

15.1 Participants have access to advice from an appropriate staff member on further study and career opportunities. Yes No NA

15.2 If the provider offers courses preparing participants for higher/further education, they have access to prospectuses and advice from a designated staff member both on selecting courses and institutions and on the application process. Yes No NA

This standard is judged to be: Met Partially Met Not Met NA

Comments

Participants have access to suitable advice regarding career opportunities. The Provider offers support to participants about job-finding, including support with writing Curricula Vitae (CVs), personal statements and covering letters and preparing for interviews through the provision of interview practice using mock interviews.

Participants are introduced to specialist employment agencies. To assist with their employment search, participants leave with a portfolio containing evidence of their competencies as well as their qualification. As a result, the number of participants moving onto relevant employment is high.

INSPECTION AREA – PARTICIPANT WELFARE

16. Participants receive welfare support appropriate to their age, background and circumstances

- | | | |
|------|--|---|
| 16.1 | There is at least one named staff member responsible for participant welfare who is suitably trained and/or experienced, accessible to all participants and available to provide advice. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 16.2 | Participants receive appropriate information, advice and guidance before the start of the course. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 16.3 | Participants receive an appropriate induction and relevant information at the start of the programme. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 16.4 | Participants are issued with a contact number for out-of-hours and emergency support. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 16.5 | The provider has policies to avoid discrimination and a procedure for dealing with any abusive behaviour, including cyberbullying, and these are effectively implemented. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 16.6 | Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 16.7 | A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 16.8 | There is an e-policy in place that references any existing staff and participant codes of conduct and covers participants' on-site use of social media and devices such as mobile telephones, tablets and cameras. | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> NA |
| 16.9 | The provider collects contact details for participants and their next of kin and appropriate staff can access the information quickly and easily, in and out of normal operating hours. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

LabMedExpert provides a suitable level of welfare support to meet the needs of its participants. The participants are adult UK residents and, therefore, their welfare concerns are centred predominantly on issues of employability. As a result, the named member of staff responsible for participant welfare is able to provide support appropriate to the particular circumstances of the participants. She is easily available and accessible to provide appropriate advice and guidance.

Participants receive suitable information and advice prior to starting the course via the website and relevant videos on social media. The academic information provided on the website is comprehensive and up to date. The key policies are also easily available via the website. In addition, there is a link on the website for those who require further information.

Participants receive an effective induction. They are introduced to staff members and the facilities, reminded of the attendance and punctuality policies, taken through health and safety procedures such as fire evacuation, and shown the complaints procedure. This induction is supported by a participant handbook available via the VLE. Participants are unable to continue with the course if they do not complete the induction programme. As a result, participants are able to settle quickly into their studies.

Appropriate policies are in place to avoid discrimination and for dealing with abusive behaviour. These are appropriately communicated to the participants through the induction and the website. Participants are required to sign to evidence their acceptance of these policies. As a result, participants can study on equal terms and in a positive atmosphere.

The Provider has an appropriate policy in place to protect participants from the risks associated with radicalisation and extremism. A risk assessment has been carried out and staff training has taken place.

16.8 The Provider has an e-policy in place that is disseminated via the website. This policy needs further development so that it covers the onsite use of social media and mobile devices.

All participant information, including contact and next-of-kin details, is appropriately recorded during the application stage and is readily available in the participant files.

17. International participants are provided with specific advice and assistance

17.1	International participants receive appropriate advice before their arrival on travelling to and living in their host country.	<input type="checkbox"/> Yes <input type="checkbox"/> No
17.2	International participants receive an appropriate induction upon arrival covering issues specific to the local area.	<input type="checkbox"/> Yes <input type="checkbox"/> No
17.3	Information and advice specific to international participants continues to be available throughout their course of study.	<input type="checkbox"/> Yes <input type="checkbox"/> No
17.4	Provision of support takes into account cultural and religious considerations.	<input type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met NA

Comments

18. The fair treatment of participants is ensured

- | | | |
|------|---|---|
| 18.1 | Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions, which include appropriate refund arrangements and a cooling-off period. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 18.2 | Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 18.3 | Participants are advised of BAC's complaints procedure. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met

Comments

Participants apply for the courses under fair contractual terms that are easily available on the website. The refund policy is clear and outlines the cooling-off period and the amount of refund possible.

The complaints procedure is fair and widely disseminated prior to enrolment and on the website. The complaints procedure is outlined step by step and includes a timeframe for resolving complaints. Consequently, participants benefit from a simple and fair way of making a complaint should the need arise.

Participants are also advised of the BAC complaints procedure.

19. Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised

- | | | |
|------|--|--|
| 19.1 | Any residential accommodation is clean, safe and of a standard that is adequate to meet the needs of participants. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 19.2 | Any residential accommodation, where participants under 18 are accommodated, is open to inspection by the appropriate authorities, including Ofsted. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 19.3 | Clear rules regarding fire safety and other health and safety procedures are in place and appropriate precautions are taken for the security of participants and their property. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 19.4 | A level of supervision is provided that meets the needs of participants. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 19.5 | Appropriate measures are in place to ensure that participants under the age of 18 and those over the age of 18 are separated when allocating accommodation. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

--

20. The welfare of participants in home-stay accommodation is ensured and the provider's relationship with the hosts is properly managed

- | | | |
|------|--|--|
| 20.1 | Due care is taken in selecting home-stay accommodation that both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 20.2 | Any home-stay accommodation is inspected before participants are placed and is subject to regular reinspection by a responsible representative or agent of the provider. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 20.3 | The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 20.4 | Appropriate advice and support are given to both hosts and participants before and during the placement. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 20.5 | Clear monitoring procedures are in place, with opportunities for participant feedback and prompt action taken in the event of problems. | <input type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

--

21. Participants have access to an appropriate social programme and information on leisure activities in the local area

- | | | |
|------|---|---|
| 21.1 | Participants are provided with appropriate information on opportunities for participation at events and other leisure activities that may be of interest. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 21.2 | The social programme is responsive to the needs and wishes of participants. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 21.3 | Any activities within the social programme have been chosen with consideration for their affordability for the majority of participants. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 21.4 | The activities organised by the provider are effectively supervised by a responsible adult representative with suitable qualifications and/or experience. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 21.5 | Off-site social activities are subject to an appropriate risk assessment and suitable safeguards are put in place as a result. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met

Comments

Participants are predominantly adults who are familiar with the local area. LabMedExpert provides them with appropriate information regarding local events and leisure activities that they may find of interest, usually in relation to their search for employment.

INSPECTION AREA – PREMISES AND FACILITIES

22. The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises

22.1 The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises. Yes No

22.2 The provider has access to suitable external premises of a temporary or occasional nature for training purposes. Yes No NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider has a renewable formal licence agreement with the University of Wolverhampton Science Park Ltd. This licence permits appropriate access to and use of the premises.

23. The premises provide a safe, secure and clean environment for participants and staff

23.1 Access to the premises is appropriately restricted and secured. Yes No

23.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No

23.3 There are specific safety rules in hazardous areas, for example, science laboratories, that are readily accessible to participants, staff and visitors. Yes No NA

23.4 General guidance on health and safety is made available to participants, staff and visitors. Yes No

23.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information. Yes No

23.6 There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors. Yes No

23.7 There are toilet facilities of an appropriate number and level of cleanliness. Yes No

23.8 There is adequate heating and ventilation in all rooms.

Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

The premises provide a safe and secure environment for staff and participants. The Provider hires laboratories and administrative offices in premises on a university science park. The entrance to the building is controlled by a receptionist and Closed-Circuit Television (CCTV) cameras. Each corridor and each door requires an access pass to enter. As a result, the premises are safe and secure.

The premises are in an excellent state of repair. They are well decorated and maintained to a high standard of cleanliness. Consequently, the premises provide a welcoming environment.

All work in the laboratories is appropriately risk assessed, with hazards identified and suitable mitigations put in place. These safety rules are communicated effectively to participants at induction and reinforced during the course. Consequently, participants are safe when they are working in the laboratories.

General guidance on health and safety is made available on entry to the premises so participants, staff and visitors are aware of the safety measures in place on the premises.

Signage is adequate. The name of the Provider is appropriately displayed at the entrance to the premises. Suitable emergency evacuation signage is in place. Noticeboards for general information are located in the laboratories.

The premises are spacious. Rooms are large. Corridors and stairwells are wide and can easily cope with the number of staff and participants. The Provider has a number of suitable areas in which to receive visitors.

Toilets, including those for wheelchair users, are located on each level. They are kept clean and inspected regularly. There are sufficient toilets for the number of participants and staff.

The premises are maintained at a comfortable temperature. There is adequate heating and ventilation in all rooms. Consequently, the laboratories and office areas are comfortable places in which to work and study.

24. Training rooms and other learning areas are appropriate for the courses offered

24.1 Training rooms and other learning areas provide adequate accommodation for the teaching/training sessions allocated to them. Yes No

24.2 Training rooms and any specialised learning areas, for example, laboratories, workshops and studios, are equipped to a level that allows for the effective delivery of each course. Yes No

24.3 There are facilities suitable for conducting the assessments required for each course. Yes No NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The number and size of teaching rooms are adequate for the maximum number of participants on each course. The training takes place in laboratories that provide suitable accommodation for the training sessions allocated to them.

The laboratories are well resourced, with up-to-date, industry-standard, individual workstations for each participant. This allows for the effective and individualised delivery of the course.

Assessments are practical in nature and are appropriately carried out at the workstations in the laboratories.

25. There are appropriate additional facilities for participants and staff

25.1	Participants have access to sufficient space, which could include a library and suitable Information Technology (IT) facilities so that they can carry out their own private work and/or study.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
25.2	Trainers have access to sufficient personal space for preparing teaching/training sessions, marking work and relaxation.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
25.3	Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink, including facilities that are located outside the premises.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
25.4	There are individual offices or rooms in which teachers/trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
25.5	Administrative offices are adequate in size and are resourced for the effective administration of the provider.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Additional facilities for participants and staff are suitable. The premises and grounds are spacious. Participants have access to sufficient space so that they can carry out their own private work or study. There are suitable Information Technology (IT) facilities, including good internet connectivity, to enable participants to have good access to the VLE for private study.

Break-out areas are located on each level, so trainers have sufficient space to prepare, mark work and relax. Trainers have individual lockers for the storage of their personal items if needed.

Areas for relaxation, furnished with comfortable chairs, are located on each floor of the premises. Participants and staff can eat in the canteen conveniently located in the science park. Other suitable food outlets are located within walking distance of the premises. Consequently, staff and participants can relax or consume food without difficulty.

The premises have a variety of different-sized rooms, including smaller rooms suitable for private meetings and larger rooms big enough for full staff meetings.

The Provider's administrative office is large and well equipped with computers, printers and scanners. This supports the effective administration of the provision.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Provider's strengths

The Managing Director is well qualified and has substantial experience in the field to ensure that the Provider is effectively managed.

Channels of communication are strong and all staff members are able to share information effectively.

Actions required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Classes are small and trainers are fully committed so that pass rates and satisfaction rates are very high.

Participants benefit from effective support in applying for suitable jobs. Consequently, a high number of participants find employment as a result of the courses.

Actions required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

PARTICIPANT WELFARE

Provider's strengths

Participants are well informed about the courses prior to enrolment. Consequently, participants are able to ensure the courses meet their needs.

Actions required	Priority H/M/L
16.8 The Provider must further develop its e-policy so that it includes the onsite use of social media and mobile devices.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

PREMISES AND FACILITIES

Provider's strengths

The training laboratories are fully equipped with up-to-date, industry standard equipment enabling the participants to be fully prepared for the workplace.

The premises are spacious and attractively decorated and, therefore, the participants benefit from a welcoming working environment.

Actions Required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

None.

COMPLIANCE WITH STATUTORY REQUIREMENTS