BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Online, Distance and Blended Learning (ODBL)
Full Inspection

NAME OF PROVIDER: Medvarsity Online Ltd

ADDRESS: Block B, II Floor, Sanali Infopark
2 LV Prasad Marg
Jubilee Hills
Park View Enclave
Hyderabad
Telangana
India 500034

HEAD OF PROVIDER: Mr Gerald Jaideep

DATE OF INSPECTION: 4&5 &9–12 November 2022

ACCREDITATION STATUS AT INSPECTION: Unaccredited

DECISION ON ACCREDITATION:

☒ Accreditation awarded for the full four-year period

☐ Probation accreditation

☐ Decision on accreditation deferred

☐ Award of accreditation refused

DATE: 10 March 2023

PART A – INTRODUCTION

1. Background to the provider

Medvarsity Online Limited (the Provider) is a privately owned company with limited shares. It was founded as an educational institution and registered in November 2000. It is owned by five Directors. The Provider offers a range of online medical and clinical courses.

The Provider is located in Hyderabad, which is the capital of southern India's Telangana state. The Provider's objective is to offer courses to meet the requirements of both healthcare professionals and non-clinicians to meet the industry's demand for a skilled workforce. The Provider aims to have a positives impact on healthcare through education.

The day-to-day running of the operation is managed by the Chief Executive Officer (CEO). The CEO reports directly to the Provider's five Directors and is supported by a small senior management team, including the Senior Manager for Faculty Operations, the Senior Manager for Student Operations and the General Manager for Human Resources and Administration. Managers, administrative, learner support and sales staff are located in the Provider's headquarters in Hyderabad. Tutors are freelance and work from locations around the world.

The Provider offers online learning courses across 20 medical specialties, including healthcare management and healthcare quality. Teaching commenced in November 2001, with all clinical courses being exclusively designed by doctors for doctors, with the non-clinical courses being designed by industry experts from leading universities.

Enrolments have substantially increased during the past five years, with Medvarsity successfully expanding its learner numbers and alumni network across 190 countries. The Provider has expanded its workforce from 20 employees to over 320in the past four years to keep pace with demand for its courses.

2. Brief description of the current provision

Medvarsity Online Limited offers more than 200 courses in clinical and management areas for doctors, nurses and general management personnel. These include specialties such as diabetes mellitus, emergency medicine, cardiology, critical care, paediatric, internal medicine, gynaecology, nutrition, wellness, healthcare informatics, digital health, mental health, general healthcare and hospital management and telemedicine.

Initial courses are normally completed within three months, with more advanced courses ranging from seven to 13 months, with all assessment undertaken through online tests. Learners who have completed their initial course can opt for more advanced courses.

The completion of four courses allows learners to achieve a Fellowship level 2 award in their designated pathway. The pathways include Clinical Cardiology, Diabetes Mellitus, Family Medicine and Critical Care Medicine.

At the time of the inspection, the Provider had 8,388 learners. All learners are aged over 18 years, with the majority being male and based in India. However, enrolments in other Asian countries are steadily rising. Clear entry requirements are set for all courses. For example, previous medical qualifications and experience. All courses are taught in the English language and enrolment takes place on a continuous basis throughout the year.

3. Inspection process

The inspection was carried out over six half-days by one inspector making use of remote online communication methods. The inspector held meetings with the CEO and a number of other senior managers, including the Senior Manager for Faculty Operations, the Senior Manager for Student Operations and the General Manager for Human Resources and Administration. In addition, meetings were held with the Manager for Strategic Alliances and Partnerships, the Manager for Technology and the staff members responsible for learner support and human

resources support, and with learners and teaching staff. The inspector observed a number of live and recorded lessons and a virtual tour of the head office premises was undertaken. A wide range of electronic documentation was also scrutinised. The Provider was very well prepared for the inspection and co-operated fully with the inspector.

PART B - JUDGEMENT AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector during the inspection and from documentation provided by the provider.

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.	☒ Yes	☐ No
1.2	The head of the provider and other senior managers are suitably qualified and/or experienced, understand their specific responsibilities and are effective in carrying them out.	☒ Yes	☐ No
1.3	There are clear channels of communication between the management and others working for the organisation, including those working remotely.	☒ Yes	☐ No
1.4	The provider has a written statement of its mission and goals that effectively guides its activities and that is communicated to all stakeholders and is effectively implemented and regularly reviewed.	☒ Yes	☐ No
1.5	The provider has a written risk management strategy that includes financial planning and data breaches and that is effectively implemented and regularly reviewed.	☐ Yes	☒ No

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

Comments

The Provider's management structure is detailed, clearly defined and effectively communicated. Well-documented roles and responsibilities are fully understood by staff and ensure that the Provider is very well run. As a result, the Provider has been successful in providing high levels of education and learner welfare and has been able to manage the recent strong growth in learner enrolments.

Senior managers are well qualified and experienced, providing clear and effective educational direction. They understand their responsibilities well and are highly effective in carrying out all aspects of their role. Their in-depth knowledge and understanding of the requirements of online learning enable them to develop and monitor courses and their delivery to ensure that they meet their target learners' needs well. The resulting learner experience is of ahigh quality.

Communication within the Provider is excellent. Managers and the Provider's staff meet regularly for formally scheduled meetings and also use a wide range of electronic methods to hold other, non-formal meetings, and to work collaboratively on set projects and to share information effectively. As a result, staff, including those working remotely, report that they are made aware of any operational changes, have good access to managers and other relevant staff, and can ask any questions or raise any concerns.

A comprehensive written statement of the Provider's mission and goals is available on its website and is effectively communicated to all stakeholders and is used very effectively to guide its activities. The statement is implemented effectively and regularly reviewed by senior managers.

1.5 While informal discussions regarding risk management assessment take place at a senior level, documented procedures for risk assessment are not in place, implemented or regularly reviewed and updated.

2.   The administration of online, distance and blended learning is effective

2.1	Administrators are suitably qualified and/or experienced, understand their specific responsibilities and duties and are effective in carrying them out.	☒ Yes ☐ No
2.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider.	☒ Yes ☐ No
2.3	The administrative support available to the management and learners is clearly defined, documented and understood.	☒ Yes ☐ No
2.4	Administrative policies, procedures and systems are up to date, thorough, well documented and effectively disseminated across the provider.	☒ Yes ☐ No
2.5	The working environment is fit for purpose and suitably resourced for the effective administration of the provider.	☒ Yes ☐ No
2.6	Data collection and collation systems are effective in supporting the administration of the provider, including the logging and monitoring of tutor and student interaction.	☒ Yes ☐ No
2.7	Learner and tutors' personal records are sufficient detailed and regularly updated.	☒ Yes ☐ No
2.8	The provider has a robust security system and policies in place for protecting the data of its learners and tutors.	☒ Yes ☐ No

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

Comments

The Provider's administrative team is sufficient in number, well qualified and suitably experienced. Detailed job descriptions ensure that they understand their roles and responsibilities and carry them out effectively. As a result, a wide range of well-defined and documented support is available to managers and other stakeholders that fully supports and meets the day-to-day needs of the Provider.

The Provider's head office provides an excellent place to work and conduct its business. The premises are fit for purpose and very well resourced to support the effective administration of all its work. Staff report that the premises provide an excellent environment to undertake their duties and fully meet their work and social needs. Inspection findings confirm this to be the case.

A comprehensive range of administrative policies and procedures are regularly updated and shared effectively with staff and other stakeholders. The collection of data and its collation are well developed and fully support the administration of the provision. Systems for logging and monitoring tutor and learner interactions are appropriate and used effectively to monitor learner engagement.

Detailed personal records for learners and tutors are well maintained and up to date. Learners' and tutors' personal records are sufficiently detailed and regularly updated. The Provider has secure security systems and policies for protecting the data of its learners and tutors. Security systems are regularly reviewed by senior managers.

3.　　The provider employs 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, a signed performance service level agreement.	☒ Yes ☐ No
3.2	Appropriate checks, including experience and qualifications, are carried out before recruitment and accurate records are maintained.	☒ Yes ☐ No
3.3	The provider has a robust tutor recruitment system that includes a face-to-face interview using a suitable online communication platform.	☒ Yes ☐ No
3.4	There is an effective system for regularly reviewing the performance of all staff that incorporates regular monitoring of tutors' feedback to learners.	☒ Yes ☐ No
3.5	All staff are appropriately supported in their continuing professional development.	☒ Yes ☐ No

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

Comments

Policies and procedures for the recruitment of appropriately qualified and experienced staff are clear and have been effective in ensuring highly qualified and experienced teaching and administrative staff have been recruited. Systems for the recruitment and continued employment of managerial and administrative staff are detailed and effectively ensure that staff are suitably qualified and experienced for their roles. Service level agreements are in place for self-employed staff.

Experience and qualifications claimed by job applicants are appropriately checked and verified before employment and detailed records are maintained. An in-person or online interview is conducted.

Appropriate, formal quarterly performance reviews take place and result in a personal development plan, with suitable opportunities for additional professional training identified. Staff report that they are appropriately supported in their Continuing Professional Development (CPD).

4.	**Publicity material gives a comprehensive, up-to-date and accurate description of the online, distance and blended learning offered**		
4.1	Text and images used in publicity materials provide an accurate depiction of the provider's facilities and the range and nature of the resources and services offered, including where appropriate, location and administrative premises.	☒ Yes	☐ No
4.2	Information on programmes is comprehensive and accurate.	☒ Yes	☐ 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

The website and other publicity materials are of a very high quality and provide detailed and accurate information about the courses offered and how these can meet learners' future medical training needs. Information provided includes cost, how each course will be delivered, its content, as well as any required materials. As a result, learners are able to access accurate and relevant information so that they can make an informed choice about what course to study and how the course may benefit their future medical careers.

Text and images used in publicity material are accurate and provide a fair reflection of the range of courses currently on offer, as well as other relevant information about the Provider itself.

The Provider's key policies are available through its website.

5.	**The provider has effective systems to monitor its own standards and assess its own performance with a view to continuous improvement**		
5.1	There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance.	☒ Yes	☐ No
5.2	The provider has effective mechanisms for obtaining feedback from learners and other stakeholders, such as staff, partner providers and employers, on all aspects of the provider's provision.	☒ Yes	☐ No
5.3	Feedback is obtained, recorded and analysed on a regular basis.	☒ Yes	☐ No
5.4	The feedback is reviewed by the management and appropriate action is taken.	☒ Yes	☐ No
5.5	There is a mechanism for reporting to the learners what the provider has done in response to their feedback.	☒ Yes	☐ No
5.6	Reports are compiled at least annually that include the results of the provider's performance reviews, an analysis of relevant data, including learner feedback, and action plans.	☒ Yes	☐ No

| 5.7 | Action plans are implemented and regularly reviewed, with outcomes reported to senior management. | ☒ Yes | ☐ No |

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

Comments

Effective systems to monitor the Provider's own standards and to assess and review its own performance are in place, well developed and used effectively to continually improve the quality of the courses offered and the learner experience. All aspects of the Provider's business is regularly reviewed by senior managers, with clear feedback provided to managers and staff.

Feedback from learners and other stakeholders is regularly sought, recorded and analysed by managers. Where issues are highlighted, appropriate action is taken to bring about improvements, with appropriate feedback provided to learners via relevant online learner forums about what actions have been taken in response.

Regular reports are compiled that detail the Provider's performance and include an analysis of relevant data, including learner and other stakeholder feedback. Fiscal performance is reviewed weekly and formal reviews of courses and the Provider's systems are undertaken annually or as required. Action plans from these reviews are implemented and regularly reviewed, with outcomes reported to senior management.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

6.   Management of the programme is effective

6.1	There is an effective manager or management team with experience of online, distance and blended learning who has responsibility for programme delivery and management of the teaching, learning and assessment team.	☒ Yes	☐ No
6.2	The allocation of tutors to programmes provides a consistent learning experience and delivery is monitored to ensure consistency.	☒ Yes	☐ No
6.3	Realistic deadlines and schedules, including revision periods, are set and communicated well in advance to learners.	☒ Yes	☐ No ☐ NA
6.4	Delivery methods and programme design ensure that the programme objectives and intended learning outcomes are effectively achieved.	☒ Yes	☐ No
6.5	The programmes' content is regularly reviewed and reflects current knowledge and practice.	☒ Yes	☐ No
6.6	Programmes are designed in ways that allow learners to develop the knowledge and skills required for final examinations and/or assessments or that meet the needs of the learners and other stakeholders.	☒ Yes	☐ No ☐ NA
6.7	The commissioning of individual course content and materials is managed effectively and is checked to ensure standardisation across the provision.	☒ Yes	☐ No
6.8	Learners have appropriate access to staff for academic and/or learning support.	☒ Yes	☐ No

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

Comments

The course management team is very experienced in managing, delivering and developing online medical-focused courses. Consequently, course delivery and content are regularly reviewed to ensure that these reflect current medical knowledge and continue to meet the specific professional needs of learners.

The allocation of tutors to programmes is highly developed and effectively ensures a consistent learning experience for learners so that they have the best possible chance of successfully completing their programme of study. Managers closely monitor tutors and the content of their delivery. In addition, course data and learner feedback are reviewed in detail to ensure consistent delivery across the range of courses. Learners are provided with schedules of assessments via their online module page. Learners report that they are very happy with the information provided.

Clear and appropriate deadlines and schedules are set and effectively communicated to learners using the Provider's comprehensive online learning platform. Well-developed assessment strategies are clearly linked to the achievement of defined learning outcomes to ensure that the programme objectives are achieved effectively.

The development of individual course content and associated learning materials is excellent. Content and materials are regularly checked by managers to ensure that these meet the specialised medical aims of the course and to ensure standardisation across the provision.

Learners have good access to staff for academic and/or learning support via the Provider's online platform and course forums. Learners report that they are highly satisfied with the access to their tutors and the support that they receive. The inspector confirms this view.

7.	**Tutors have an appropriate level of subject knowledge and pedagogic skill relevant to online, distance and blended learning**		
7.1	Tutors are appropriately qualified and/or experienced.	☒ Yes	☐ No
7.2	Tutors demonstrate an understanding of the challenges and demands of online, distance and blended learning.	☒ Yes	☐ No
7.3	Tutors have an appropriate level of subject knowledge and pedagogic and communication skills that allows them to deliver the programmes effectively.	☒ Yes	☐ No
7.4	Tutors are appropriately trained with respect to provider policies, learner needs, teaching and instructional approaches, and the use of the technology.	☒ Yes	☐ No

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

Comments

Tutors are extremely well qualified and highly experienced professionals in medicine or their relevant specialist field. Tutors in all subject areas are professionals who work in that specialist medical field and many of them contribute to medical journals and other professional publications. Prospective applicants for courses can view the profiles of the tutors on the Provider's website.

The tutors demonstrate a very good understanding of the challenges of the delivery of online and distance courses and have an appropriate level of subject knowledge and pedagogic and communication skills that allows them to deliver the programmes very effectively.

Comprehensive systems are used to ensure that tutors are appropriately trained with respect to the Provider's policies, learner needs, teaching and instructional approaches, and the use of the technology. The Provider is very effective in working with tutors to continuously upskill and include them in its continuous improvement cycle of all materials and technologies.

8.	**Tutors respond to the individual learning needs of learners**		
8.1	The academic and/or professional backgrounds and particular support needs of learners are taken into account in the planning, design and delivery of the programmes.	☒ Yes	☐ No
8.2	Learners are encouraged and enabled to develop independent learning skills.	☒ Yes	☐ No
8.3	Tutors employ effective strategies to check learners' understanding of concepts and programme content.	☒ Yes	☐ No

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

Comments

The specialised professional medical backgrounds, together with the previous academic achievement of the learners and any identified support needs, are effectively taken into account in the planning, design and delivery of the programmes. In addition, courses are highly effective in encouraging and enabling learners to develop independent learning skills.

A wide range of effective strategies are used by tutors to ensure that learners fully understand the medical concepts being promoted on the courses, together with all aspects of overall programme content.

9. Learners receive appropriate assessment and feedback on their performance and progress, which are effectively monitored

9.1	Programmes include a schedule of assessments, the procedures and criteria for which are available in writing and are provided in advance to learners and tutors.	☒ Yes ☐ No ☐ NA
9.2	Assessments maintain an appropriate focus on assessment criteria and the achievement of the intended learning outcomes.	☒ Yes ☐ No ☐ NA
9.3	Ongoing assessments appropriately reflect the content and standards of any final assessments.	☒ Yes ☐ No☐ NA
9.4	Learner assessment is guided by grading policies that are consistent and well communicated with a robust, fair and effective marking system that ensures assessments are returned to learners in a timely manner.	☒ Yes ☐ No ☐ NA
9.5	Progress and assessment outcomes are monitored to enable the identification of learners who are not making satisfactory progress and timely interventions take place if required.	☒ Yes ☐ No☐ NA
9.6	Feedback is given to individual learners on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.	☒ Yes☐ No
9.7	Learners are made aware of how their progress relates to their target level of achievement.	☒ Yes☐ No☐ NA
9.8	Timely advice and guidance on alternative programmes are provided to learners who are judged to be making insufficient progress.	☒ Yes ☐ No☐ NA
9.9	The provider takes effective steps to identify and discourage cheating and plagiarism and takes effective action.	☒ Ye☐ No☐ NA
9.10	Tutor and learner assessment submissions are monitored and appropriate action is taken if the timeliness of these falls below expectations.	☒ Ye ☐ No

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

Comments

Clear and detailed assessment schedule and criteria are made available to learners on the Provider's learning platform at the start of their course. All assessment takes place online and maintains a clear focus on the set assessment criteria and the achievement of the intended learning outcomes. Results from assessments are immediately available to the learner.

Ongoing assessments are well designed to prepare learners for the final assessments and help the learners and tutors to monitor progress effectively. The Provider makes timely interventions should a learner be making unsatisfactory progress. Assessment is guided by appropriate grading policies. Learners receive regular and appropriate feedback on formative and final assessments.

Learners know how they are progressing with their course and can arrange any additional support should it be needed. Guidance on alternative programmes is provided if learners are judged to be making insufficient progress.

Appropriate policies and procedures discourage academic misconduct, including plagiarism, and learners are provided with clear information. Prompt action is taken and appropriate advice is given to all learners who fail to meet the academic requirements of a course or miss deadlines.

10.   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

Courses are accredited by the CPD Standards Office in the UK and other national and international accreditation bodies, such as the University of New South Wales (UNSW) in Sydney, Australia.

11.   There is a clear rationale for programmes leading to unaccredited or internal awards

11.1	There is a clear statement of the level claimed relative to the relevant national qualifications framework, for example, the RQF, CQFW or SCQF in the United Kingdom, and evidence that learners who receive the award meet the stated requirements for that level.	☐ Yes ☐ No ☐ NA
11.2	There is evidence of the extent to which the awards are accepted for the purposes of employment or further study, such as learners' destination data, employer feedback, student testimonials and success stories and post-course questionnaires.	☐ Yes ☐ No ☐ NA
11.3	External moderators are involved in the assessment process.	☐ Yes ☐ No ☐ NA

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

Comments

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

12.1	The provider complies with the requirements of the relevant awarding bodies in terms of assessment security and administration.	☒ Yes ☐ No ☐ NA
12.2	For internal awards, there are effective systems in place for assessment security and administration.	☐ Yes ☐ No ☒ NA
12.3	For internal awards, there are clear procedures for learners to appeal against their marks.	☐ Yes ☐ No ☒ NA
12.4	There is an authentication process that enables the provider to verify that the learner who is registered on the programme is the same person who attends, completes the programme and receives any programme credit.	☒ Yes ☐ No ☐ NA

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

Comments

Detailed arrangements for the assessment of all awards comply with awarding body requirements and ensure their security and effective administration. Clear procedures for learners to appeal against their marks are in place.

Effective and detailed standard operating procedures are in place to verify and authenticate that the learner who is registered on the programme is the same person who attends, completes the programme assessments, and receives any programme credit.

INSPECTION AREA – LEARNER SUPPORT

13. The enrolment process is comprehensive, transparent and supportive to applicants

13.1	The provider ensures that the specific programmes on which learners are registered are likely to meet the learners' expectations and needs.	☒ Yes	☐ No
13.2	Applicants are provided with sufficient information to make an informed decision on the suitability of the programmes and their delivery methods and can discuss any concerns before enrolment.	☒ Yes	☐ No
13.3	Enrolment and application documentation is easily accessible and simple to complete and submit.	☒ Yes	☐ No
13.4	The provider replies to all application enquiries in line with its appropriate target response times.	☒ Yes	☐ No
13.5	Entry requirements for each programme, including those relating to language ability where applicable, are set at an appropriate level and clearly stated in the programme descriptions read by prospective learners.	☒ Yes	☐ No ☐ NA
13.6	The provider takes reasonable steps to ensure that learners accepted for programmes meet any enrolment requirements and that any claimed qualifications are verified.	☒ Yes	☐ No ☐ NA
13.7	The provider makes it clear to applicants that they are responsible for checking that they have the digital literacy and system requirements necessary to study on their chosen programme.	☒ Yes	☐ No
13.8	The provider has effective systems to identify learners who have special educational needs and/or disabilities requiring additional learning support or other any reasonable adjustments so that these can be put in place.	☒ Yes	☐ No
13.9	Learners apply for and are enrolled on programmes under fair and transparent contractual terms and conditions, which include appropriate refund arrangements and a cooling-off period.	☒ Yes	☐ No

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

Comments

A detailed range of programme information and advice and guidance is provided to learners prior to the commencement of their course. A dedicated team of sales professionals ensures that all relevant information, including entry requirements and those related to langue ability, is provided to learners before enrolment. As a result, learners are registered on a programme of study that meets their expectations and professional development needs.

Enrolment and application documents are easily accessible online and simple to complete and submit. All application enquiries are responded to in a very timely manner. Applicants are made aware that they are responsible for checking that they have the digital literacy and system requirements necessary to study on their chosen programme.

Effective systems to identify learners who have special educational needs and/or disabilities are in place and any additional learning support or adjustments to their chosen programme of study are made in a timely manner.

Learners apply for and are enrolled on courses under fair and transparent contractual terms and conditions. Appropriate refund arrangements and a cooling-off period are in place.

14. Services provided meet the reasonable needs of learners

14.1	Staff are available to assist learners to resolve issues of a general and technical nature and all enquiries from learners are handled promptly and sympathetically.	☒ Yes	☐ No
14.2	The provider supports and encourages peer interaction through a variety of channels, including social media and virtual learning environment platforms.	☒ Yes	☐ No
14.3	Staff monitor the online activity of learners and tutors and take action promptly if there are concerns about cyberbullying or other online risks to learners.	☒ Yes	☐ No

14.4	Learners have access to a fair written complaints procedure of which they are informed at the start of the programme.	☒ Yes ☐ No
14.5	Learners are advised of BAC's complaints procedure.	☐Yes ☐ No☒NA
14.6	Effective safeguarding arrangements are in place for learners under the age of 18 and vulnerable adults, which are regularly reviewed.	☒ Yes ☐ No☒ NA
14.7	A suitable policy and effective arrangements are in place to protect learners from the risks associated with radicalisation and extremism.	☐ Yes ☒ No

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

Comments

A team of highly trained and experienced staff are available to deal with any issues raised by learners of a general and/or technical nature. All enquiries are handled very promptly and sympathetically and are monitored by managers to ensure a high level of support is provided.

Peer interaction is supported and encouraged through the Provider's Virtual Learning Environment platform. Policies and procedures for dealing with any abusive behaviour, including cyberbullying, are appropriate and implemented effectively. This includes staff monitoring the online activities of learners and tutors, with prompt action taken if there are any concerns.

A clear and fair complaints procedure is available to all learners, who are made aware of it at the start of their course.

14.7 A suitable policy and effective arrangements to protect learners from the risks associated with radicalisation and extremism are not in place. While managers have undertaken appropriate training and senior managers have reviewed the relevant risks informally, an appropriate policy is not available. In addition, tutors have not undertaken relevant basic radicalisation and extremism training.

15.   Programme materials are appropriate to the medium of delivery and are effective

15.1	Programme designers make effective use of appropriate teaching and learning resources.	☒ Yes ☐ No
15.2	Programme materials are designed for a specific and clearly stated level of study and include appropriate support material.	☒ Yes ☐ No ☐ NA
15.3	Programme materials are appropriately presented and sufficiently comprehensive to enable learners to achieve the programme objectives.	☒ Yes ☐ No
15.4	Programme materials are regularly reviewed and revised to ensure that they are accurate and reflect current knowledge and practice.	☒ Yes ☐ No
15.5	Instructions and guidance on how to study and how to use the learning materials are made available to assist learners to learn effectively.	☒ Yes ☐ No

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

Comments

Courses are very well designed and cover the medical knowledge and skills that are required to meet their stated learning outcomes effectively. They use a wide range of teaching and learning resources, together with other support material, to ensure the effective delivery of the course at the correct level and depth.

Learning materials are of a high quality, well presented and sufficiently comprehensive to enable learners to achieve the programme objectives. The content is regularly reviewed by senior managers and medical practitioners to ensure that it is accurate and reflects current medical knowledge and practice. Courses have a clear structure and appropriate learning objectives that meet the needs of learners. A detailed course document, together with guidance videos on the Provider's online platform, provide instructions and guidance on how to study and how to use the learning materials.

16. The technology used to deliver the programmes is fit for purpose and effective

16.1	The provider uses appropriate and accessible technology to optimise the interaction between the provider and the learner.	☒ Yes	☐ No
16.2	The provider ensures that the materials and learning resources can be easily accessed by learners and checks this regularly.	☒ Yes	☐ No
16.3	The provider has access to the services of an experienced technical support provider that ensures systems are operative at all times and provides appropriate support to tutors and staff working remotely.	☒ Yes	☐ No

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

Comments

Appropriate bespoke technology supports the interaction between the Provider and learners effectively and enhances instructional and educational services. Learners and staff report that the technology used is of a very high quality and fully accessible.

Materials and learning resources can be easily accessed by learners and their access is regularly checked by the Provider. This is confirmed by learners, staff and the inspector.

A team of highly experienced and qualified Information Technology (IT) staff ensures that the Provider's systems are operative at all times and provides appropriate support to tutors and staff working remotely.

INSPECTION AREA – FACE-TO-FACE COMPONENT (if applicable)

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

17.1	The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises.	☒ Yes	☐ No	
17.2	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 an appropriate lease on the large office space from which it operates. The office space is fit for purpose and provides a highly effective working environment that meets its day-to-day needs. However, the Provider's premises are not used by learners or tutors and therefore it has no need for additional external premises.

18. The premises provide a safe, secure and clean environment for learners and staff

18.1	Access to the premises is appropriately restricted and secured.	☒ Yes	☐ No	
18.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	☒ Yes	☐ No	
18.3	There are specific safety rules in areas of particular hazard, for example, science laboratories, that are readily available to learners, staff and visitors.	☐ Yes	☐ No	☒ NA
18.4	General guidance on health and safety is made available to learners, staff and visitors.	☒ Yes	☐ No	
18.5	There is adequate signage inside and outside the premises and notice boards for the display of general information.	☒ Yes	☐ No	
18.6	There is adequate circulation space for the number of learners and staff accommodated, and a suitable area in which to receive visitors.	☒ Yes	☐ No	
18.7	There are toilet facilities of an appropriate number and level of cleanliness.	☒ Yes	☐ No	
18.8	There is adequate heating and ventilation in all rooms.	☒ Yes	☐ No	

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

Comments

The Provider's premises provide a safe, secure and clean environment for staff. The premises are of a very high quality, appropriately secured and maintained in a good state of repair.

General guidance on health and safety is made available to staff and visitors. Staff receive appropriate information at the start of their employment and are reminded about health and safety during their induction.

Signage, circulation space and other facilities, including access to toilet facilities, are good, and space is available for receiving any visitors.

No learners visit the premises and visits by tutors are rare.

---

19.   Training rooms and other learning areas are appropriate for the programmes offered

19.1	Training rooms and other learning areas provide adequate accommodation for the teaching/training sessions allocated to them.	☐ Yes ☐ No
19.2	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 programme.	☐ Yes ☐ No
19.3	There are facilities suitable for conducting the assessments required on each programme.	☐ Yes ☐ No ☐ NA
19.4	Training sessions are timetabled and rooms are allocated appropriately for the programmes offered.	☐ Yes ☐ No

This standard is judged to be: ☐ Met   ☐ Partially Met   ☐ Not Met ☒ NA
Comments

---

20.   There are appropriate additional facilities for learners and staff

20.1	Learners have access to sufficient space, which could include a library and suitable IT facilities, so that they can carry out their own private work and/or study.	☐ Yes ☐ No ☒ NA
20.2	Tutors have access to sufficient personal space for preparing teaching/training sessions, marking work and relaxation.	☐ Yes ☐ No ☒ NA
20.3	Learners 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.	☒ Yes ☐ No
20.4	There are individual offices or rooms in which tutors and senior management can hold private meetings and a room of sufficient size to hold staff meetings.	☒ Yes ☐ No

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

Comments

Administrative and management staff have excellent access to space and facilities suitable for relaxation and the consumption of food and drink within the premises. These include a gym, very large café facilities, as well as table-tennis facilities and large, flat-screen televisions.

There are individual offices or rooms in which staff and managers can hold private meetings and a room of sufficient size to hold staff meetings.

21. There is an appropriate policy on learner attendance and effective procedures and systems to enforce it

21.1	There is a clear policy on learner attendance and punctuality that is communicated to all learners and other stakeholders.	☐ Yes ☐ No
21.2	Accurate and secure records of attendance and punctuality at each session are kept for all learners, collated centrally and regularly reviewed.	☐ Yes ☐ No ☐ NA
21.3	Learner absences are followed up promptly and appropriate action is taken.	☐ Yes ☐ No ☐ NA

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

Comments

22. Learners attending face-to-face components receive appropriate support

22.1	There is at least one named staff member responsible for learner welfare who is suitably trained and/or experienced accessible to all learners and available to provide advice.	☐ Yes ☐ No
22.2	Learners receive appropriate information, advice and guidance before the start of the course.	☐ Yes ☐ No
22.3	Learners receive an appropriate induction and relevant information at the start of the course.	☐ Yes ☐ No
22.4	Learners are issued with a contact number for out-of-hours and emergency support.	☐ Yes ☐ No ☐ NA
22.5	The provider has policies in place to avoid discrimination and a procedure for dealing with any abusive behaviour, including cyberbullying, and these are effectively implemented.	☐ Yes ☐ No
22.6	There is an e-policy in place that references any existing staff and learner codes of conduct and covers learners' on-site use of social media and devices such as mobile telephones, tablets and cameras.	☐ Yes ☐ No ☐ NA
22.7	The provider collects contact details for learners and their next of kin and appropriate staff can access the information quickly and easily, in and out of normal operating hours.	☐ Yes ☐ No
22.8	There are appropriate policies and procedures for the acquisition of teaching/training and learning resources that ensure that all tutors have access to the appropriate quantity and quality of resources on the day/s of the course for the benefit of the learners.	☐ Yes ☐ No
22.9	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.	☐ Yes ☐ No☐ NA

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

Comments

23. International learners are provided with specific advice and assistance

23.1	International learners receive appropriate advice before their arrival on travelling to and living in their host country.	☐ Yes ☐ No
23.2	International learners receive an appropriate induction upon arrival covering issues specific to the local area.	☐ Yes ☐ No
23.3	Information and advice specific to international learners continue to be available throughout their programme of study.	☐ Yes ☐ No
23.4	Provision of support takes into account cultural and religious considerations.	☐ Yes ☐ No

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

Comments

24. Tutors are suitable for the courses to which they are allocated and effective in delivering them

24.1	Tutors are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning.	☐ Yes ☐ No ☐ NA
24.2	Tutors respond to different backgrounds and particular support needs of learners in their delivery of the teaching/training sessions.	☐ Yes ☐ No
24.3	Tutors employ effective strategies to involve all learners in active participation and to check their understanding of concepts and course content.	☐ Yes ☐ No
24.4	There is an effective system for regularly reviewing the performance of the tutors that includes regular scheduled course delivery observations.	☐ Yes ☐ No

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

Comments

25. Residential accommodation that is directly managed by the provider is fit for purpose, well-maintained and appropriately supervised

25.1	Any residential accommodation is clean, safe and of a standard that is adequate to the needs of learners.	☐ Yes ☐ No
25.2	Any residential accommodation where learners under 18 are accommodated is open to inspection by the appropriate authorities, including Ofsted.	☐ Yes ☐ No ☐ NA
25.3	Clear rules regarding fire safety and other health and safety procedures are in place and appropriate precautions are taken for the security of learners and their property.	☐ Yes ☐ No

| 25.4 | A level of supervision appropriate to the needs of learners is provided. | ☐ Yes | ☐ No |
| 25.5 | Appropriate measures are in place to ensure that learners under the age of 18 and those over the age of 18 are separated when allocating accommodation. | ☐ Yes | ☐ No ☐ NA |

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

Comments

---

26. **Where home-stay accommodation is organised, the welfare of learners is ensured and the provider's relationship with hosts is properly managed**

26.1	Home-stay accommodation is selected so that it provides a safe and comfortable living environment for learners and is appropriately located for travel to and from the provider.	☐ Yes	☐ No
26.2	Home-stay accommodation is inspected before learners are placed there and is subject to regular reinspection by a responsible member of staff or agent of the provider.	☐ Yes	☐ No
26.3	The provider has appropriate contracts with the hosts and learners before and during the home-stay placement that clearly set out the rules, terms and conditions of host family accommodation.	☐ Yes	☐ No
26.4	Appropriate advice and support are given to both hosts and learners before and during the home-stay placement.	☐ Yes	☐ No
26.5	Clear monitoring procedures are in place with opportunities for learner feedback and prompt action taken in the event of problems.	☐ Yes	☐ No

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

Comments

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

Strong and highly focused leadership guides the Provider effectively and supports continuous development of the provision and its quality effectively. A highly effective and systematic administrative system is in place that supports the day-to-day work of the Provider effectively. Well-established and highly effective communication arrangements are in place that support the development of the Provider and the quality of the provision offered.

Actions required	Priority H/M/L
1.5 The Provider must develop, implement and regularly review a written risk management strategy that includes financial planning and data breaches.	☐ High ☒ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Highly experienced and qualified, medically trained practitioners are recruited who effectively support their learnersto achieve their chosen qualification. Course materials are of a high quality and support learning effectively.

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

LEARNER SUPPORT

Provider's strengths

A highly effective IT platform fully supports all aspects of the Provider's work and promotes excellent learner support. Prompt action is taken to address any learner issues, so contributing to very high levels of learner satisfaction.

Actions required	Priority H/M/L
14.7 The Provider must ensure that a suitable policy and effective arrangements are in place to protect learners from the risks associated with radicalisation and extremism.	☐ High ☒ Medium ☐ Low

FACE-TO-FACE COMPONENT (if applicable)

Provider's strengths

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

None

COMPLIANCE WITH STATUTORY REQUIREMENTS