BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Full Inspection

NAME OF PROVIDER: IELTS Medical Ltd

ADDRESS: Winchester House – 5th Floor

259 – 269 Old Marylebone Road

London

NW1 5RA

HEAD OF PROVIDER: Ms Nonny Nze

DATE OF INSPECTION: 5, 6 & 10 July 2023

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☐ Award of accreditation to be withdrawn

DATE: 6 November 2023

PART A – INTRODUCTION

1. Background to the provider

IELTS Medical Ltd (IELTS Medical/the Provider) is a private limited company that offers short, non-accredited language and clinical courses for healthcare professionals.

The Head Office and training premises are based in a shared office building in Marylebone in Central London in the United Kingdom (UK). The Provider also uses conference facilities in nearby hotels and managed office spaces.

IELTS Medical's aim is to provide world-class healthcare courses in person and online through virtual reality and artificial intelligence.

The Provider is owned by its parent company, Primetime Connect (Group) Ltd. Strategic planning and day-to-day operations are co-ordinated by the sole Director, who is also the owner of Primetime Connect. IELTS Medical has a finance and a technical advisory board that together offer advice to the Director. The Director is supported by the Senior Human Resources and Administration Executive, six Course Leaders and the Human Resources Assistant.

IELTS Medical has been providing English language courses since 2016 and nursing and medical courses since 2017.

2. Brief description of the current provision

IELTS Medical provides in-person and online courses in nursing and other medical subjects. The majority of the courses are provided in-person.

Participants are usually international doctors, nurses or midwives who have moved to the UK and are preparing for General Medical Council (GMC) or Nursing Medical Council (NMC) examinations in order to progress their careers in the UK.

At the time of the inspection, there were 24 participants enrolled, with another 25 booked for the rest of the month of July. At the time of the inspection, participants were from Australia, India, Kenya, New Zealand, Nigeria, the Philippines and the United States of America. The age range of participants is 18–50 years. All participants are aged 18 or over. The majority of participants are female.

Participants are enrolled on programmes at the start and middle of each month during set intakes, and courses usually run from Wednesday to Sunday. All participants must have a degree in medicine, nursing, midwifery and English language proficiency at a minimum of Level 7 of the International English Language Testing System (IELTS) or B in the Occupational English Test. They must also have prior experience of working as a doctor, nurse or midwife in their own country.

3. Inspection process

The inspection was carried out over three days by one inspector. The inspection took place in person for two days and remotely for one day. The inspector visited the Provider's Head Office and the training venue. Meetings took place with the Director, the Senior Human Resources and Administration Executive, two Course Leaders and the Human Resources Assistant. Various lesson observations were carried out, including one online course. The inspector met with a group of participants. Both the premises were inspected and documentation was scrutinised. The Provider's staff co-operated well throughout the inspection process, and the inspection documentation was well organised.

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.	☒ Yes ☐ 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.	☒ Yes ☐ No
1.3	There are clear channels of communication between the management and staff, including those working at the delivery venue or remotely.	☐ Yes ☒ 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.	☒ Yes ☐ No
1.5	The provider has a written risk management strategy, which includes financial planning and is effectively implemented and regularly reviewed.	☐ Yes ☒ No

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

Comments

The management structure is clearly defined, documented and understood. The management structure is clearly defined and documented in an organisational chart. It is communicated to staff through a staff handbook and during induction. The extent of the authority of the Director and owner is clear.

The Director is suitably qualified as a manager and has long-standing experience in medical recruitment and training. Course Leaders are highly experienced in their respective fields of nursing, midwifery or medicine and hold relevant qualifications. They have clear job descriptions and demonstrate a good understanding of their roles.

There is a range of channels of communication, including weekly administrative team meetings, email communication and communication via the Provider's bespoke learning platform.

1.3 There are no set meetings with Course Leaders or tutors, and minutes are not taken for most meetings, meaning that communication is sometimes inconsistent or unclear.

The Provider has a very clear mission, and its goals were developed when it was founded in 2016. These goals have since been reviewed by the Director. The mission and goals are communicated to relevant team members through handbooks, training and induction.

1.5 There is no written risk management strategy in place. As a result, risks are not formally identified and there are no effective plans for their mitigation.

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.	☒ 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 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	Data collection and collation systems are effective in supporting the administration of the provider.	☒ Yes ☐ No
2.6	Participants' and trainers' personal records are sufficiently detailed and regularly updated.	☒ Yes ☐ No
2.7	The provider has a robust security system, with policies in place for protecting the data of its participants and trainers.	☒ Yes ☐ No

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

Comments

The Director is supported by a team of administrators and marketing colleagues, who are suitably qualified and have a clear understanding of their roles.

There is a sufficient amount of administrative support to ensure that all aspects of the Provider's administration are covered.

There are job descriptions for administrators, and the administrative structure is clearly communicated through a range of policy and procedural documents and handbooks.

There are appropriate, up-to-date administrative policies, procedures and systems in place. These are disseminated effectively through the staff handbook and a range of guides that have been developed for each role. As a result, administrative team members know what is expected of them, and the Director understands the nature of the administrative support that is available.

Data collection and storage are very effective. The Provider has a suitable, cloud-based database that effectively supports its administrative functions and makes data storage and retrieval highly convenient. Training is provided to staff to ensure that they clearly understand the systems in place.

The database stores participant and tutor information effectively and is appropriately accessible to those who need to retrieve or amend it.

The database system is secure and robust, and detailed policies are in place regarding data protection and cyber security.

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.	☒ Yes ☐ No
3.2	Experience and qualifications are appropriately checked and verified before recruitment and records are accurately maintained.	☒ Yes ☐ No
3.3	The recruitment process for trainers working remotely includes a face-to-face online interview.	☒ Yes ☐ No ☐ 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.	☒ Yes ☐ No
3.5	Managerial and administrative staff are appropriately supported in their continuing professional development.	☒ Yes ☐ No

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

Comments

Staff recruitment is managed by the Human Resources (HR) and follows clearly documented policies and procedures. Administrative staff and tutors are suitably experienced and qualified. All staff sign an agreement, which ensures that the Provider's professional standards are clearly understood.

Experience and qualifications are verified by the HR by checking applicants' Curricula Vitae (CVs) and their background, certificates and references. All tutors must be registered with the GMC or NMC. All shortlisted applicants have an in-person or online interview.

All tutors' teaching is observed by the Director during their first week of work. As a result, new staff are clear about IELTS Medical's expectations, and the recruitment process ensures that staff are appropriately qualified and experienced.

There are comprehensive appraisal and review systems in place for all permanent staff, including quarterly reviews that are carried out by HR. Tutors are observed in their course delivery by the Director, and feedback is provided, recorded and referred to as part of staff appraisals.

Administrative staff and tutors are supported effectively in their Continuing Professional Development (CPD). Appraisals and reviews have a focus on CPD and training opportunities, ensuring that the range of skills possessed by the team is good and that staff have the opportunity to develop new skills.

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 and facilities and the range and nature of resources and services offered.	☐ Yes ☒ No
4.2	Information on the courses available is comprehensive, accurate and up to date.	☒ 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 IELTS Medical website and brochures provide accurate depictions of most aspects of the courses and services on offer.

4.1 The website and brochure give the impression that courses always take place in a hospital setting, which they do not This means that participants' expectations may not be met.

Information on workshops is comprehensive and up to date and includes accurate details of location, costs and content.

Key policies are made available on the Provider's 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

Participants' needs are matched to the courses for which they are registered through a clear and detailed enrolment process. This includes an application form, email communication and a telephone call, allowing the Director and administrative staff to evaluate whether workshops will meet the participants' expectations and needs.

Entry requirements, including for English language proficiency, are aligned with those set by the GMC and NMC and are clearly stated in course descriptions in the Provider's publicity. These are reviewed during the application and registration process. Applications are monitored by the Director to ensure that all applicants meet the entry requirements.

The application process includes an interview with the Director or with an Administration Executive. The process is formalised and documented, with clear steps that participants must complete to enrol. The Director monitors all applications and advises participants individually on their eligibility and choice of programme. In addition, participants have opportunities to ask for additional information as required.

The administrative team has a 24-hour target response time for enquiries. This was confirmed by scrutiny of the application enquiries and responses sampled during the inspection.

IELTS Medical does not work with overseas recruitment agents.

5.7 The Provider does not have any mechanisms in place to identify participants who have special educational needs and/or disabilities requiring additional learning support or other assistance. As a result, participants' needs may not always be identified or met.

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.	☒ Yes ☐ No
6.2	Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and regularly reviewed.	☒ Yes ☐ No ☐ NA
6.3	Participant absences are followed up promptly, and appropriate action is taken.	☒ Yes ☐ No ☐ NA

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

Comments

IELTS Medical has a clearly documented attendance policy that is communicated in the participants' booklet and in the tutor handbook.

There is an appropriate daily registration process, and records are kept, ensuring that participants' attendance and punctuality are monitored effectively.

Unexplained absences are followed up by the Administration Executive, who takes appropriate action. The Director is made aware of any 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.	☒ Yes ☐ 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.	☒ Yes ☐ No
7.3	Feedback is obtained, recorded and analysed on a regular basis.	☐ Yes ☒ No
7.4	The feedback is reviewed by management, and appropriate action is taken.	☒ Yes ☐ No
7.5	There is a mechanism for reporting to the participants what the provider has done in response to their feedback.	☒ Yes ☐ No
7.6	Reports are compiled at least annually and include the results of the provider's performance reviews, an analysis of appropriate data, including participant feedback, and action plans.	☐ Yes ☒ No
7.7	Action plans are implemented and regularly reviewed, with outcomes reported to management.	☒ Yes ☐ No

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

Comments

IELTS Medical primarily monitors and reviews its performance by reviewing the results its participants achieve. A follow-up meeting is held with every participant to confirm their post-course examination result. In addition, finances and sales are closely monitored, and there are regular meetings with the finance advisory board, when performance is discussed as a standing item on the agenda.

There are suitable mechanisms in place for collecting feedback. Feedback is collected through online surveys and conversations with participants.

However, very little evidence of feedback records containing quantitative feedback were seen during the inspection. This limits the usefulness of the feedback in judging performance and setting targets for improvement.

The Director and administrative staff review the feedback that is collected and takes action in response to address any concerns or issues. Administrative staff uses emails to the participants in order to follow up on specific issues.

7.3 The feedback is not routinely recorded or analysed to ensure that the Provider has a clear understanding of participants' views on its courses.

The Provider reports back to participants on action taken in response to their feedback through a video, made by the Director, that is sent to participants at the end of their course.

7.6 There is no annual report that includes the results of the Provider's performance reviews, an analysis of appropriate data, including participant feedback, and action plans. As a result, there is no coherent review of the Provider's overall performance.

The Director produces an action plan, which is developed in response to examination results and records of participant numbers and the financial impact of the numbers. This is shared with the finance advisory board. However, it does not include all aspects of the provision to ensure that actions are followed up systematically and continuous improvements are made.

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.	☒ Yes ☐ No	
8.2	Training sessions are timetabled and rooms are allocated appropriately for the courses offered.	☒ Yes ☐ No	
8.3	The allocation of trainers to courses provides a consistent learning experience, and delivery is monitored to ensure consistency across all provision.	☒ Yes ☐ 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.	☒ Yes ☐ No	
8.5	There are appropriate policies and procedures for the acquisition of teaching/training and learning resources, which 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.	☐ Yes ☒ No	

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

Comments

There is a suitably experienced management team with responsibility for course delivery. The Director has long-standing experience in medical recruitment and training and the course Leaders are highly experienced in their respective fields of nursing or medicine. The Director co-ordinates and supports the Lead Tutor on each course.

Courses are timetabled and planned, with appropriately allocated training rooms and the timetable includes start, finish and break- times.

Lesson observations and interviews with staff showed that timetabling and room allocation are sometimes unclear. Participants and tutors are not always aware in good time of when or where their classes are taking place.

Tutors are allocated to entire modules of the courses according to their skills and experience. This ensures a consistent learning experience for participants. When a new tutor is allocated to a module, they are effectively monitored and supported.

The course materials were originally developed by the Course Leaders and are reviewed and updated by the Director and by the Lead Tutor for each course. As a result, the course content is up to date and standardised across the provision.

The Director has a suitable policy in place on the acquisition of teaching and learning resources. The policy states that tutors can request materials and resources as and when needed from the Director. The Director will then purchase the necessary resources.

8.5 The policy on the acquisition of resources is not effectively communicated to all the tutors. As a result, in some cases, teaching and learning resources are not available in line with the course requirements and to meet participants' needs.

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.	☒ Yes ☐ 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.	☒ Yes ☐ No ☐ NA
9.3	Course materials are designed for a specific and clearly stated level of study and include appropriate support material.	☒ Yes ☐ No ☐ NA
9.4	Course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives.	☒ Yes ☐ 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.	☒ Yes ☐ No ☐ NA
9.6	The courses are designed so that participants are encouraged and enabled to develop independent learning skills.	☒ Yes ☐ No ☐ 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.	☒ Yes ☐ No

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

Comments

All course content and learning outcomes are written by Lead Tutors, who are experts in their fields. Courses are updated by course tutors and are reviewed by the Director to ensure that they reflect current knowledge and practice.

Course design and learning outcomes reflect the skills and knowledge required of participants by the GMC and NMC.

Course materials are made up of participant manuals, a presentation and resources for specific assessments. Materials for each course are appropriate for their level and include support materials.

Materials are well presented and comprehensive and help participants to meet the course objectives.

Courses are clearly focused on specific and detailed learning outcomes, which are communicated to participants. Assessment objectives are clearly stated and made available to all participants. All courses include a number of assessments to ensure that participants can demonstrate their progress and achievements in relation to the learning outcomes.

Course objectives are clearly focused on the skills and knowledge needed to work independently as a professional in the healthcare sector.

Participants are asked about their specific needs, and tutors adapt courses accordingly.

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 that allows them to deliver courses effectively.	☒ Yes ☐ 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.	☒ Yes ☐ No ☐ NA
10.3	Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the teaching/training sessions.	☒ Yes ☐ 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

All tutors are experienced professionals and are suitably skilled for the courses they deliver. All tutors must complete a training course that equips them to deliver courses effectively.

Tutors maintain and update their subject knowledge and expertise through their membership of relevant professional associations, as well as through external and in-house CPD courses. They receive teaching observations, with written feedback from the Director, including feedback on their use of pedagogic techniques.

Tutors respond to participants' support needs during sessions by personalising content and through questioning that focuses on participants' prior experience.

Tutors employ strategies to ensure that participants are actively engaged and to check their understanding of concepts and course content, ensuring that participants are making appropriate progress.

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

All courses are planned to include a schedule of assessments. These are clearly laid out in a participant handbook and in pre-course information.

A number of mock examinations make up the ongoing assessment schedule. These clearly reflect the content, standards and format of the end-of-module assessment.

Assessment outcomes are monitored effectively by tutors. Assessment scores are recorded and communicated to participants and to the Director. Any participant's progress that is not thought to be satisfactory is brought to the

attention of the Director, who will follow up with participants and offer additional support in the form of one-to-one tuition.

Participants receive high-quality feedback from tutors, ensuring that they have a clear understanding of how their progress relates to their target level of achievement.

In cases where participants are not making satisfactory progress, intervention is made by the tutor in the form of additional training and support.

High-quality spoken and written feedback is given to all participants both during formal assessments and during sessions when participants are asked questions to check their understanding of course content. Feedback is constructive and personalised.

Tutors are available to participants at break- and lunchtimes and at the end of the day. Tutors can also be contacted out of hours via messaging platforms. Participants reported that they felt that tutors' availability outside the scheduled course delivery time was sufficient.

Assessments are carried out under examination conditions and monitored by tutors. Participants receive guidance from tutors to ensure that they understand the rules and to discourage cheating and plagiarism.

Tutors provide participants with clear and regular guidance and instructions on the work schedule and deadlines.

When work is unsatisfactory, tutors take prompt action, offering support, feedback and, where appropriate, additional tuition to help participants quickly rectify the situation.

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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 Provider prepares participants for external awards. The awarding bodies set the assessments for which participants are preparing and the awarding bodies provide the examinations.

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

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<tr><td>**14.**</td><td colspan="2">**There are satisfactory procedures for the administration of examinations and other means of assessment**</td></tr>
<tr><td>14.1</td><td>The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration.</td><td>☐ Yes ☐ No ☐ NA</td></tr>
<tr><td>14.2</td><td>For internal awards, there are effective systems in place for examination security and administration.</td><td>☐ Yes ☐ No ☐ NA</td></tr>
<tr><td>14.3</td><td>For internal awards, there are clear procedures for participants to appeal against their marks.</td><td>☐ Yes ☐ No ☐ NA</td></tr>
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This standard is judged to be: ☐ Met ☐ Partially Met ☐ Not Met ☒ NA

Comments

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<tr><td>**15.**</td><td colspan="2">**There is appropriate provision of advice for participants intending to proceed to employment or higher/further education**</td></tr>
<tr><td>15.1</td><td>Participants have access to advice from an appropriate staff member on further study and career opportunities.</td><td>☐ Yes ☐ No ☐ NA</td></tr>
<tr><td>15.2</td><td>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.</td><td>☐ Yes ☐ No ☐ NA</td></tr>
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This standard is judged to be: ☐ Met ☐ Partially Met ☐ Not Met ☒ NA

Comments

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INSPECTION AREA – PARTICIPANT WELFARE

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<tr><td>**16.**</td><td colspan="2">**Participants receive welfare support appropriate to their age, background and circumstances**</td></tr>
<tr><td>16.1</td><td>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.</td><td>☐ Yes ☒ No</td></tr>
<tr><td>16.2</td><td>Participants receive appropriate information, advice and guidance before the start of the course.</td><td>☐ Yes ☒ No</td></tr>
<tr><td>16.3</td><td>Participants receive an appropriate induction and relevant information at the start of the programme.</td><td>☒ Yes ☐ No</td></tr>
<tr><td>16.4</td><td>Participants are issued with a contact number for out-of-hours and emergency support.</td><td>☒ Yes ☐ No ☐ NA</td></tr>
</table>

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.	☒ Yes ☐ No
16.6	Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed.	☐ Yes ☐ No ☒ NA
16.7	A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	☒ Yes ☐ 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.	☒ Yes ☐ No ☐ 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.	☐ Yes ☒ No

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

Comments

There is at least one named staff member responsible for participant welfare. The Director, who is suitably qualified and experienced, takes overall responsibility for participant welfare and, in addition, there is collective responsibility for welfare across the staff teams.

16.1 The identity of the named, responsible individual is not specified in the information provided to participants. As a result, participants reported that they did not know who they should approach to access welfare support. Inspection findings confirm this view.

Participants are offered a half-day pre-course briefing with a tutor before the course starts. They are also provided with a pre-course handbook which gives them basic information about the Provider and the local area. Participants are informed of course details via email.

16.2 The pre-course information that is provided to participants is insufficiently detailed and lacks clarity over start dates, course location and accommodation. This was confirmed by participants and tutors.

Participants receive an appropriate induction and relevant information at the start of the programme. The participants are greeted by their tutor on their first day and receive an induction that provides appropriate course information and sets clear expectations for the participants.

Participants are issued with an out-of-hours telephone number. The participants interviewed confirmed that they knew which number to call in the case of an emergency.

The Provider has clear and documented policies in place to avoid discrimination, to deal with inappropriate behaviour and to set out clear expectations of the participants. These are accessible in the participant handbook.

The Provider does not enrol participants aged under 18.

Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. These are clearly documented in the relevant policies and associated handbooks, as well as in a risk assessment. Staff are appropriately trained, and the handbook sets out clear expectations for the participants.

There is appropriate guidance in the participant handbook that covers the use of social media and technology.

Participants' details are collected by the Provider and stored securely in an online database. Relevant staff have access to the database, which is accessible remotely.

16.9 The provider does not collect emergency contact details for participants and their next of kin to ensure that appropriate contact can be made in the event of an emergency.

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.	☐ Yes ☒ No
17.2	International participants receive an appropriate induction upon arrival covering issues specific to the local area.	☐ Yes ☒ No
17.3	Information and advice specific to international participants continue to be available throughout their course of study.	☐ Yes ☒ No
17.4	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

International participants receive limited information prior to their arrival on travelling to and living in the UK. The advice includes information about the Provider's location and the local area, including accommodation and restaurants. 17.1 The pre-course advice that international participants receive is insufficiently detailed and inaccurate. This results in participants not knowing where their course is taking place, and in some cases, not knowing where their accommodation is. All participants receive an induction and relevant information at the start of the programme. 17.2 However, the induction does not include sufficient information specifically for international participants. They receive no additional guidance on life in London and the UK as part of the induction. As a result, the international participants do not have sufficient useful information for their stay in the UK. Staff are available to provide advice and guidance during the course. 17.3 However, participants reported that they were not sure whom they should contact if they needed support during their stay. This meant that they did not have appropriate access to the necessary information and advice to ensure a successful and safe stay in the UK. Course tutors ensure that the support offered to participants takes into account their cultural and religious backgrounds. They are sensitive to participants' needs and adapt course content accordingly.

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.	☒ Yes ☐ No
18.2	Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course.	☒ Yes ☐ No
18.3	Participants are advised of BAC's complaints procedure.	☐ Yes ☐ No ☒ NA

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

Comments

Terms and conditions are fair and transparent and are published on the Provider's website. They include appropriate arrangements for refunds.

The complaints process is fair and is clearly described in the terms and conditions.

The Provider is not at this time accredited by the British Accreditation Council (BAC) and therefore does not make reference to BAC's 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.	☐ Yes ☐ No
19.2	Any residential accommodation, where participants under 18 are accommodated, is open to inspection by the appropriate authorities, including Ofsted.	☐ Yes ☐ No ☐ 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.	☐ Yes ☐ No
19.4	A level of supervision is provided that meets the needs of participants.	☐ Yes ☐ 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.	☐ Yes ☐ No ☐ 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.	☐ Yes ☐ No
20.2	Any home-stay accommodation is inspected before participants are placed and is subject to regular re-inspection by a responsible representative or agent of the provider.	☐ Yes ☐ No
20.3	The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.	☐ Yes ☐ No
20.4	Appropriate advice and support are given to both hosts and participants before and during the placement.	☐ Yes ☐ No
20.5	Clear monitoring procedures are in place, with opportunities for participant 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

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.	☒ Yes ☐ No
21.2	The social programme is responsive to the needs and wishes of participants.	☐ Yes ☐ No ☒ NA
21.3	Any activities within the social programme have been chosen with consideration for their affordability for the majority of participants.	☐ Yes ☐ No ☒ NA
21.4	The activities organised by the provider are effectively supervised by a responsible adult representative with suitable qualifications and/or experience.	☐ Yes ☐ No ☒ NA
21.5	Off-site social activities are subject to an appropriate risk assessment, and suitable safeguards are put in place as a result.	☐ Yes ☐ No ☒ NA

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

Comments

Participants are provided with information about social and cultural activities that they may be interested in. If participants require any advice about local leisure opportunities, it is provided by tutors, administrative staff, through videos or the handbook.

There is no formal organised social programme provided. Participants are independent adults, and the Provider does not feel that a formal programme is necessary or appropriate.

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 lease in place for its office premises for a suitable period of time. At the time of the inspection, training was taking place in rented premises, for which the Provider has appropriate agreements in place.

The Provider has access to suitable external and additional premises when required.

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, which 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 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 are safe, secure and clean. Access to both the office and the training spaces is controlled by a receptionist, and rooms are lockable.

Both the office and training facilities are in a good state of repair, decoration and cleanliness. All spaces are redecorated periodically, and maintenance is effectively managed.

There are no hazardous areas that require specific safety rules.

23.4 Guidance on health and safety is not communicated to visitors or participants. There is no health and safety advice or signage available to ensure appropriate awareness of the health and safety provision.

There is appropriate signage inside and outside the office premises and notice boards for the display of general information. In the delivery premises, the participants are briefed on the spaces available to them and are accompanied by staff at all times so that they can find their way around.

There is adequate circulation space for the number of participants and staff accommodated at both premises, and a suitable area in which to receive visitors at the office premises.

There are appropriately allocated toilet facilities that are cleaned and maintained daily at both the office and the training premises.

Heating and ventilation systems at both premises ensure that spaces are comfortable to work in.

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 training rooms are of a sufficient size and provide adequate space to accommodate the number of participants and to meet the needs of the courses. They provide adequate accommodation for the teaching/training sessions allocated to them.

The training spaces are equipped with up-to-date equipment and resources to ensure that courses are delivered effectively.

24.3 Tutors and participants reported that the equipment and resources required for practice assessments were only occasionally available. As a result, the practice assessments did not fully prepare participants for their formal assessment.

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.	☒ Yes ☐ No
25.2	Trainers have access to sufficient personal space for preparing teaching/training sessions, marking work and relaxation.	☒ Yes ☐ No ☐ 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.	☒ Yes ☐ 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.	☒ Yes ☐ No
25.5	Administrative offices are adequate in size and are resourced for the effective administration of the provider.	☒ Yes ☐ No

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

Comments

Participants have access to suitable facilities so that they can carry out their own private work and/or study. There is sufficient space for participants to work and study and appropriate online resources available.

The training facilities are of a sufficient size and offer space for participants and staff to work and to relax. The office also provides sufficient space for work and relaxation.

Tutors prepare workshops at home and in the training room. They also have access to space in the Provider's office that is close to the training venue. This ensures that the tutors have sufficient space in which to prepare their classes.

Staff and participants have access to refreshments in the training room, as well as a dining room and kitchen in the training venue where they can relax. The administrative facilities also offer common areas for the consumption of food and drink.

The Provider's office has suitable space for private meetings and staff briefings. In addition, the office provides adequate space for the administrative team to work effectively.

INSPECTION AREA – ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)

26. **Management, staffing and administration of online, distance and blended learning component**

26.1	Senior managers have an understanding of the specific requirements of online, distance and blended learning.	☒ Yes ☐ No
26.2	Data collection and collation systems include the logging of trainer and participant submissions and interaction, and appropriate action is taken if the timeliness of these falls below expectations.	☒ Yes ☐ No
26.3	There are established processes that enable the provider to verify that the participant who is registered on the programme is the same person who attends, completes the programme and receives any programme credit.	☐ Yes ☒ No ☐ NA

26.4	Staff monitor the online activity of participants and trainers and take action immediately if there are concerns about cyberbullying or other online risks to participants.	☒ Yes ☐ No

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

Comments

Senior managers have an understanding of the specific requirements of online, distance and blended learning. The Director and tutors have appropriate experience of Online, Distance and Blended Learning (ODBL), including technical requirements, methodology and pedagogical approaches. This results in a clear understanding of blended and online programme requirements.

Data is collected effectively via the online learning platform, which collates submissions for participants and the tutor. All sessions are recorded, timelines are effectively monitored, and action is taken if submissions are late.

26.3 Participants are not required to submit identification, and there is no system in place to verify that the person registered on the programme is the same person who attends it.

Staff monitor the online activity of participants and trainers and take action immediately if there are concerns about cyberbullying or other online risks to participants. The participants receive a safeguarding briefing from the tutor at the beginning of the course. The tutor can note any concerns or risks on the online learning platform. These measures ensure that participants' online well-being is monitored effectively.

27. Online course management is effective

27.1	There is a suitably qualified manager or management team with experience of online, distance and blended learning and who has responsibility for programme delivery and the management of the trainers.	☒ Yes ☐ No
27.2	The provider has a sufficient number of qualified online trainers to give individualised instructional service to each learner.	☒ Yes ☐ No
27.3	The allocation of online trainers to courses provides a consistent learning experience, and delivery is monitored to ensure consistency.	☒ Yes ☐ No
27.4	Online delivery methods are sufficient to attain the stated course objectives and intended learning outcomes.	☒ Yes ☐ No ☐ NA
27.5	Online programme designers make effective use of appropriate teaching aids and learning resources.	☒ Yes ☐ No
27.6	Suitable additional study aids are provided through investment in technology and/or issuing supplementary study materials.	☒ Yes ☐ No ☐ NA

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

Comments

There is a suitably qualified manager with experience of online, distance and blended learning and who has overall responsibility for programme delivery and the management of the trainers. The Director has and tutors have appropriate experience of Online, Distance and Blended Learning (ODBL), including technical requirements, methodology and pedagogical approaches. This results in a clear understanding of blended and online programme requirements.

The Provider has a sufficient number of qualified online trainers to give individualised instructional service to each participant. IELTS Medical has a number of tutors who are qualified and trained to deliver online learning.

The allocation of tutors is carried out using an online booking system. Delivery is monitored. Tutors receive teaching observations, with written feedback from the Director, including feedback on their use of pedagogic techniques.

The curriculum, methods, planning and sessions observed demonstrated that courses are appropriately structured to meet curriculum objectives and intended learning outcomes.

Online training materials are appropriate and ensure successful and engaging course delivery that is consistent with in-person training.

Tutors provide supplementary study materials, as appropriate, to ensure that participants have sufficient learning resources.

28. Trainers have an acceptable level of technical knowledge

28.1	Trainers demonstrate an understanding of the special challenges and demands of online, distance and blended learning.	☒ Yes ☐ No
28.2	Online trainers are properly and continuously trained with respect to provider policies, participant needs, instructional approaches and techniques and the use of appropriate instructional technology.	☒ Yes ☐ No
28.3	Performance review procedures for online trainers incorporate regular monitoring of their feedback to participants.	☒ Yes ☐ No

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

Comments

Tutors demonstrate a good understanding of the challenges of online learning. They structure their classes effectively and make use of good communication skills to ensure that the participant are fully engaged with their learning.

Tutors are appropriately trained and experienced in online delivery methods and strategies. They have access to updated resources related to delivery platforms and other online tools used in the delivery process to ensure that they approach the classes with the appropriate knowledge and skills.

Tutors' delivery is monitored by the Director, including in relation to any feedback given to participants by tutors.

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

29.1	Participants are made aware of the necessary level of digital literacy required to follow the stated programmes.	☒ Yes ☐ No

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

Comments

Participants are made aware of the necessary level of digital literacy required to follow the stated programmes. The enrolment process provides participants with all the relevant information and technical requirements.

30. Online services provided meet the reasonable needs of participants

30.1	Instructions and suggestions on how to study and how to use the learning materials are made available to assist participants in learning effectively.	☒ Yes ☐ No
30.2	Staff are available to assist participants to resolve issues of a general and/or technical nature, and all enquiries from participants are handled promptly and sympathetically.	☒ Yes ☐ No

30.3	The provider ensures that participants understand any system requirements and have access to appropriate technical advice to assist with technological problems that are the provider's responsibility.	☒ Yes ☐ No
30.4	The provider supports and encourages peer interaction through a variety of channels, such as social media and virtual learning environment platforms.	☐ Yes ☒ No

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

Comments

Participants receive individualised support on the best use of learning resources, ensuring that they learn very effectively.

The tutor is available before, during and after classes to assist and support participants in the resolution of any issues, whether technical or general. In addition, the Director and administrative team are available for support.

Participants are provided with clear guidance regarding the use of the online learning platform and have access to technical advice from the tutor, Director or administrator.

Participants work individually in one-to-one classes, and there is therefore no peer interaction. This is appropriate for the nature of the course.

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

31.1	The provider uses appropriate and readily accessible technology to optimise the interaction between the provider and the participant and to enhance instructional and educational services.	☒ Yes ☐ No
31.2	The provider has access to the services of an experienced IT technician who can ensure that systems are operative at all times and provide appropriate support to trainers and staff working remotely.	☒ Yes ☐ No

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

Comments

The platforms used are of industry standard for online delivery, data management and communication and are both accessible and suitable for the enhancement of a remote learning experience.

The Provider has appropriate technical support available for tutors and participants who are working in an online environment.

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 Provider's database supports its administrative functions very effectively and ensures efficient data storage and retrieval.

Actions required	Priority H/M/L
1.3 The Provider must implement a clear schedule of recorded staff meetings, including tutor meetings.	☐ High ☒ Medium ☐ Low
1.5 The Provider must put a risk management strategy in place.	☒ High ☐ Medium ☐ Low
4.1 The website and brochure must give an accurate impression of the premises.	☒ High ☐ Medium ☐ Low
5.7 The Provider must put systems in place to identify participants who have special educational needs and/or disabilities.	☐ High ☒ Medium ☐ Low
7.3 The Provider must develop formal systems for recording and analysing feedback.	☐ High ☒ Medium ☐ Low
7.6 The Provider must produce an annual report that includes the results of the Provider's performance reviews, an analysis of appropriate data, including participant feedback, and action plans.	☐ High ☒ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

All tutors complete a training course that equips them to deliver the courses effectively. High-quality spoken and written feedback is given to participants by tutors, meaning that they have a good understanding of their own progress and achievement. Tutors make themselves available to participants outside class times, ensuring that they can offer very good additional support when needed.

Actions required	Priority H/M/L
8.5 The Provider must put in place policies and practices to ensure that teaching and learning resources are available in line with the course requirements and to meet participants' needs.	☒ High ☐ Medium ☐ Low

PARTICIPANT WELFARE

Provider's strengths

Actions required	Priority H/M/L
16.1 17.3 IELTS Medical must communicate clearly to all participants the name of the person responsible for their welfare.	☒ High ☐ Medium ☐ Low
16.2 The Provider must ensure that pre-course information is detailed, comprehensive and accurate.	☒ High ☐ Medium ☐ Low
16.9 The Provider must put in place measures to collect and store emergency and next-of-kin details.	☐ High ☒ Medium ☐ Low

17.1 17.2 IELTS Medical must provide international participants with specific and appropriate advice and information prior to and on arrival.	☒ High ☐ Medium ☐ Low

PREMISES AND FACILITIES

Provider's strengths

Actions required	Priority H/M/L
23.4 The Provider must ensure that guidance on health and safety is communicated to visitors and participants.	☒ High ☐ Medium ☐ Low
24.3 The Provider must ensure that the equipment and resources required for practice assessments are readily available.	☒ High ☐ Medium ☐ Low

ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)

Provider's strengths

The tutors are very well experienced in the delivery of ODBL courses, resulting in good levels of engagement from participants.

Actions required	Priority H/M/L
26.3 The Provider must put in place a system to verify that the person registered on the programme is the same person who attends it.	☐ High ☒ Medium ☐ Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that IETLS Medical takes steps to increase the return rate of participant feedback. The Provider should produce action plans that are regularly reviewed and address actions to be taken across the provision and to improve quality. Steps should be taken to ensure that participants and tutors are always aware, in good time, of when and where their classes are taking place.

COMPLIANCE WITH STATUTORY REQUIREMENTS

THE INSPECTION WAS CARRIED OUT BY:

Lead Inspector	Stuart Pollard