



Pulse Health Training Center



04 - 06 May 2026



Location
Karbabad



Learning Areas
• Medical and Social Care



Total Enrolment
36

Overall effectiveness
Satisfactory

Aspect 1:
Assessment and Learners' Achievement

Aspect 2:
Learners Engagement and Support for Learning

Aspect 3:
Leadership and Management

Review Summary

The performance of Pulse Health Training Center (PHTC) is "Satisfactory." Learners acquire relevant knowledge, skills, and competencies in healthcare practice, and the majority achieve their targeted certifications and become eligible to apply for professional privileges. Overall, they benefit from qualified and experienced trainers who deliver training effectively and provide a supportive learning environment, with appropriate links between theory and practice. PHTC implements a fit-for-purpose assessment process that measures achievement of the Intended Learning Outcomes (ILOs) and demonstrates adequate sector awareness with a commitment to aligning their provision with relevant healthcare requirements. However, PHTC needs to further strengthen the consistency and rigour of assessment verification and moderation processes, provide clearer written feedback, enhance practical skill development, and increase the proportion of learners progressing to professional privileges. Furthermore, PHTC should enhance admission arrangements to ensure access to programme information and appropriate placement. Moreover, PHTC would benefit from strengthening learner support mechanisms, making greater use of data to inform decision-making, and further developing its quality assurance processes and operational planning to maintain improvement and achieve measurable impact.

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Key Positive Features

- Learners' acquisition of relevant healthcare knowledge, skills, and competencies, as reflected in the majority successfully achieving the certification they aim for and becoming eligible to apply for the intended professional privileges.
- Fit-for-purpose assessment process to measure learners' achievement of ILOs.
- Qualified and experienced trainers who deliver effective training in a positive learning environment.
- Management's sector knowledge, industry relationships, and involvement in the healthcare field, which are reflected in their efforts to adapt to the sector regulatory changes.

Recommendations

- Enhance the rigour of the assessment verification and moderation processes, supporting them with detailed rubrics, particularly for theoretical assessment, and provide consistent developmental written feedback on assessments.
- Strengthen learning support to enhance learners' achievement rates, and their practical skills' development.
- Systemise the admission arrangements to suit the offered healthcare programmes.
- Enhance the self-assessment process to reflect the current updates of strategic directions and ensure business continuity and continuous improvement of the provision.

Assessment and Learners' Achievement

Satisfactory

- PHTC offers programmes in Medical and Social Care training. It has recently completed one assessment-based programme; the Basic Principles of Cupping Therapy, which serves as a preparation programme for attaining privileges from the National Health Regulatory Authority (NHRA). In addition, the Centre is currently delivering the Level 3 Award in First Aid at Work, an externally accredited programme with the National Open College Network (NOCN).
- The implemented internal theoretical written and practical summative assessments are fit-for-purpose and generally aligned with the ILOs to assess knowledge, applied understanding and hands-on competence. However, the internal verification process requires further development to ensure that assessments are consistently verified and sufficiently mapped to ILOs in terms of coverage and level of complexity.
- A detailed rubric guides the practical assessment. While key answers are available, the written theoretical assessment would benefit from clearer specification of mark allocation for individual questions or sub-questions. This enhancement could help strengthen fairness and consistency in marking and reduce the potential for subjectivity in assessment decisions.
- Learners receive instant constructive verbal feedback on their performance; however, written feedback that clearly and precisely highlights learners' key strengths and areas for improvement is limited.
- Based on achievement data, the majority of enrolled learners successfully met the programme requirements, with a significant minority of them attaining their professional privileges. It is worth mentioning that most learners developed effective theoretical knowledge, with the vast majority meeting the theory pass threshold. However, practical skills and competencies were less developed for a significant minority of learners.
- Learners and employers are satisfied with the knowledge and skills gained. Learners demonstrate strong commitment through regular attendance and active participation during the sessions. Their confident engagement in learning activities and scenario-based tasks reflects the applicability and relevance of the acquired knowledge and skills.

Learners Engagement and Support for Learning

Satisfactory

- The learning environment at PHTC is generally safe, supportive, and adequately equipped with accessible resources and facilities that promote effective learning. Regular reviews of premises and resources ensure their continuing adequacy, though further enhancement could strengthen learners' engagement.
- Trainers are qualified and experienced, demonstrating relevant vocational expertise and knowledge. They effectively link theory with practice through their explanations, real-life examples, and practical demonstrations, providing effective learning opportunities that actively engage learners.
- Training strategies are appropriately structured, with trainers employing assessment-for-learning approaches that provide timely verbal feedback, stimulate self-learning, and encourage higher-order thinking. Nevertheless, the addition of a competent assistant trainer, a registered nurse, would further enrich the delivery and support learners' practical skill development.
- Evidence of training impact beyond sessions remains limited, as outcomes are primarily reflected in certification attainment. While a majority of learners have achieved qualifications, only a significant minority of those have secured NHRA privileges, highlighting the need for broader measures of effectiveness.
- Access to programme information is constrained by limited activity on social media and website presence. Admission arrangements, though in place, do not fully reflect the effort invested in learner placement, and documentation requirements may restrict prospective enrolments. Addressing these areas would help improve transparency and accessibility.
- Support mechanisms for learners needing to re-sit examinations or repeat programmes are scheduled for upcoming cohorts. While these arrangements demonstrate commitment to learner progression, their impact has yet to be realised and evaluated.

Leadership and Management

Satisfactory

- The management team has defined strategic goals to enhance learner achievement and improve provision quality. The operational plan, however, still requires stronger alignment with key performance indicators and clearer monitoring. PHTC's initiatives to expand into the medical field through NHRA-related certificates reflect ambition, though sustainability remains a challenge and requires further consolidation.
- The self-assessment process is fit-for-purpose and reflects PHTC's overall approach to quality improvement. It is gradually evolving and becoming more standardised in line with the standards set by PHTC. Therefore, the Centre's action plans are updated to ensure consistency with established standards and support ongoing development.
- PHTC has recently been listed on the National Qualifications Framework and maintains a quality management system with the corresponding forms. However, not all newly developed forms and procedures are consistently applied, and a few policies - currently under revision - still require updating to align with the recent changes.
- The Centre maintains accurate data reflecting learners' achievement, though systemising and coordinating the dataset for deeper analysis and trend identification is still being developed to capture variations between upcoming cohorts. Assessment moderation is appropriately implemented through live moderation of both theoretical and practical assessments, ensuring fairness with the use of moderation forms; however, further refinement of these forms would strengthen the overall moderation process.
- PHTC ensures that trainers' qualifications and experience are closely aligned with the vocational areas. Moreover, it maintains an adequate number of human resources to support operations, with all recruits being recent, properly inducted, and monitored.
- Staff roles and responsibilities are clearly defined, with records maintained to monitor training quality, evaluate performance, and identify development needs. The session observation form is suitable but could be strengthened by including an overall rating to support future monitoring of training.

Next Actions

The Institute must submit an Action Plan within 30 days from receiving the draft report.