BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Online Distance And Blended Learning Full Inspection

INSTITUTION: The College of Practical Homeopathy UK Ltd

ADDRESS: 760 High Road
Finchley
London
N12 9QH

HEAD OF INSTITUTION: Mr Tony Farley

DATE OF INSPECTION: 15-16 March 2013

ACCREDITATION STATUS: Re-Accreditation as an ODBL provider

DECISION ON ACCREDITATION:

- Accreditation awarded for the full four-year period.
- Decision on accreditation deferred.
- Award of accreditation refused.

Date: 3 May 2013
1. Background to the Institution

The College of Practical Homeopathy (CPH) is a small institution based in North London. It has existed for about 25 years, having been established by one of the pioneers of Homeopathy practice in the UK. Its present incarnation dates from 2003 when it was redefined and reincorporated as a company limited by guarantee, with its current management.

2. Brief description of the current provision

CPH is a small college although by homeopathic standards it is probably the second largest in the UK. For the past 10 years it has been run at the current premises in Finchley and comprises two training rooms, clinic space, a small library and resource centre and an office staffed by the two Directors and a part-time Administrator.

Students have access to a full homeopathic pharmacy. Serpentina books operates from the provider most weekends and occasional full-time days enabling students to browse and buy books at a discount.

CPH is in the process of transition to be primarily an online training provider. The Directors expect this process to take a couple of years to complete.

CPH staff play an active role in developments in the Homeopathic sector. Staff are involved in the Homeopathic Course Providers Forum (HCPF) which is the key body working towards a common regulatory framework for registration and regulation of individual homeopaths and who also run the HCPF Quality Assurance Scheme for course providers - the accreditation system for homeopathic training colleges. Many students are actively involved in e-groups on homeopathy.

HCPF is currently exploring a level 6 qualification via the Crossfields Institute - a licensed educational charity specialising in the design of holistic and integrative qualifications for organisations and people from all cultures, abilities and means. CPH programmes have been developed to meet the needs of people interested in health or in helping people, or facilitating a career change. The provider currently offers students the opportunity to obtain a Licentiate in Homeopathy which is the standard qualification for practice in the UK. It qualifies graduates to register for membership of one of the professional bodies representing Homeopaths and start their own practice. The qualification could be obtained via a flexible program to suit individual needs or by the e-learning route which includes a 12-module course designed especially for qualified health practitioners. The approach adopted at CPH allows the rapid development of practical skills alongside the theoretical approaches taught. The CPH online, distance and blended learning programme allows flexibility of study, online ongoing assessments, 1:1 personal tutorials and audio downloads via the internet.

The student body is made up of mature adults. The operating procedures and pedagogic approaches reflect the mature student body.

3. Inspection process

The inspection was conducted by one inspector on a Friday and Saturday, when both part-time and full-time students were present. There was one student doing the whole module by distance learning.
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 institution.

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 Senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. ☐ Yes ☐ No

1.3 Senior managers have an understanding of the special requirements of online, distance and blended learning. ☐ Yes ☐ No

1.4 There are clear channels of communication between the management and staff, especially those working remotely. ☐ Yes ☐ No

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

Comments
Leadership and management is effective and provides clear educational direction. The Directors have a good insight into the working of the institution and are engaged in its strategic development. They are effective in their role and in providing a stimulus for growth and development. One of the Directors is actively engaged in running private practices in Hackney and Finchley and is the author of "Methods of Homeopathic Prescribing." She is also involved in the development of overseas clinics in developing countries. Both Directors are actively involved in setting standards for the training of vocational homeopathy, with an integrated syllabus, a unique practitioner development module and a dynamic student clinical practice.

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

2.1 Administrators are suitably qualified or experienced and understand their specific responsibilities and duties. ☐ Yes ☐ No

2.2 The size of the administrative team is sufficient to ensure the effective day-to-day running of the provision. ☐ Yes ☐ No

2.3 Offices are adequate in size and resources for the effective administration of the provider. ☐ Yes ☐ No

2.4 The administrative support available to the management and learners is clearly defined, documented and understood. ☐ Yes ☐ No

2.5 Policies, procedures and systems are well documented and effectively disseminated. ☐ Yes ☐ No

2.6 Data collection and collation systems are effective including the logging of tutor and learner submissions. ☐ Yes ☐ No

2.7 Learner and tutor records are sufficient, accurately maintained and up-to-date. ☐ 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

2.9 Satisfactory procedures are in place for the administration of examinations and other means of assessment. ☐ Yes ☐ No ☐ NA

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

Comments
Management is successful in securing and supporting high quality staff for the effective administration of ODBL programmes. Ongoing IT administration and management systems are outsourced to a leading webmaster IT company that has rigorous systems in place. There is continuing staff development on technologies under development to support learning.
3. The institution employs appropriate managerial and administrative staff

3.1 There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced administrative staff.

3.2 Experience and qualifications claimed are verified before employment.

3.3 There is an effective system for regularly reviewing the performance of staff.

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

Comments

Appraisals and developmental reviews are conducted. Appropriate checks have been carried out prior to appointment.

4. Publicity material gives a comprehensive, up-to-date and accurate description of the online, distance and blended learning offered

4.1 The website and other publicity material give an accurate description of the online, distance and blended learning courses offered.

4.2 All advertising materials and images provide an accurate description of any training offered.

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

Comments

The provider’s website contains all the information required in the standards for delivery of ODBL.
###管理计划是有效的

5.1 有一个具有在线、远程和混合学习经验的适当合格的经理，负责教学、学习和成就，以及导师团体的管理。

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<th>Yes</th>
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<tr>
<td>5.2 The provider has a sufficient number of qualified tutors to give individualised instructional service to each learner.</td>
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<td>5.3 The provider has a robust tutor recruitment system which is designed to ensure the safety of the learners. The recruitment process for tutors working remotely includes a face-to-face (i.e. skype) interview.</td>
<td>Yes</td>
<td>No</td>
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<td>5.4 The allocation of tutors to courses provides for a consistent learning experience and delivery is monitored to ensure consistency.</td>
<td>Yes</td>
<td>No</td>
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<td>5.5 Realistic deadlines are set and communicated well in advance to learners.</td>
<td>Yes</td>
<td>No</td>
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<td>5.6 Delivery methods are sufficient to attain the stated programme objectives and intended learning outcomes - suitable supplementary study aids have been considered where appropriate, whether via investment in technology, additional tutor support, issuing extra study materials or offering face-to-face learning sessions.</td>
<td>Yes</td>
<td>No</td>
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<td>5.7 The programme reflects current knowledge and practice. Internal programme reviews are conducted on a periodic basis.</td>
<td>Yes</td>
<td>No</td>
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<td>5.8 The programme is sufficiently comprehensive for learners to achieve the stated programme objectives and its content is supported by sound research and practice.</td>
<td>Yes</td>
<td>No</td>
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<td>5.9 Commissioning of course materials is managed effectively and materials are checked to ensure standardisation and consistency across the provision.</td>
<td>Yes</td>
<td>No</td>
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<td>5.10 Learner assessment is guided by published grading policies and a marking system that includes prompt return of accurately, fairly, and consistently graded assessments.</td>
<td>Yes</td>
<td>No</td>
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<td>5.11 The provider uses assessment strategies which demonstrate the achievement of defined learning outcomes.</td>
<td>Yes</td>
<td>No</td>
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<td>5.12 The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalise offenders.</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>5.13 Learners have appropriate access to tutors for learning support.</td>
<td>Yes</td>
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###评论

适当的IT资源用于支持和促进学习。评估和审查管理得当，学生收到有建设性的反馈，以评估工作质量。学习成绩记录在电子方式，数据用于计划和设计未来ODBL课程。
6. **Tutors have an acceptable level of subject knowledge and pedagogic skill**

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<tr>
<td>6.1</td>
<td>Tutors are appropriately qualified and experienced.</td>
<td>☐ Yes ☐ No</td>
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<td>6.2</td>
<td>Tutors have an understanding of the special challenges and demands of online, distance and blended learning.</td>
<td>☐ Yes ☐ No</td>
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<td>6.3</td>
<td>Tutors have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of programmes effectively.</td>
<td>☐ Yes ☐ No</td>
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<td>6.4</td>
<td>The appraisal procedures for tutors incorporate regular monitoring of tutor feedback.</td>
<td>☐ Yes ☐ No</td>
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<td>6.5</td>
<td>Tutors are properly and continuously trained with respect to provider policies, learner needs, instructional approaches and techniques, and the use of appropriate instructional technology.</td>
<td>☐ Yes ☐ No</td>
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**This standard is judged to be:** ☐ Met ☐ Partially Met ☐ Not Met

**Comments**

Teaching staff have a good knowledge of their subjects and are skilled and suitably qualified and experienced. Ongoing IT support and training is being delivered by the provider to all staff both permanent and fractional. Tutors interviewed confirmed their understanding of the special challenges and demands of ODBL. All key personnel are involved in the Homeopathic Course Providers Forum.

7. **Tutors respond to the individual learning needs of learners**

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<td>7.1</td>
<td>The academic backgrounds and particular needs of learners are taken into account in the delivery of the programmes which build on former learning or experience.</td>
<td>☐ Yes ☐ No</td>
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<td>7.2</td>
<td>Learners are encouraged and enabled to develop independent learning skills.</td>
<td>☐ Yes ☐ No</td>
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<td>7.3</td>
<td>Tutors respond to different learning needs of learners where appropriate, taking various learning styles into account in their planning and delivery of courses.</td>
<td>☐ Yes ☐ No</td>
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<td>7.4</td>
<td>Tutors employ effective strategies to check learners’ understanding of concepts and programme content.</td>
<td>☐ Yes ☐ No</td>
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<td>7.5</td>
<td>Learners are made aware of the necessary level of digital literacy required to follow the stated programmes.</td>
<td>☐ Yes ☐ No</td>
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**This standard is judged to be:** ☐ Met ☐ Partially Met ☐ Not Met

**Comments**

Students interviewed confirmed that courses on offer were accessible in terms of timing, location, mode of delivery and duration. Ongoing evaluation and consultation involved students in the planning of e-learning modules.
8. **Learners receive appropriate assessment and feedback on their performance and progress, which are effectively monitored**

8.1 Programmes are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to learners and tutors.

8.2 Assessment outcomes are monitored to enable the identification of learners who are not making satisfactory progress and prompt intervention where appropriate.

8.3 Learners are made aware of how their progress relates to their target level of achievement.

8.4 Additional support or advice on alternative programmes is provided to learners who are judged not to be making sufficient progress to succeed.

8.5 Feedback is given to individual learners on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.

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

Comments

Students’ quality of work is good and shows their ability to demonstrate knowledge into practice. All students demonstrate progress as the quality and standards of their work improve over time.

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9. **Assessments are designed to support and encourage the learning process, as well as to monitor and establish the level of ability acquired by the learner**

9.1 Assignments and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body.

9.2 Formative assessments appropriately reflect the nature and standards of summative examinations.

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

Comments

Internally set and assessed assignments show a high level of focus on practical competency. Students are made aware of assessment schedules and commitments and this includes policies on late submission of work, re-working or re-taking of assignments. Students develop a personal Materia Medica workbook and a Therapeutics workbook. There are regular tests, home assignments and clinical assessments.
The enrolment process is comprehensive, transparent and supportive to applicants

Applicants are provided with enough information to enable them to make a judgement on their suitability for the course and the delivery methods & can discuss any concerns before enrolment.

Enrolment and application documentation is easily accessible and simple to complete and submit.

Learners are given advance information about course requirements and equipment for succeeding in the programme. The provider takes reasonable steps to ensure that learners accepted for enrolment meet these requirements and any claimed qualifications are verified.

Learners are enrolled on programmes under fair and transparent contractual terms and conditions. If only limited information can be made available, suitably extended refund arrangements should be in place.

The provider makes it clear to applicants that they are responsible for checking that they have the skills and knowledge required to study on the chosen course.

After enrolment, the applicant has the benefit of a stated ‘cooling off’ period during which they can cancel the enrolment.

Learners are made aware of the English language proficiency needed to study on and complete the programmes.

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

Effective initial advice and guidance is provided. Policies and procedures are in place to ensure that the initial tests conducted provide an accurate basis on which to plan an appropriate programme of study. College criteria for enquiries, visits, fees, costs and application forms are available online in clear, easy-to-understand documentation.
11. **Services provided meet the reasonable needs of learners**

| 11.1 Instructions and suggestions on how to study and how to use the tutorial materials are made available to assist learners to learn effectively and efficiently. | ☒ Yes ☐ No |
| 11.2 Staff are available to assist learners to resolve issues of a general and/or technological nature. All enquiries from learners are handled promptly and sympathetically. | ☒ Yes ☐ No |
| 11.3 The provider ensures that learners understand any system requirements, and have access to appropriate technical advice to assist with technological problems which are the provider's responsibility. | ☒ Yes ☐ No |
| 11.4 The provider supports and encourages peer-interaction through a variety of channels, e.g. forums and Twitter. | ☒ Yes ☐ No |
| 11.5 Learners who are unable to make satisfactory progress through the programme are encouraged to continue and supported to achieve a satisfactory outcome wherever possible or offered an alternative programme. | ☒ Yes ☐ No |
| 11.6 Learners have access to a fair complaints procedure of which they are informed in writing at the start of the programme. | ☒ Yes ☐ No |

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

**Comments**

11.1 Tutorials, ongoing IT support, networking, and enrichment activities including work practice, all contribute to student progress. There is a strong informal network of support from other students, the mentors, the markers, and the supervisors. The ODBL programme allows flexibility of study, ongoing online assessment, personal tutorials, and audio downloads.

12. **Course materials are appropriate to the medium of delivery and are effective**

| 12.1 Course materials are designed for a specific and clearly stated level of study and include appropriate support when necessary. | ☒ Yes ☐ No |
| 12.2 Course materials are appropriately presented and sufficiently comprehensive to enable learners to achieve the programme objectives. | ☒ Yes ☐ No |
| 12.3 Course materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised. | ☒ Yes ☐ No |
| 12.4 Programme designers make effective use of appropriate teaching aids and learning resources. | ☒ Yes ☐ No |
| 12.5 The provider makes effective provisions for learners to access conventional and online resources. | ☒ Yes ☐ No |

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

**Comments**

Secure electronic sites and hosts are enabled. Tutors and students have clear instructions on the use of sites and platforms of e-learning delivery, i.e. Moodle. Tutors and students are shown how to upload material and make best use of all the features. Students are encouraged to reflect on their own learning and developmental needs both in class, online, 1:1 and via self-assessment. Most students are graduates on professional training leave with a CPD portfolio ready to start their new career as developing practitioners. Various homeopathic software packages are demonstrated and made available during the course.
13. The technology used to deliver the programmes is fit for purpose and effective

13.1 The provider uses appropriate and readily accessible technology to optimise interaction between the provider and the learner and enhance instructional and educational services. \( \text{☐ Yes} \quad \text{☐ No} \)

13.2 The provider has access to the services of an experienced IT technician who can ensure that systems are operative at all times and provide support to learners, tutors and staff working remotely. \( \text{☐ Yes} \quad \text{☐ No} \)

This standard is judged to be: \( \text{☐ Met} \quad \text{☐ Partially Met} \quad \text{☐ Not Met} \)

Comments
The provider uses an external IT Administrator who is on call for 24 hours a day. The webmaster hosts, supports, trains and coordinates all IT systems. Students can access their year page, and download lecture notes, assignments, newsletters and study guides.

INSPECTION AREA - MANAGEMENT OF QUALITY

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

14.1 There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance. \( \text{☐ Yes} \quad \text{☐ No} \)

14.2 Reports are compiled at least annually which present the results of the provider’s reviews and incorporate action plans. \( \text{☐ Yes} \quad \text{☐ No} \)

14.3 Reports include analysis of year-on-year results on learner satisfaction, retention, achievement, examination results and completion rates. \( \text{☐ Yes} \quad \text{☐ No} \)

14.4 Action plans are implemented and regularly reviewed, with outcomes reported to the management. \( \text{☐ Yes} \quad \text{☐ No} \)

This standard is judged to be: \( \text{☐ Met} \quad \text{☐ Partially Met} \quad \text{☐ Not Met} \quad \text{☐ NA} \)

Comments
Data is held on qualification success rates, and is used to monitor and plan future programmes.

15. Learner progress is effectively monitored and the monitoring is linked to procedures to allow for prompt intervention where appropriate

15.1 Prompt action is taken when learners miss deadlines, when set, or work submitted is not of a satisfactory standard. \( \text{☐ Yes} \quad \text{☐ No} \)

This standard is judged to be: \( \text{☐ Met} \quad \text{☐ Partially Met} \quad \text{☐ Not Met} \quad \text{☐ NA} \)

Comments
Systems are in place to monitor student progress and tutor support. Students are assessed through coursework, portfolio development, clinical assessment and case studies. Ongoing self-assessment is the key assessment tool.
16. The provider has a means of accessing and monitoring the views of learners and other stakeholders and takes appropriate action where necessary

16.1 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.

16.2 The feedback is regularly reviewed by management and action is taken where necessary.

16.3 There is a mechanism for ensuring learners know what action has been taken as a result of their feedback.

16.4 Opinions of learners are systematically sought as one basis for evaluating and improving tutorial materials, the delivery of instructions and educational services.

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

Comments
The provider uses student feedback and evaluations to produce realistic action plans.

17. There is a clear rationale for courses leading to unaccredited or internal awards

17.1 There is a clear statement of the level claimed relative to the NQF where applicable and evidence that learners who receive the award meet the stated requirements for that level.

17.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.

17.3 External moderators are involved in the assessment process if appropriate to the level or programme being studied.

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

Comments
The statement, rationale and moderation processes for the internal award is clear and meets stated requirements. The approach adopted at CPH allows the rapid development of practical skills alongside the theoretical approaches taught. CPH graduates receive a Licentiate Diploma in Homeopathy which qualifies them for membership of a professional body and to start their own practice.

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

18.1 Evidence is provided that the requirements of the relevant awarding bodies in terms of examination security and administration are complied with.

18.2 For internal awards, there are effective systems in place for examination security and administration, and clear procedures for learners to appeal against their marks.

18.3 The provider has processes through which the provider verifies that the learner who registers in the programme is the same learner who participates in and completes and receives the credit.

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

Comments
ODBL processes and systems in place are rigorously monitored, controlled and verified by the Systems Administrator and the Moderator.
19. The provider has secure possession of and access to its premises

19.1 The provider has secure tenure on its premises.  

19.2 Where required, the provider has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.

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

Comments

CPH plans to focus on ODBL courses in the future.

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

20.1 Access to the premises is appropriately restricted and secured.  

20.2 The premises are maintained in an adequate state of repair, decoration and cleanliness.  

20.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to learners, staff and visitors.

20.4 General guidance on health and safety is made available to learners, staff and visitors.

20.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information.

20.6 There is adequate circulation space for the number of learners and staff accommodated, and a suitable area in which to receive visitors.

20.7 There are toilet facilities of an appropriate number and level of cleanliness.

20.8 There is adequate heating and ventilation in all rooms.

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

Comments

The building used by the provider is fit for purpose and maintained with regard to health and safety of students and staff.
21. Training rooms and other learning areas are appropriate for the programmes offered

21.1 Training rooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them.

21.2 Training rooms and any specialised learning areas (e.g. laboratories, workshops and studios) are equipped to a level which allows for the effective delivery of each programme.

21.3 There are facilities suitable for conducting the assessments required on each programme.

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

Comments
Training rooms and other specialised areas are maintained well and appropriately designed for the needs of all students.

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

22.1 There is a clear and published policy on learner attendance and punctuality, requiring that they attend at least 80% of their scheduled classes.

22.2 Accurate and secure records of attendance and punctuality at each session are kept for all learners, collated centrally and reviewed at least weekly.

22.3 Learner absences are followed up promptly and appropriate action taken.

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

Comments
Arrangements are in place to support the monitoring of guided learning hours as per the course outline and syllabus.

23. There are appropriate additional facilities for learners and staff

23.1 Learners have access to sufficient space and suitable facilities for private study, including library and IT resources.

23.2 Tutors have access to sufficient personal space for preparing lessons, marking work and relaxation.

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

23.4 Offices are adequate in size and resources for the effective administration of the provider.

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

Comments
The future plan is for all administrators, tutors, and support staff to be home-based.
24. **Learners attending face-to-face components receive appropriate support**

24.1 There is at least one named staff member responsible for learner welfare who is suitably trained, accessible to all learners and available to provide advice and counselling.  
- Yes  
- No

24.2 Learners receive appropriate advice before arrival.  
- Yes  
- No

24.3 Learners receive an appropriate induction and relevant information upon arrival.  
- Yes  
- No

24.4 Learners are issued with a contact number for out-of-hours and emergency support.  
- Yes  
- No

24.5 The provider has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.  
- Yes  
- No

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

**Comments**

Students are supported on personal issues. Students' needs are clearly identified and supported by the provider.

25. **International learners are provided with specific advice and assistance (If applicable)**

25.1 International learners receive appropriate advice before their arrival on travelling to and living in the UK.  
- Yes  
- No

25.2 International learners receive an appropriate induction upon arrival covering issues specific to the local area.  
- Yes  
- No

25.3 Information and advice specific to international learners continues to be available throughout the programme of study.  
- Yes  
- No

25.4 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**
26. Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised *(if applicable)*

26.1 Any residential accommodation is clean, safe and of a standard which is adequate to the needs of learners.  
☐ Yes  ☐ No

26.2 Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where learners under 18 are accommodated.  
☐ Yes  ☐ No

26.3 A level of supervision is provided appropriate to the needs of learners.  
☐ Yes  ☐ No

26.4 Separate accommodation blocks are provided for learners under 18.  
☐ Yes  ☐ No

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

Comments

27. Where home-stay accommodation is organised, the welfare of learners is ensured and the provider’s relationship with hosts is properly managed *(if applicable)*

27.1 Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for learners and is appropriately located for travel to the provider and back.  
☐ Yes  ☐ No

27.2 Any home-stay accommodation is inspected before learners are placed and is subject to regular re-inspection by a responsible representative or agent of the provider.  
☐ Yes  ☐ No

27.3 The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.  
☐ Yes  ☐ No

27.4 Appropriate advice and support is given to both hosts and learners before and during the placement.  
☐ 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

Institution's strengths

Leadership and management of the institution is effective and provides clear educational direction. The Directors have a good insight into the working of the organisation and are engaged in its strategic development. The Directors are effective in exercising their monitoring role and in providing a stimulus for growth and direction.

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<th>Actions required</th>
<th>Priority H/M/L</th>
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<td>None.</td>
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TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

Teaching is effective in promoting students' progress. Teaching staff are highly skilled in their specialist areas. Developmental reviews are well managed and students receive constructive feedback on the quality of their work. Outcomes for the students are good.

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STUDENT WELFARE

Institution's strengths

Students learn about safety requirements which relate to the vocational area they are studying. Students interviewed felt safe and welcomed.

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PREMISES AND FACILITIES

Institution's strengths

Premises are safe and good arrangements are in place for ensuring the health and safety of students and staff.

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RECOMMENDED AREAS FOR IMPROVEMENT

Security measures should be tightened for the protection of data for the delivery of programmes wholly by distance learning.
All home-based and newly appointed personnel should be clear about IT operating systems.
Staff and student training in IT operating systems for course delivery should be clearly documented.
The provider should consider developing analysis of data on performance and progress.
Ongoing staff development and reviews should reflect ODBL provision.
Students and staff should make good use of the drop box to access teaching and learning materials.
The provider should consider keeping documentation to support how well students are involved in the planning, and reviewing of the delivery of programmes by ODBL.

COMPLIANCE WITH STATUTORY REQUIREMENTS