# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

# Online Distance And Blended Learning (ODBL) Reaccreditation Inspection

**INSTITUTION:**     College of Practical Homeopathy UK Ltd

**ADDRESS:**     The Healthy Living Centre
282-284 St Paul's Road
London
N1 2LH

**HEAD OF INSTITUTION:**     Mr Tony Farley

**DATE OF INSPECTION:**     4-5 November 2016

**ACCREDITATION STATUS AT INSPECTION:**   Accredited

**DECISION ON REACCREDITATION:**

◉  Reaccreditation awarded for the full four-year period.

◯  Decision on reaccreditation deferred.

◯  Award of reaccreditation refused.

Date:   15 Dec 2016

## 1. Background to the institution

The College of Practical Homeopathy (CPH or the College) is a small college based in North London. It was founded by one of the pioneers of homeopathic practice in the United Kingdom (UK). CPH was set up in 2003 as a private company limited by guarantee and has two directors.

CHP's mission is to foster a holistic and diverse approach to well-being and to provide learners with sufficient knowledge to help people change their attitudes to their health and the environment.

Since 2003, CPH has provided part-time, full-time and more recently distance and blended e-learning courses that have helped set the standard for the sector. CPH is now primarily an on-line training provider.

The College adopts a unique approach, that allows the rapid development of practical skills alongside taught theoretical approaches, hence the term 'practical homeopathy'. Its staff play an active role in developments in the homeopathic sector. Its Founder, who is also the Director regularly provides talks and seminars internationally and is currently developing a homeopathy project in conjunction with a large clinic in Cape Coast, Ghana as well as regularly supporting programmes in Bulgaria, Rwanda, Swaziland and Botswana.

Both Directors 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. HCPF also runs an independent Quality Assurance Scheme for course providers, such as CPH, that acts as an accreditation body for the sector.

## 2. Brief description of the current provision

There are currently four courses offered on CPH's e-learning platform. There is one full-time tutor and between six and ten part-time self-employed tutors. The main course offered is the Professional Training Course, which is offered at three levels, which are Certificate, Diploma and Licentiate. The Licentiate is the standard qualification for homeopathic practice in the UK and the final certification incorporates five assessed personal case studies based on practice. Each of the three levels is divided into ten integrated modules, which allow practical skills to be developed alongside theory.

Learners have up to an hour of allocated time for on-line evaluation with their tutor for each module at all levels. Learners can start courses at any time and are normally expected to complete one module a month, working in their own time. The average time for learners to complete a level is two years part-time.

The on-line distance learning suits many of the learners, who have families and wish to study flexibly. The training clinics, offered at the Highbury Healthy Living Centre (the Centre or HLC) on a Saturday and which are an integral part of the provision, have reduced significantly since ODBL was introduced because most learners are currently international and gain experience in their own local clinical practice settings. Nevertheless, the clinics provide an opportunity for learners to work together with patients from the local community and to support each other's practical learning. Learners can also attend occasional taught sessions that are offered.

The four courses currently run are the Health Factor, which is a short introductory course with no assessment and currently has three learners; the Professional Training Course- Certificate, Diploma and Licentiate, whihc currently has 21 learners; the Connective Programme, whihc consists of six modules for existing qualified doctors who wish to add knowledge of homeopathy. This currently has five learners enrolled and the Professional Graduate Programme, which consists of 12 modules designed for existing health practitioners. This currently has 32 learners.

There are currently 61 learners registered on the College's programmes, of whom the vast majority are female. There are no learners under the age of 18. Enrolment is worldwide.

## 3. Inspection process

The inspection was conducted by one inspector over one and a half days, when learners were present for practice clinics. These clinics took place by appointment with members of the public and learners used these cases to put theory into practice. The inspector examined on-line documentation, including policies and assignments, learners' marked work and tutors' reports. The inspector discussed operations with the two Directors and held on-line interviews with three tutors and the webmaster.

**4. Inspection history:**

| Inspection Type | Date |
| --- | --- |
| Full Accreditation | 7 - 8 December 2008 |
| Interim | 25 January 2010 |
| Full Accreditation | 15 -16 March 2013 |
| Interim | 16 February 2014 |

**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**

Clear and very effective direction is provided by the Founder and Director, who has outstanding experience in the field.

Blended learning is reflected in the College's unique practitioner development model and dynamic student practice sessions.

Outstanding practical and ongoing partnership between learners, tutors and the College's directors was evidenced through on-line interviews with tutors and excellent on-line documentation.

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**

The accurate and regularly updated website contains all administrative and learner files, which are very easily accessible by managers. One of the directors is an experienced educationalist, responsible for quality assurance and acting as lead administrator.

Excellent data collection was evidenced through records showing the yearly evaluation of the statistical trends of learners.

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.    ⦿ Yes ◯ No ◯ NA

3.2 Experience and qualifications claimed are verified before employment.    ⦿ Yes ◯ No ◯ NA

3.3 There is an effective system for regularly reviewing the performance of staff.    ⦿ Yes ◯ No ◯ NA

**This standard is judged to be:**    ⦿ Met    ◯ Partially Met    ◯ Not Met

**Comments**


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.    ⦿ Yes ◯ No

4.2 All advertising materials and images provide an accurate description of any training offered.    ⦿ Yes ◯ No

**This standard is judged to be:**    ⦿ Met    ◯ Partially Met    ◯ Not Met

**Comments**

The website is up to date and accurate. it is up-dated regularly. In its annual report, CPH states that the website is the hub of the college and this is clearly evidenced. The well-presented material provides learners with a unique reference manual for the rest of their professional lives. The regular up-dating of material, linked to extensive marketing expertise, was evidenced in an on-line interview with the Webmaster. This is an outstanding feature as the Webmaster is a qualified homeopathist, who has also completed the CPH advanced course.

**INSPECTION AREA - TEACHING, LEARNING AND ACHIEVEMENT**

5.       **Management of the programme is effective**

| | | |
|---|---|---|
| 5.1 | There is a suitably qualified manager with experience in online, distance and blended learning who has responsibility for teaching, learning and achievement & management of the tutor body. | ⦿ Yes  ○ No |
| 5.2 | The provider has a sufficient number of qualified tutors to give individualised instructional service to each learner. | ⦿ Yes  ○ No |
| 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. | ⦿ Yes  ○ No |
| 5.4 | The allocation of tutors to courses provides for a consistent learning experience and delivery is monitored to ensure consistency. | ⦿ Yes  ○ No |
| 5.5 | Realistic deadlines are set and communicated well in advance to learners. | ⦿ Yes  ○ No |
| 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. | ⦿ Yes  ○ No |
| 5.7 | The programme reflects current knowledge and practice.  Internal programme reviews are conducted on a periodic basis. | ⦿ Yes  ○ No |
| 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. | ⦿ Yes  ○ No |
| 5.9 | Commissioning of course materials is managed effectively and materials are checked to ensure standardisation and consistency across the provision. | ⦿ Yes  ○ No |
| 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. | ⦿ Yes  ○ No |
| 5.11 | The provider uses assessment strategies which demonstrate the achievement of defined learning outcomes. | ⦿ Yes  ○ No |
| 5.12 | The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalise offenders. | ⦿ Yes  ○ No |
| 5.13 | Learners have appropriate access to tutors for learning support. | ⦿ Yes  ○ No |

**This standard is judged to be:**     ⦿ Met      ○ Partially Met      ○ Not Met

**Comments**

There is excellent use of Information Technology (IT) resources to combine administration and learning.

Current data is used well to plan future programmes and make adjustments to courses based on constant learner feedback. Examples of learner feedback show exceptional satisfaction with the regular and sustained monitoring by tutors.

All tutors are exceptionally experienced and have previously achieved all the qualifications that the learners study.

The final assignment in the Licentiate course includes both learner self-evaluation and feedback on the course. The link to the College's excellent quality assurance process is exceptionally effective in the way it is reflected in the annual audit report.

Learner assessments and reviews are exceptionally well managed.

6. **Tutors have an acceptable level of subject knowledge and pedagogic skill**

| | | |
|---|---|---|
| 6.1 | Tutors are appropriately qualified and experienced. | ◉ Yes ○ No |
| 6.2 | Tutors have an understanding of the special challenges and demands of online, distance and blended learning. | ◉ Yes ○ No |
| 6.3 | Tutors have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of programmes effectively. | ◉ Yes ○ No |
| 6.4 | The appraisal procedures for tutors incorporate regular monitoring of tutor feedback. | ◉ Yes ○ No |
| 6.5 | Tutors are properly and continuously trained with respect to provider policies, learner needs, instructional approaches and techniques, and the use of appropriate instructional technology. | ◉ Yes ○ No |

**This standard is judged to be:**   ◉ Met   ○ Partially Met   ○ Not Met

**Comments**

There is very good tutor expertise and experience, as evidenced from on-line monitoring and discussion with learners. All tutors involved have an excellent understanding of ODBL principles and practice and are involved in the continuous homeopathic forums and seminars.

While procedures are informal, the Course Director is in regular contact with tutors and is backed up by a support team of external assessors, who act as moderators.

CPH's in-house CPD programme for tutors has been endorsed by the Association of Homeopaths (ARH), to all its members, as an outstanding model. In addition, tutors are continually involved in external events run by their professional bodies as well as campaigns promoting homeopathy. They attend various seminars run by alternative practitioners.

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

| | | |
|---|---|---|
| 7.1 | 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. | ◉ Yes ○ No |
| 7.2 | Learners are encouraged and enabled to develop independent learning skills. | ◉ Yes ○ No |
| 7.3 | Tutors respond to different learning needs of learners where appropriate, taking various learning styles into account in their planning and delivery of courses. | ◉ Yes ○ No |
| 7.4 | Tutors employ effective strategies to check learners' understanding of concepts and programme content. | ◉ Yes ○ No |
| 7.5 | Learners 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**

Learners are closely involved in planning modules. This was demonstrated, excellently, both through the on-line evidence and by learners' views at the Saturday clinic. Two learners, from the previous four year part-time taught course, spoke about the value of the interaction in the taught classes. The Director is developing ways of incorporating some of this into the on-line provision, for example webinars and video extracts from lessons.

At the Saturday treatment clinic, learners spoke highly of the way the tutors responded to learners' individual needs and situations.

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. | ● Yes ○ No ○ NA |
| 8.2 | Assessment outcomes are monitored to enable the identification of learners who are not making satisfactory progress and prompt intervention where appropriate. | ● Yes ○ No ○ NA |
| 8.3 | Learners are made aware of how their progress relates to their target level of achievement. | ● Yes ○ No |
| 8.4 | Additional support or advice on alternative programmes is provided to learners who are judged not to be making sufficient progress to succeed. | ● Yes ○ No |
| 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. | ● Yes ○ No |

**This standard is judged to be:** ● Met ○ Partially Met ○ Not Met

**Comments**

Good quality work was evidenced in on-line work and the standard of formative assessment seen was very high, ensuring that feedback was timely, forward-looking and developmental according to individual goals and abilities.

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. | ● Yes ○ No |
| 9.2 | Formative assessments appropriately reflect the nature and standards of summative examinations. | ● Yes ○ No |

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

**Comments**

The Clinic Record does not include supervisors and tutors, which would further develop the internal verification process.

**INSPECTION AREA - LEARNER SUPPORT**

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

| | | |
|---|---|---|
| 10.1 | 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. | ⦿ Yes ◯ No |
| 10.2 | Enrolment and application documentation is easily accessible and simple to complete and submit. | ⦿ Yes ◯ No |
| 10.3 | 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. | ⦿ Yes ◯ No |
| 10.4 | 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. | ⦿ Yes ◯ No |
| 10.5 | 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. | ⦿ Yes ◯ No |
| 10.6 | After enrolment, the applicant has the benefit of a stated `cooling off' period during which they can cancel the enrolment. | ⦿ Yes ◯ No |
| 10.7 | Learners are made aware of the English language proficiency needed to study on and complete the programmes. | ⦿ Yes ◯ No |

**This standard is judged to be:**      ⦿ Met      ◯ Partially Met      ◯ Not Met

**Comments**

There is effective on-line guidance in relation to suitability of courses learners. Many learners already have proven qualifications in related fields before they embark on courses and are required to possess high-level English skills and appropriate IT skills.

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**

There are very effective on-line tutorials, which provide ongoing support that contributes to progress.

What makes the support provided outstanding is the opportunity for UK students to visit tutors face-to-face at various locations around the country via hubs. This is in addition to the various homeopathic forums and webinars, which are provided on a regular basis.

The Saturday clinic provides excellent opportunities for peer interaction.

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**

Most learners leave having qualified with a CPD portfolio, which enables them to start a new career as a developing practitioner. This indicates that the learning materials have an exceptionally high degree of relevance. The owner, who is also the Director, has written several books which are leading resources in the homeopathic field.

The Director advised that taught lessons at the Centre take place from time to time and this provision is likely to be increased in the future.

**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. | ⦿ Yes ○ 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. | ⦿ Yes ○ No |

**This standard is judged to be:**   ⦿ Met   ○ Partially Met   ○ Not Met

**Comments**

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**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. | ⦿ Yes ○ No |
| 14.2 | Reports are compiled at least annually which present the results of the provider's reviews and incorporate action plans. | ⦿ Yes ○ No |
| 14.3 | Reports include analysis of year-on-year results on learner satisfaction, retention, achievement, examination results and completion rates. | ⦿ Yes ○ No |
| 14.4 | Action plans are implemented and regularly reviewed, with outcomes reported to the management. | ⦿ Yes ○ No |

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

**Comments**

The College's recent annual report states that its courses are attracting a high calibre of learners, who study an integrated syllabus, blending theory and practice and who experience both a unique practitioner development module and a dynamic learner clinical practice model.

Data held on success rates is used very effectively, including the use of success rates by the Directors to plan future programmes.

An audit report is produced each year. Learners' results are evaluated effectively, although the resulting information on success rates does not form part of the audit reports to provide a full picture of the operations and learners' progress.

**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. | ⦿ Yes ○ No |

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

**Comments**

The extremely well-constructed assessment and feedback system allows tutors and directors to monitor learners' progress and the quality of support provided. Very good practice was observed on-line, confirmed by learners at the Saturday clinic. Learners understand the importance of deadlines, although these are not specifically mentioned in the learners' contracts.

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. | ⦿ Yes ◯ No |
| 16.2 | The feedback is regularly reviewed by management and action is taken where necessary. | ⦿ Yes ◯ No |
| 16.3 | There is a mechanism for ensuring learners know what action has been taken as a result of their feedback. | ⦿ Yes ◯ No |
| 16.4 | Opinions of learners are systematically sought as one basis for evaluating and improving tutorial materials, the delivery of instructions and educational services. | ⦿ Yes ◯ No |

**This standard is judged to be:**　⦿ Met　◯ Partially Met　◯ Not Met

**Comments**

There are realistic action plans for future provision and self evaluation plays a pivotal role in the ongoing review process.

There are good self-evaluation and trainee evaluation schedules, at the end of every module, that allow learners to feedback directly to tutors and directors.

The information about final assessment in the module guide is not sufficiently detailed.

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. | ⦿ Yes ◯ No |
| 17.2 | There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. | ⦿ Yes ◯ No |
| 17.3 | External moderators are involved in the assessment process if appropriate to the level or programme being studied. | ⦿ Yes ◯ No ◯ NA |

**This standard is judged to be:**　⦿ Met　◯ Partially Met　◯ Not Met

**Comments**

Graduates receive the Licentiate Diploma in Homeopathy, which qualifies them for membership of the 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.  ○ Yes ○ No ● NA

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.  ● Yes ○ No ○ NA

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.  ● Yes ○ No

**This standard is judged to be:**  ● Met  ○ Partially Met  ○ Not Met

**Comments**

ODBL processes and systems in place are rigorously monitored by the directors in association with the tutors. There are regular on-line monitoring and feedback processes involving tutors and the directors.


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

19. **The provider has secure possession of and access to its premises**

19.1 The provider has secure tenure on its premises.  ● Yes ○ No

19.2 Where required, the provider has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.  ● Yes ○ No

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

**Comments**

CPH relocated to the current premises near Highbury and Islington station, in late 2013. CPH leases a small office on the first floor of the Healthy Living Centre and rents three rooms, by the day, on three days each month to facilitate learner clinics. Access to the premises, on the first floor, is appropriately restricted and secure. The premises are clean and in an adequate state of repair.

The lease agreement between CPH and HLC runs for 12 years from October 2016.

**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. | ◉ Yes ○ No ○ NA |
| 20.2 | The premises are maintained in an adequate state of repair, decoration and cleanliness. | ◉ Yes ○ No |
| 20.3 | There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to learners, staff and visitors. | ◉ Yes ○ No ○ NA |
| 20.4 | General guidance on health and safety is made available to learners, staff and visitors. | ◉ Yes ○ No |
| 20.5 | There is adequate signage inside and outside of the premises and notice boards for the display of general information. | ◉ Yes ○ No |
| 20.6 | There is adequate circulation space for the number of learners and staff accommodated, and a suitable area in which to receive visitors. | ◉ Yes ○ No |
| 20.7 | There are toilet facilities of an appropriate number and level of cleanliness. | ◉ Yes ○ No |
| 20.8 | There is adequate heating and ventilation in all rooms. | ◉ Yes ○ No |

**This standard is judged to be:**    ◉ Met    ○ Partially Met    ○ Not Met

**Comments**

The Landlord is responsible for fire protection.

**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. | ◉ Yes ○ No |
| 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. | ◉ Yes ○ No |
| 21.3 | There are facilities suitable for conducting the assessments required on each programme. | ◉ Yes ○ No |

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

**Comments**

Training treatment rooms at the Centre are fit for purpose but are only used for a limited time, which has decreased from previous years. However, there are several of them on two floors that are well located.

**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. | ⦿ Yes ◯ No |
| 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. | ⦿ Yes ◯ No |
| 22.3 | Learner absences are followed up promptly and appropriate action taken. | ⦿ Yes ◯ No |

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

**Comments**

Arrangements are in place to support the monitoring of punctuality in completing module deadlines, as per the course outlines and syllabuses. There are clear expectations on learners to submit on-line assignments and the learner contract stipulates that the deadlines can be enforced. These requirements were confirmed by learners at the Saturday clinic.

**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. | ⦿ Yes ◯ No |
| 23.2 | Tutors have access to sufficient personal space for preparing lessons, marking work and relaxation. | ⦿ Yes ◯ No |
| 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. | ⦿ Yes ◯ No |
| 23.4 | Offices are adequate in size and resources for the effective administration of the provider. | ⦿ Yes ◯ No |

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

**Comments**

Administrators, tutors and support staff are now home based. Hubs have been set up for those learners who are able to visit tutors. Many suitable on-line resources are available.

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**

Learners are supported on personal or professional issues when required.

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**

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**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**

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**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**

The Centre's educational provision is managed well by the experienced Directors, who have hands-on control of all operations.

Administration, quality assurance and educational direction are seamless.

| Actions required | Priority H/M/L |
|---|---|
| None | ◯ High  ◯ Medium  ◯ Low |

## TEACHING, LEARNING AND ACHIEVEMENT

**Institution's strengths**

Tutors' experience and subject expertise is outstanding, as is their on-going close working relationships with learners.

The learning process is subject to regular ongoing moderation evidencing excellent practice and high learner satisfaction.

| Actions required | Priority H/M/L |
|---|---|
| None | ◯ High  ◯ Medium  ◯ Low |

## LEARNER SUPPORT

**Institution's strengths**

The one to one support through the continuous on-line assessment process and logs is outstanding. This is supplemented in the UK for learners to take the opportunity to join regional hubs for additional face-to-face support.

| Actions required | Priority H/M/L |
|---|---|
| None | ◯ High  ◯ Medium  ◯ Low |

## MANAGEMENT OF QUALITY

**Institution's strengths**

An excellent quality assurance process is in place, which involves regular monitoring of tutors and learners. The Director, who is responsible for quality assurance, has exceptional expertise and experience in the field.

Tutors and learners are subject to an extra layer of external moderation, which helps maintain the high quality.

The website is kept refreshed regularly to a high standard.

| Actions required | Priority H/M/L |
|---|---|
| None | ◯ High  ◯ Medium  ◯ Low |

**FACE-TO-FACE COMPONENT (if applicable)**

**Institution's strengths**

| Where taught classes take place, learners have access to the founder Director's unique knowledge and expertise. |
|---|
| The Saturday clinics provide an outstanding opportunity for learners to interact and share useful practice ideas. |

| Actions required | Priority H/M/L |
|---|---|
| None | ◯ High  ◯ Medium  ◯ Low |

**RECOMMENDED AREAS FOR IMPROVEMENT**

It is recommended that learners' results and success rates form part of the audit reports to provide a full picture of the operations and learners' progress.

The provider should consider modifying the learner contract to clarify expectations on completing deadlines and available sanctions if required.

The provider is recommended to incorporate details of the final assessment in the module guide.

Modify the Clinic Record to include supervisors and tutors, in order to further develop the internal verification process.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**