



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Online, Distance and Blended Learning (ODBL) Re-accreditation Inspection

NAME OF PROVIDER: College of Practical Homeopathy

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

HEAD OF PROVIDER: Mrs Ellen Kramer

DATES OF INSPECTION: 3, 24, 26-27 July 2021

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

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

DATE: 8 October 2021

1. Background to the provider

The College of Practical Homeopathy (CPH/the Provider) is a private limited company based in north London. It provides Online Distance and Blended Learning (ODBL) courses in Practical Homeopathy at levels six and seven of the Regulated Qualifications Framework (RQF) in the United Kingdom (UK).

The courses are delivered online, with the exception of learner clinics, which are held at the Healthy Living Centre (HLC), in north London.

CPH aims to provide learners with the necessary qualifications to practice as licensed and registered Homeopaths in the UK and other countries that recognise these qualifications.

CPH has two full-time directors who manage the provision, one of whom is the founder. They are co-owners and operate from their home offices, as well as the office in the Healthy Living Centre (HLC). The directors are supported by a team of part-time staff, including an administrator, a dispenser, a clinic manager and three tutors.

The CPH (UK) Ltd was formed in 2003, when the founder, took over the London College of Practical Homeopathy, which was founded in 1990. In 2015 the provision was changed from on-site delivery to ODBL.

Since the last inspection, a new director has been appointed and CPH ceased its short-term courses and is now totally focused on providing two ODBL licensed training programmes.

2. Brief description of the current provision

The Provider offers two courses, both of which lead to the Licentiate, the standard Homeopathic Qualification needed to practise as a licensed, insured and registered Homeopathic Practitioner in the United Kingdom (UK). The Professional Training in Homeopathy is a level six 30 module course, comprising a Certificate, Diploma and finally the Licentiate elements. Each level has 10 modules. The second course offered is the Post Graduate Licentiate at level seven. This is a 12-module course which caters for learners who are medical practitioners with existing knowledge.

Lessons, assignments, and audio lectures are delivered online, and webinars and virtual learner clinics are delivered via video conferencing along with tutor support. The physical London learner clinic is delivered face-to-face in a workshop format with consulting rooms to take cases at the HLC. Webinars are recorded and archived for future reference and learning.

Approximately 70 per cent of the courses are delivered online. This proportion varies depending on the learning needs of each learner. International learners gain experience in their own local clinical practice settings. Clinics provide an opportunity for learners to work together with patients from the local community and to support each other's practical learning.

At the time of the inspection, 80 learners were enrolled, all of whom are over the age of 18. The vast majority are female. Just over half of the learners are from the UK. Other countries represented include Qatar, Ghana, Canada, Hong Kong, South Korea, Japan, Dubai, Spain, Portugal, Belgium, and Italy.

Enrolment is on a continuous basis and delivery is online. Entry requirements depend on the level of the course and application forms are used to assess applicants' suitability. Learners can start courses at any time and are normally expected to complete one module a month, working in their own time.

3. Inspection process

The inspection was conducted remotely by one inspector over one full day and three half days. Discussions were held with the two directors. Interviews were conducted with the administrator, tutors, and learners. Teaching and learning were observed, and documents were scrutinised. The venue for the face-to face clinics was inspected via video tour. The Provider co-operated fully with the inspector's requests and the directors were very helpful.

4. Inspection history

Inspection type	Date
Full Accreditation	7-8 December 2008
Interim	25 January 2010
Re-accreditation	15-16 March 2013
Interim	16 February 2014
Re-accreditation	4-5 November 2016
Interim	30 November 2018

PART B - JUDGEMENT AND EVIDENCE

The following judgments and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the provider.

INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

1. The provider is effectively managed

- | | | | |
|-----|---|---|-----------------------------|
| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.2 | The head of the provider and other senior managers are suitably qualified and/or experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.3 | There are clear channels of communication between the management and others working for the organisation, including those working remotely. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.4 | The provider has a written statement of its mission and goals which effectively guides its activities that is communicated to all stakeholders and is effectively implemented and regularly reviewed. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.5 | The provider has a written risk management strategy that includes financial planning and data breaches and is effectively implemented and regularly reviewed. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

CPH is managed effectively. The management structure is clearly defined on the organisation chart and the role of the owners, who also act as directors and manage the provision, is clearly defined and understood.

Senior managers are suitably qualified and very experienced in homeopathic practice and carry out their responsibilities effectively.

Channels of communication are clear and include email, designated official social media groups, regular one-to-one meetings with staff, and quarterly tutor meetings. As a result, all staff are aware of the Provider's priorities.

There is a clear written statement of the mission and goals of CPH which is communicated and implemented effectively to all stakeholders and successfully promotes the ethos of the organisation.

Policies are regularly reviewed, and the risk management strategy includes financial planning and strategies to avoid data breaches. It also provides options for learners to continue their studies or receive refunds if the college was forced to close.

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

- | | | | |
|-----|---|---|-----------------------------|
| 2.1 | Administrators are suitably qualified and/or experienced, understand their specific responsibilities and duties and are effective in carrying them out. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.3 | The administrative support available to the management and learners is clearly defined, documented and understood. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.4 | Administrative policies, procedures and systems are up-to-date, thorough, well-documented and effectively disseminated across the provider. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.5 | The working environment is fit for purpose and suitably resourced for the effective administration of the provider. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

2.6	Data collection and collation systems are effective in supporting the administration of the provider, including the logging and monitoring of tutor and learner interaction.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.7	Learner and tutors' personal records are sufficient detailed and regularly updated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.8	The provider has a robust security system and policies in place for protecting the data of its learners and tutors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The administration of ODBL is effective. The administrative staff are well qualified and experienced for the role and fulfil their responsibilities well. The size of the administration team is sufficient to ensure the efficient day-to-day operations.

The support available is well documented in the management and administration handbook and understood by all staff and learners. Administrative policies, procedures and systems are thorough and well documented and effectively disseminated, including through the tutor and learner handbooks.

The working environment is fit for purpose and remote video and online systems and e-mail are appropriately utilised to ensure effective administration.

Data collection and collation systems are effective in monitoring learner progress and ensuring that administrative tasks are completed efficiently. The learner tracker is monitored daily by the directors to enable them to track learner progress and tutor feedback.

Learner and tutors' personal records are regularly updated. Tutors and learners fill in an activity log which records work completed and tutor feedback. This is monitored by the directors and as a result they are able to track learner progress and provide any necessary support.

CPH has a robust security system which is password protected and follows data protection guidelines.

3. The provider employs appropriate staff

3.1	There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff that include for self-employed staff a signed performance service level agreement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.2	Appropriate checks, including experience and qualifications, are carried out before recruitment and accurate records are maintained.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.3	The provider has a robust tutor recruitment system that includes a face-to-face interview using a suitable online communication platform.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.4	There is an effective system for regularly reviewing the performance of all staff that incorporates regular monitoring of tutors' feedback to learners.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.5	All staff are appropriately supported in their continuing professional development.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Staff recruitment and selection processes are effective in recruiting suitably qualified and experienced staff. All self-employed staff have signed an appropriate service level agreement.

Appropriate checks are carried out before recruitment, including identity checks, taking up of references and verification of qualifications, and accurate records are maintained.

CPH employs its own graduates as tutors, so they are well known to the Provider. A suitable online platform is used for communication.

The directors are responsible for the majority of the administration. The system for tracking learner progress, which includes tutor comments, is monitored by the directors. Tutor feedback to learners is constructive and enables them to improve and make progress.

Staff are appropriately supported in Continuing Professional Development (CPD) in Homeopathy, through in-house and external training including webinars. As part of registration with the registering body, all tutors are expected to complete a minimum of 30 hours of CPD per year.

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

4.1	Text and images used in publicity materials provide an accurate depiction of the provider's facilities and the range and nature of the resources and services offered, including where appropriate, location and administrative premises.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.2	Information on programmes is comprehensive and accurate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.3	The provider's key policies are accessible through the website.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

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

Comments

Publicity material provides an accurate depiction of the Provider's facilities and the range of services offered. This includes the location of the administrative office as well as the face-to-face clinics, held once a month on a Saturday, in the HLC in London.

Information on the website regarding learning programmes is comprehensive and accurate and includes contact information and frequently asked questions.

Consequently, applicants receive the information they need to make an informed choice.

4.3 The Provider's key policies are not accessible on the website.

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

5.1	There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.2	The provider has effective mechanisms for obtaining feedback from learners and other stakeholders, such as staff, partner providers and employers, on all aspects of the provider's provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.3	Feedback is obtained, recorded and analysed on a regular basis.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.4	The feedback is reviewed by the management and appropriate action is taken.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.5	There is a mechanism for reporting to the learners what the provider has done in response to their feedback.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.6	Reports are compiled at least annually, that include the results of the provider's performance reviews, an analysis of relevant data, including learner feedback, and action plans.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
5.7	Action plans are implemented and regularly reviewed, with outcomes reported to senior management.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

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

Comments

The Provider has effective mechanisms for obtaining feedback from learners and other stakeholders. Systems for monitoring and reviewing performance include weekly management meetings, quarterly tutor group meetings, plus regular one-to-one meetings with tutors to discuss learner progress and any issues. A beginning has been made in the annual review to identify key performance indicators and this will further strengthen the performance management systems.

Learners provide feedback in their activity logs, which are constantly monitored by directors, and complete self-evaluation surveys which include feedback on the provision at the end of each level of the course. Tutors provide feedback within the tutor meetings. The directors make use of robust processes to extract feedback information from logs and meetings. Overall satisfaction surveys, which would provide this information more simply and in a more usable and consistent form, are not currently used.

Feedback is analysed and discussed by directors on an ongoing basis and appropriate actions taken in response to learner comments.

Monthly announcements on the official social media group provide information about actions that have been taken in response to learner feedback.

Annual reports are compiled which give a comprehensive overview of the provision and a clear indication of the strategic direction. Areas for development are identified.

5.6 However, the performance review is not based on analysis of robust data. It does not facilitate the identification of year-on-year trends or feed into a quality improvement action plan with specific and measurable targets.

A start was made to identify actions for improvement during the self-evaluation process.

5.7 However, action planning for improvement is not fully developed and does not contain specific and measurable action points with responsibilities and timeframes, to enable progress to be regularly evaluated and reviewed.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

6. Management of the programme is effective

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Management of the programme is effective in ensuring learners progress well. The management team has experience of OBDL, which is reflected in the design of the programmes and the effective management of the teaching, learning and assessment team.

The allocation of teaching is appropriately managed. Delivery is monitored by the directors to ensure a consistent learning experience.

Learning is self-directed. Schedules and assignment criteria are communicated to learners well in advance and they understand the expectation that they complete one assignment a month. The schedule however is flexible, and learners are able to complete assignments to suit their own circumstances.

Learning programmes and delivery methods focus on practical experience and research and this ensures that programme objectives are achieved successfully. Tutors supervise input at the clinic learning sessions where learners present their case studies.

Sharing and discussing real cases is of great benefit to learners and they confirmed to inspectors how valuable they found this practical input. Full information regarding the content of the clinic cases is not, at times, received sufficiently early to enable the tutors to prepare the most effective teaching and learning approaches to improve learner learning experience.

Programme content is regularly reviewed and updated to reflect current knowledge and practice and changes are also made in response to learner feedback. Learner notes and links to further material are constantly updated. A total review of all learning resources is planned for the summer when audio modules will be updated with new videoed webinars to be uploaded to the new website.

The emphasis on becoming an experienced practitioner, able to undertake case analysis successfully, enables learners to develop the necessary knowledge and skills to pass their assignments and effectively support their clients.

Individual course content is designed by one of the directors. It is put through a robust proof-reading process to ensure accuracy and consistency.

Learners have excellent access to staff for academic support. As well as receiving one-to-one support, they are also part of a CPH social media group where cases are discussed, and queries answered. They also receive support from the directors who closely monitor their progress. As a result, learners feel supported and are able to make excellent progress.

7. Tutors have an appropriate level of subject knowledge and pedagogic skill relevant to online, distance and blended learning

7.1	Tutors are appropriately qualified and/or experienced.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.2	Tutors demonstrate an understanding of the challenges and demands of online, distance and blended learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.3	Tutors have an appropriate level of subject knowledge, pedagogic and communication skills that allows them to deliver the programmes effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.4	Tutors are appropriately trained with respect to provider policies, learner needs, teaching and instructional approaches, and the use of the technology.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Tutors are appropriately qualified and experienced in Homeopathy. They have themselves successfully completed the course which gives them valuable insights into the support learners need.

Tutors understand the demands of online, distance and blended learning. All teaching staff have excellent subject expertise and very good communication skills which enable them to deliver the programme effectively.

Tutors are appropriately trained regarding the Provider's policies and use of technology, which are also contained in the tutor handbook. They are able to discuss best practice in tutor meetings.

7.4 However, the tutors have not received any specific training input on using a greater variety of interactive teaching and learning approaches, which would further enhance their already effective delivery.

8. Tutors respond to the individual learning needs of learners

8.1	The academic and/or professional backgrounds and particular support needs of learners are taken into account in the planning, design and delivery of the programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.2	Learners are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.3	Tutors employ effective strategies to check learners' understanding of concepts and programme content.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

Tutors respond well to learners' individual learning needs. The academic and professional backgrounds of learners are taken into account and the emphasis on practical case analysis enables learners to learn from each other.

Learners are also matched with tutors with an appropriate background, for example a medically qualified tutor for those in the medical profession, which enables them to put cases into context.

Learners are encouraged to analyse cases and carry out their own research. This is supported by online resources and the practitioner development modules. As a result, the learners become more confident and are able to successfully develop their independent learning skills

Tutors check learners' understanding very effectively through assignments, one-to-one sessions, and clinic sessions.

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

9.1	Programmes include a schedule of assessments, the procedures and criteria for which are available in writing and are provided in advance to learners and tutors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
9.2	Assessments maintain an appropriate focus on assessment criteria and the achievement of the intended learning outcomes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
9.3	Ongoing assessments appropriately reflect the content and standards of any final assessments.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
9.4	Learner assessment is guided by grading policies that are consistent and well-communicated with a robust, fair and effective marking system that ensures assessments are returned to learners in a timely manner.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
9.5	Progress and assessment outcomes are monitored to enable the identification of learners who are not making satisfactory progress and timely interventions take place if required.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

9.6	Feedback is given to individual learners on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
9.7	Learners are made aware of how their progress relates to their target level of achievement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
9.8	Timely advice and guidance on alternative programmes are provided to learners who are judged to be making insufficient progress.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
9.9	The provider takes effective steps to identify and discourage cheating and plagiarism and takes effective action.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
9.10	Tutor and learner assessment submissions are monitored and appropriate action is taken if the timeliness of these falls below expectations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

Full information regarding schedules of assessments, procedures and criteria are provided, in the welcome letter and learner handbook at the beginning of the course.

Assignments provide an appropriate focus on assessment criteria and the achievement of learning outcomes. Ongoing assessments reflect the standards and criteria by which final assessments are judged.

There are consistent and fair marking schemes and assignments are returned to learners within a maximum of seven days.

Very effective monitoring ensures that learners who are not making sufficient progress are swiftly identified and supported.

Regular constructive feedback to learners is provided on their assignments and in their individual activity logs. Learners are made aware of what they have done well and what they need to do to improve. As a result, learners feel well supported and are aware of how their progress relates to their target level of achievement. Learners are supported to progress and do not need to be signposted to alternative programmes.

The Provider discourages cheating and plagiarism and makes this clear in the learner handbook. In practice, the emphasis on individual case analysis and research, linked with discussion of cases with their tutor, would make plagiarism difficult.

Tutor and learner assessment submissions are monitored very effectively, and learners are contacted by letter when they fall behind without requesting a deferment. Learners have considerable flexibility regarding module deadlines but if they delay too long, without agreement, they face a financial penalty.

10. The provider offers courses leading to accredited awards granted by recognised awarding bodies

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

Comments

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

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

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

Comments

There is a clear statement identifying the levels of the award at levels six and seven of the Regulated Qualification Framework (RQF). The Licentiate is the standard accreditation for Homeopaths and is required in order to register with the official professional body.

The CPH award is internationally recognised by many homeopathic registering bodies such as the Alliance of Registered Homeopaths, the Society of Homeopaths, the British Homeopathic Association, the Homeopathic Medical Association and the Complementary Medicine Association.

An independent External Moderator moderates the final assessments to assure the quality and validity of the process.

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

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

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

Comments

There are no external awarding bodies involved in the Provider's provision.

There are effective systems in place to administer the assessment process for the internal awards and ensure security.

Clear procedures are detailed in the learner handbook which also explain how learners can appeal against their marks.

The authentication process includes the checking of official identification documents and validating the attendance and work of the learner through the virtual learning platform on an ongoing basis.

INSPECTION AREA – LEARNER SUPPORT

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

- | | | | |
|------|---|---|-----------------------------|
| 13.1 | The provider ensures that the specific programmes on which learners are registered are likely to meet the learners' expectations and needs. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
|------|---|---|-----------------------------|

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The application and enrolment process is comprehensive, transparent and supportive. Applicants receive clear information, including an information pack with an overview of what the course will contain, together with eligibility and suitability criteria, and Information Technology (IT) requirements.

Application forms are used to assess applicants' suitability and individual needs and aspirations. Prospective learners can discuss relevant issues and concerns before enrolling to make sure that the programme meets their needs.

Enrolment documentation is user-friendly and includes a personal statement. It is simple to complete and submit.

All application enquiries receive a response within two days at the most.

Entry requirements are set at an appropriate level and are clear in programme descriptions. The need for a sufficiently high level of English language in order to benefit from the programme is also made clear.

CPH ensures the suitability of prospective learners and verifies all claimed qualifications. The Provider ensures learners understand that they need to have the necessary digital literacy and system requirements in order to complete the programme successfully.

Learners are asked whether they have any special support needs. There is a section on the enrolment form which asks whether they have learning difficulties and/or disabilities and whether they require any additional support. Reasonable adjustments are made for learners with special needs.

Learners are enrolled under fair and transparent contractual terms and conditions. There is a cooling off period and clear refund arrangements. Learners can choose to withdraw after two weeks of the course with a pro rata refund if they decide the programme does not meet their needs.

14. Services provided meet the reasonable needs of learners

14.1	Staff are available to assist learners to resolve issues of a general and technical nature and all enquiries from learners are handled promptly and sympathetically.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.2	The provider supports and encourages peer interaction through a variety of channels, including social media and virtual learning environment platforms.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
14.3	Staff monitor the online activity of learners and tutors and take action promptly if there are concerns about cyberbullying or other online risks to learners.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.4	Learners have access to a fair written complaints procedure of which they are informed at the start of the programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.5	Learners are advised of BAC's complaints procedure.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.6	Effective safeguarding arrangements are in place for learners under the age of 18 and vulnerable adults, which are regularly reviewed.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
14.7	A suitable policy and effective arrangements are in place to protect learners from the risks associated with radicalisation and extremism.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Staff assist learners to resolve issues promptly and sympathetically. The director is always ready to assist and support learners.

Peer interaction is encouraged through a designated official social media group and during clinic sessions.

14.2 Full benefits of peer interaction through the remote learning platform are not fully realised because learners are encouraged to turn their cameras off. Opportunities to encourage learner interaction are missed, for example through using breakout rooms to encourage small group discussion and debate and increase active participation.

The online activity of learners is monitored effectively by the directors who assess their progress.

Learners have access to a fair written complaint procedure, which references the BAC complaints procedure in the learner handbook which they receive at the start of the programme.

There is a suitable policy and risk assessment for the prevention of radicalisation and extremism, and suitable training has been completed by staff.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Programme materials are appropriate and effective. Course design includes webinars, audio lectures, clinics, and case analysis.

Teaching and learning materials focus on specific levels of study. There are online links to extra resources to support learning. Learning materials are effectively presented and sufficiently comprehensive to enable learners to develop the necessary knowledge and skills and become experienced practitioners.

Programme materials are constantly reviewed and revised to ensure they are accurate and reflect current practice. Plans are in place to upgrade the audio materials and replace them with video webinars.

Clear instructions and guidance on using the learning materials are provided and are detailed in the welcome letters and learner handbook.

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

16.1 The provider uses appropriate and accessible technology to optimise the interaction between the provider and the learner. Yes No

16.2 The provider ensures that the materials and learning resources can be easily accessed by learners and checks this regularly. Yes No

16.3 The provider has access to the services of an experienced technical support provider that ensures systems are operative at all times and provides appropriate support to tutors and staff working remotely. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

CPH's use of a specific official social media group encourages learner interaction very effectively and learners confirmed to the inspector how useful they found it. The Provider uses accessible technology within its virtual learning platform.

Easy access to materials and resources is monitored very effectively by the directors who receive real time notifications of all activity. Whenever learners begin a new module, they receive a link to download all necessary materials, and directors receive email confirmation of successful downloads. This enables them to check with learners to make sure they are not experiencing problems.

CPH has an experienced technical support provider on retainer. They have a corporate account which provides access to backup support, mirror support and server support. As a result, they have access to all appropriate support when needed it.

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

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

17.1 The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises. Yes No

17.2 The provider has access to suitable external premises of a temporary or occasional nature for training purposes. Yes No NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider has formal arrangements to use the premises at the Healthy Living Centre. This includes an office which is private to them and to which they have continual access, and three treatment rooms and a classroom which they use on a Saturday once a month for training and consultations.

There is a rolling lease agreement in place which can be terminated by either party with one month's notice.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The premises provide a safe and clean environment for learners and staff. There is an intercom system and the access to the training and consultation rooms is secure. The Clinic Manager organises appointments and monitors attendance at the clinics.

The premises are well maintained and decorated. General guidance on health and safety is made available in the clinic handbook which is provided to visitors.

The name of the building is clear on the sign outside and there is a rack inside the door with brochures and information about the range of different clinics held in the centre. Internal signage is clear.

There is adequate room and circulation space for the number of learners and staff accommodated, and a suitable area in which to receive visitors. There is a waiting room where patients can sit. The office can also be used to receive visitors.

Toilet facilities are clean and sufficient for the needs of staff, learners and clients. There are opening windows in every room and ventilation and heating are adequate.

As a result, the premises provide an environment conducive to learning.

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

19.1	Training rooms and other learning areas provide adequate accommodation for the teaching/training sessions allocated to them.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
19.2	Training rooms and any specialised learning areas, for example, laboratories, workshops and studios, are equipped to a level which allows for the effective delivery of each programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
19.3	There are facilities suitable for conducting the assessments required on each programme.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA

19.4 Training sessions are timetabled, and rooms are allocated appropriately for the programmes offered. Yes No

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

Comments

Training and consulting rooms are appropriate for the programmes offered and provide appropriate accommodation for consultations, training, and discussion.

Training rooms and specialised learning areas are sufficiently well equipped with examination couches, desks, chairs and projectors.

Assessments are through a portfolio of assignments and case studies and do not require special facilities.

Face-to-face training sessions are timetabled efficiently, and rooms are allocated appropriately for the learning programmes. The Clinic Manager oversees the appointments and supports patients and learners effectively.

20. There are appropriate additional facilities for learners and staff

20.1 Learners have access to sufficient space, which could include a library and suitable IT facilities, so that they can carry out their own private work and/or study. Yes No

20.2 Tutors have access to sufficient personal space for preparing teaching/training sessions, marking work and relaxation. Yes No NA

20.3 Learners and staff have access to space and facilities suitable for relaxation and the consumption of food and drink, including facilities that are located outside the premises. Yes No

20.4 There are individual offices or rooms in which tutors and senior management can hold private meetings and a room of sufficient size to hold staff meetings. Yes No

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

Comments

There are appropriate additional facilities for learners and staff. Space is sufficient for the face-to-face clinic element of the course. Learners' private work and study takes place at home. Tutors have access to the office, but most preparation and marking is carried out at home.

There is a kitchen which can be used by learners and staff. There is also a range of cafeterias and coffee shops in the immediate vicinity, and a juice bar and shop on the ground floor by the entrance. As a result, learners have access to good spaces for relaxation and the consumption of food and drink.

There is an individual office where private meetings can be held, and a training room of sufficient size to hold staff meetings if needed, although most meetings take place remotely.

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

21.1 There is a clear policy on learner attendance and punctuality that is communicated to all learners and other stakeholders. Yes No

21.2 Accurate and secure records of attendance and punctuality at each session are kept for all learners, collated centrally and regularly reviewed. Yes No NA

21.3 Learner absences are followed up promptly and appropriate action is taken. Yes No NA

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

Comments

The policy on learner attendance is appropriate. There is a clear policy on learner attendance which is clearly communicated to all stakeholders, including in the welcome letter that all learners receive.

The learners, who are based in various parts of the world, are expected to complete one module per month but are self-directed and learn flexibly. They have complete freedom regarding when and where they complete clinic hours.

Clinic hours are recorded accurately as learners must accrue 100 clinic hours to qualify for professional registration. Other learning hours depend on the individual circumstances of the learner.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The staff member responsible for learner and patient welfare at the face-to-face clinics is appropriately trained and experienced and able to provide helpful advice.

Before learners start the course, they receive a welcome letter and learner handbook which includes appropriate information advice and guidance. For the face-to-face clinics they also receive a clinic handbook with all necessary information.

Learners receive a clear induction where processes are explained, and appropriate information is provided.

Attendance at the HLC clinic is voluntary, by appointment, and only available on occasional Saturdays. An out-of-hours contact number is not applicable.

CPH has well documented policies to avoid discrimination and abusive behaviour which are effectively implemented, including cyber-bullying, and there have been no recorded incidents.

There is an appropriate e-policy of which staff and learners are made aware.

Next of kin details are now collected when learners enrol. The Clinic Manager ensures that she has next of kin details for learners who attend the clinic in case of emergency.

Processes for resource acquisition are made clear in the tutor handbook and are appropriate to the needs of the Provider

There is a strong focus throughout the course on the assessment objectives and the need to develop experienced practitioners who can conduct successful case analysis.

23. International learners are provided with specific advice and assistance

- | | | | |
|------|---|------------------------------|-----------------------------|
| 23.1 | International learners receive appropriate advice before their arrival on travelling to and living in their host country. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.2 | International learners receive an appropriate induction upon arrival covering issues specific to the local area. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.3 | Information and advice specific to international learners continues to be available throughout their programme of study. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.4 | Provision of support takes into account cultural and religious considerations. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

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

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

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

Comments

24.1 Teaching staff are supported in their CPD regarding Homeopathy but have not received training to develop pedagogic techniques to enhance the learning in live clinic sessions.

Tutors respond very well to the different backgrounds and support needs of learners. The one-to-one sessions, in particular, provide excellent opportunities for tutors to probe understanding and ensure individual needs are met. As a result, learners feel well-supported and are able to make good progress.

In the face-to-face clinic sessions, learners are encouraged to contribute, ask questions and discuss possibilities. Tutors employ several strategies to involve learners which are very effective, especially when learners are encouraged to present their case analysis. Learners confirmed that the practical clinic sessions in London provided valuable

experience. However, these sessions are not currently accessible remotely for those learners who are not able to travel to the clinics.

The clinics are videoed so they can be evaluated subsequently.

24.4 However, opportunities are missed to provide constructive feedback to those who deliver the clinic sessions, with written records which identify strengths, and areas for development, and result in actions to improve learner experience.

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

- | | | | |
|------|--|------------------------------|---|
| 25.1 | Any residential accommodation is clean, safe and of a standard which is adequate to the needs of learners. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 25.2 | Any residential accommodation where learners under 18 are accommodated is open to inspection by the appropriate authorities, including Ofsted. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 25.3 | Clear rules regarding fire safety and other health and safety procedures are in place and appropriate precautions are taken for the security of learners and their property. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 25.4 | A level of supervision appropriate to the needs of learners is provided. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 25.5 | Appropriate measures are in place to ensure that learners under the age of 18 and those over the age of 18 are separated when allocating accommodation. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

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

Comments

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

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

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

Comments

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Provider's Strengths

Very clear ethos and educational direction which enables learners to develop into experienced homeopathic practitioners.

Excellent monitoring of learner progress which ensures learners receive appropriate support where needed.

Flexible systems enable learners to fit in their study at times that are convenient for them.

Strong working relationships which enable good team working and ensure learners are well supported.

Actions Required	Priority H/M/L
4.3 The Provider must ensure that key policies are accessible on the website.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
5.6 CPH must ensure that annual reports contain performance reviews that are based on the analysis of all relevant data, including learner feedback.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
5.7 The Provider must ensure that action planning is clearly documented with specific and measurable action points, responsibilities, and timeframes, which are regularly evaluated and reviewed.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's Strengths

The emphasis on the practical skills of case analysis enables learners to develop the necessary knowledge and skills to become experienced practitioners.

Very high levels of learner satisfaction with their learning programme.

Actions Required	Priority H/M/L
7.4 CPH must provide Continuing Professional Development (CPD) for all teaching staff to include using a variety of teaching and learning approaches.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

LEARNER SUPPORT

Provider's Strengths

Excellent one-to-one support for learners provides opportunities to explore and deepen their own learning and understanding.

Regular monitoring of learner needs which ensures any issues are picked up at an early stage.

Actions Required	Priority H/M/L
14.2 The Provider must utilise interactive media more effectively, including learner cameras and facilities such as breakout rooms.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

FACE-TO-FACE COMPONENT (if applicable)

Provider's Strengths

Excellent access to opportunities in the clinic sessions to assess patients and take case notes to inform case analysis and gain practical experience under supervision.

Actions Required	Priority H/M/L
24.1 The Provider must support tutors CPD to enable them to develop further teaching and learning techniques to increase learner interaction and improve learner experience.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
24.4 Those responsible for delivery of the clinic sessions must be provided with constructive feedback with written records of areas for development and monitored action points.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that the Provider simplify systems for obtaining regular stakeholder feedback.

The Provider should improve data collection and analysis to identify priorities for improvement and facilitate comparison of year-on-year performance.

The Provider should ensure tutors receive timely information about clinic cases.

CPH should implement its plans to upgrade audio modules with video webinars.

The Provider should consider widening access to clinic sessions to learners taking part remotely.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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