BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Online, Distance and Blended Learning (ODBL)
Full Inspection

NAME OF PROVIDER: London College of Homeopathy UK

ADDRESS: 427A Great West Road

Hounslow

TW5 0BY

HEAD OF PROVIDER: Dr Harsharan Kaur Sidhu

DATE OF INSPECTION: 8–9 & 11 November 2023

ACCREDITATION STATUS AT INSPECTION: Candidate

DECISION ON ACCREDITATION:

☒ Accreditation awarded for the full four-year period

☐ Probation accreditation

☐ Decision on accreditation deferred

☐ Award of accreditation refused

DATE: 22 February 2024

1. Background to the provider

The London College of Homeopathy, United Kingdom (LCH UK/the Provider) is a private limited organisation, registered in England and Wales. LCH UK provides a range of online courses in the field of homeopathy.

LCH UK was founded in June 2017 when a few philanthropists from the homeopathic fraternity came together and discussed the need for reforming homeopathic education.

The Provider's registered office is in Hounslow, London in the United Kingdom (UK).

LCH's mission is to spread the true essence of homeopathic education and practice to different countries by collaborating with different homeopathic organisations across the world. LCH UK aims to provide the best knowledge in the field of homeopathy.

LCH UK is governed by a Board of Directors (the Board). The members of the Board are the Principal, the Secretary, the Registrar and the Education Co-ordinator.

2. Brief description of the current provision

LCH UK provides two online courses, a Diploma in Homeopathy (Dip. Hom.) and a Post Graduate Diploma in Homeopathy (PG. Hom.). These courses lead to internal awards offered by the Provider.

The Dip. Hom. is a two-year online course which provides access to live and recorded lectures and supporting notes enabling learners to process through the course at their own pace. The course also includes online assessments and examination at the end of each academic year.

The PG. Hom. is one-year online course that includes an option to undertake practical hands-on training through clinical exposure, workshops, medical camps and live case discussions. This course also includes access to recorded lectures and supporting notes as well as online assessments and an examination.

At the time of the inspection, there were 190 learners studying with Provider. They came from different parts of the world, including the UK, India, Turkey and Brazil. The majority of the learners on the PG. Hom. course, which is taught in English, are from India. The vast majority of those on the Dip. Hom. course are from Turkey. The Dip. Hom. is taught bilingually in English and Turkish, with interpreters present in every lesson. All learners are over the age of 18 years, with most being female.

Prerequisites for the courses are displayed on the website. The PG. Hom. course requires a degree or a diploma in homeopathy and the Dip. Hom. course requires the UK's A-Level education or the equivalent. Enrolment takes place quarterly in January, April, July and October.

3. Inspection process

The inspection took place over three days and was conducted by one inspector. Two days were spent onsite and one day online. The inspector met with the Principal, the Secretary, the Registrar and the Education Co-ordinator and inspected the premises used for administration. The inspector met with two groups of learners, one group online and the other in person. The inspector also met with a representative group of tutors. A number of online lessons were observed. The inspector scrutinised a wide range of documentation. LCH UK co-operated fully with the inspection process.

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 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.	☒ Yes	☐ 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.	☒ Yes	☐ No
1.3	There are clear channels of communication between the management and others working for the organisation, including those working remotely.	☒ Yes	☐ No
1.4	The provider has a written statement of its mission and goals that effectively guides its activities and that is communicated to all stakeholders and effectively implemented and regularly reviewed.	☒ Yes	☐ No
1.5	The provider has a written risk management strategy that includes financial planning and data breaches and that is effectively implemented and regularly reviewed.	☒ Yes	☐ No

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

Comments

The Provider is effectively managed. The organisation chart, comprehensive job descriptions and feedback from tutors all indicate that the management structure is clearly understood. The organisational chart outlines the hierarchy of positions and how these relate to each other. Job descriptions clarify the roles and responsibilities associated with different job titles. As a result, learners benefit from a well-organised provider.

The staff's Curricula Vitae (CVs) demonstrate that the head of the Provider and senior managers are highly qualified and highly experienced in the field of homeopathy. Discussions with members of the Board, tutors and learners indicate that they are effective in carrying out these roles. Consequently, LCH UK enjoys high learner success rates.

LCH UK has multiple and clear channels of communication, as evidenced by the agendas and minutes of regular staff and individual meetings, e-mail trails and established feedback mechanisms. Tutors working remotely are asked for feedback at the end of every lesson. During discussions, tutors praised the ease of communication at LCH UK and inspection findings confirmed this to be the case. As a result, information flows efficiently and staff are positive and productive.

LCH UK has a clear, written statement of its mission, which is prominently displayed on the home page of its website and in its brochures and on its social media accounts. Consequently, all stakeholders have easy access to the statement. Modifications to the statement indicate that it has recently been reviewed.

A written risk management strategy is included within LCH UK's general management policy. In this policy, LCH UK identifies risks and mitigation strategies, for example to ensure the uninterrupted delivery of its online lessons. External accountants assist LCH UK in its accounting and financial planning.

A detailed data policy is effective in preventing data breaches. Accessing data, for example, requires a two-stage login. As a result, risks to the smooth administration of the Provider are substantially reduced.

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.	☒ Yes	☐ No
2.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider.	☒ Yes	☐ No
2.3	The administrative support available to the management and learners is clearly defined, documented and understood.	☒ Yes	☐ No
2.4	Administrative policies, procedures and systems are up to date, thorough, well documented and effectively disseminated across the provider.	☒ Yes	☐ No
2.5	The working environment is fit for purpose and suitably resourced for the effective administration of the provider.	☒ Yes	☐ 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 student interaction.	☒ Yes	☐ No
2.7	Learner and tutors' personal records are sufficiently detailed and regularly updated.	☒ 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

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

Comments

The members of the Board administer the courses. Their CVs demonstrate that they are all highly qualified, have substantial experience in the administration of education providers and work to detailed job descriptions. From discussions, it is clear that each Board member fully understands their own role, remit and responsibilities. The very high success rates at the Provider indicate that the staff are effective in carrying out their duties and learners benefit from effectively administered online courses.

The size of the administrative team is sufficient to ensure the effective day-to-day running of the Provider. The staff are effective in administrating the small number of learners and the two courses. Tutors and learners, in discussions with the inspector, confirmed that the courses are efficiently administered.

Scrutiny of job descriptions and discussions with Board members indicate that the administrative roles are clearly defined, well documented and understood. For example, the administrative team takes responsibility for sending out the hyperlinks that learners need in order to access the lessons and for editing the streamed lessons to upload as recorded lessons. As a result, LCH UK is effectively administered.

LCH UK ensures that its administrative policies, procedures and systems are current, comprehensive, well documented and efficiently communicated. LCH UK reviews all its policies annually to ensure the continued smooth running of the Provider.

LCH UK is administered from recently refurbished premises, which include a spacious, dedicated administrative office and a large staff room. The office is suitably resourced with computers, a printer, a screen and a reliable internet connection. This supports the effective administration of the courses.

Data is collected automatically as part of the enrolment process, assessment and feedback processes and routine logging in and out of courses by learners and tutors. This data is reviewed regularly by management to ensure that administrative practices are being appropriately adhered to.

Scrutiny of learner and tutor files shows that learner records are sufficiently detailed for their purpose and are updated regularly. Learner files contain personal contact details, identification details, education history, enrolment information, attendance records, grades and assessments, and financial information. Tutor files contain CVs, teaching credentials, employment history, and contract and salary information. These detailed records ensure that the administration of learners' and tutors' information is effective in providing support.

The Provider has a robust security system and policies in place for protecting the data of its learners and tutors. Data at the Provider is effectively protected by a firewall and antivirus software and a two-factor authentication access. Access to data is also restricted by job responsibility.

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.	☒ Yes	☐ No
3.2	Appropriate checks, including experience and qualifications, are carried out before recruitment, and accurate records are maintained.	☒ Yes	☐ No
3.3	The provider has a robust tutor recruitment system that includes a face-to-face interview using a suitable online communication platform.	☐ Yes	☒ 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.	☒ Yes	☐ No
3.5	All staff are appropriately supported in their continuing professional development.	☒ Yes	☐ No

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

Comments

LCH UK's managers recruit staff through a network of teachers and practitioners and invite them to teach their specialism in return for an honorarium. Such tutors have a signed performance service level agreement.

Although this has not been required to date, appropriate documentation is in place to enable the necessary checks, including on experience and qualifications, to be carried out before staff recruitment and to maintain accurate records. Prior to recruitment, the Provider will require an application form, a CV, the checking of qualifications and experience, and references before employing additional staff.

3.3 The current tutor recruitment system relies on the prospective tutor being well known professionally to the Board members and being invited to teach. Scrutiny of the new application form shows that LCH UK intends to change that recruitment system to one requiring an application form, recruitment checks and a face-to-face interview.

Discussions with managers and tutors confirm that all tutors are observed teaching for every online lesson. Accompanying documentation shows that feedback to learners is the focus of the professional dialogue that takes place after the lesson.

Teaching staff are typically recruited to teach from two to four hours every month. Nevertheless, LCH UK provides Continuing Professional Development (CPD) in the form of e-mailed links to video clips or articles on the latest developments within homeopathy. Tutors consider that the professional dialogue after each lesson is useful for their professional development. As a result, tutors benefit from effective professional growth.

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.	☒ Yes	☐ No
4.2	Information on programmes is comprehensive and accurate.	☒ Yes	☐ No
4.3	The provider's key policies are accessible through the website.	☒ Yes	☐ No

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

Comments

Publicity materials provide an accurate depiction of the range and nature of the services on offer at the Provider. LCH UK's website includes a short history of the Provider's development and an introduction to faculty members.

Full details of the courses that are offered are readily available on LCH UK's website. The information includes eligibility, course content, number of study hours required, fees, and enrolment and contact details. A large number of testimonials are also available. Consequently, prospective learners receive the information they need when deciding whether a course suits their needs.

LCH UK's key policies and terms and conditions are readily available on the website. This allows prospective learners to make informed choices about the suitability of LCH UK for them.

Some ancillary links on the website are not active.

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.	☒ Yes	☐ 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.	☒ Yes	☐ No
5.3	Feedback is obtained, recorded and analysed on a regular basis.	☒ Yes	☐ No
5.4	The feedback is reviewed by the management, and appropriate action is taken.	☒ Yes	☐ No
5.5	There is a mechanism for reporting to the learners what the provider has done in response to their feedback.	☒ Yes	☐ 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.	☐ Yes	☒ No
5.7	Action plans are implemented and regularly reviewed, with outcomes reported to senior management.	☐ Yes	☒ No

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

Comments

Scrutiny of policies, end-of-course review documentation and feedback questionnaires indicate that LCH UK has effective systems in place to monitor its own standards and assess its performance.

Comprehensive end-of-course reviews take place. A wide range of feedback is collected and analysed. Learners are assessed regularly. Monitoring of teaching is methodical. As a result, management has a clear understanding of LCH UK's performance.

LCH UK has effective mechanisms in place to obtain feedback from learners and tutors. Learners regularly complete satisfaction questionnaires online, and tutors give feedback after every lesson. Thus, management has a clear overview of the Provider's performance.

Learner and tutor feedback is regularly obtained, recorded and appropriate action is taken as a result. The learners complete satisfaction questionnaires, which include a wide range of questions pertaining to all aspects of their course and the teaching they receive. This feedback is recorded digitally and analysed electronically. Tutors give oral feedback at the end of every lesson during the professional dialogue. This is recorded on a lesson observation sheet.

The management responds to any negative or development issues from feedback appropriately and in a timely fashion. For example, feedback suggested that tutors might give fuller explanations. This suggestion was taken up immediately and practice was modified accordingly.

There is a mechanism for reporting to the learners what the Provider has done in response to their feedback. LCH UK replies to feedback individually to explain what action has been taken.

5.6 LCH UK does not yet compile annual reports that include performance reviews, an analysis of appropriate data to track improvements and make comparisons, feedback and action plans. As a result, it may miss opportunities for strategic reflection on relevant ongoing improvements and strategic planning.

5.7 Future orientated action-planning for improvement is not fully developed. Action planning exists but is too general to be useful. It does not include specific, measurable action points with allocated responsibilities and clear timeframes that would enable progress to be regularly reviewed and evaluated.

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.	☒ Yes ☐ No
6.2	The allocation of tutors to programmes provides a consistent learning experience, and delivery is monitored to ensure consistency.	☒ Yes ☐ No
6.3	Realistic deadlines and schedules, including revision periods, are set and communicated well in advance to learners.	☒ Yes ☐ No ☐ NA
6.4	Delivery methods and programme design ensure that the programme objectives and intended learning outcomes are effectively achieved.	☒ Yes ☐ No
6.5	The programmes' content is regularly reviewed and reflects current knowledge and practice.	☒ Yes ☐ 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.	☒ Yes ☐ No ☐ NA
6.7	The commissioning of individual course content and materials is managed effectively and is checked to ensure standardisation across the provision.	☒ Yes ☐ No
6.8	Learners have appropriate access to staff for academic and/or learning support.	☒ Yes ☐ No

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

Comments

LCH UK's programme is effectively managed by the Board, acting as the academic management team. All Board members have been with the Provider since its inception and have substantial experience of homeopathy, university teaching and online learning. The Board includes a specialist in Information Technology (IT) and cybersecurity. Tutors confirm that the programme is effectively managed. Consequently, learners benefit from well-managed courses.

The teaching of both courses is shared by a number of tutors who teach their particular subject specialism. Every lesson is observed by a member of the Board to monitor standards. This ensures a consistent learning experience.

The course timetable shows that schedules and assignments are communicated to learners well in advance. Lessons are streamed online and recordings are made available to support self-directed learning. Learners confirm that the schedules are realistic and time is appropriately allocated for revision. Inspection findings support this view. Consequently, learners are able to plan ahead for their study and revision.

Lesson observations demonstrated that tutors focus on the transfer of knowledge, illustrated by recent case studies and their own practical experiences. This prepares learners for their assignments and assessments effectively.

Tutors confirm that a Board member is present at every lesson and that post-lesson professional dialogues take place. Tutors also confirm that end-of-course reviews take place. Suggestions from the professional meetings and end-of-course reviews are discussed and actioned by the vetting team. The vetting team is a team of experts that the Provider

commissions to support the development of its courses. As a result, the courses reflect current practices in homeopathy.

Very favourable learner feedback and the high success rates in assessments indicate that learners develop the knowledge and skills they require.

The commissioning of individual course content is managed effectively. Each tutor teaches their own individual specialism and is responsible for the course content and materials for their lessons. This is checked prior to and during the lessons by the observing Board member. This ensures consistency within and across the courses, helping to maintain a cohesive educational experience for learners.

Learners confirm that they have the e-mail addresses of their tutors and are able to contact them for additional support. They receive replies in a timely fashion and are satisfied with this support.

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.	☒ Yes	☐ No
7.2	Tutors demonstrate an understanding of the challenges and demands of online, distance and blended learning.	☒ Yes	☐ No
7.3	Tutors have an appropriate level of subject knowledge and pedagogic and communication skills that allows them to deliver the programmes effectively.	☒ Yes	☐ No
7.4	Tutors are appropriately trained in respect of provider policies, learner needs, teaching and instructional approaches, and the use of the technology.	☒ Yes	☐ No

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

Comments

Lesson observations and tutors' educational qualifications and experience in both homeopathy and university teaching indicate that tutors are well qualified and experienced for their role. The majority of tutors hold doctorates and currently teach at university. Consequently, learners benefit from being taught by leading academics.

Lesson observations and discussions with tutors indicate that tutors understand the challenges of online teaching. Tutors demonstrate proficient use of the online platform and communicate clearly and concisely. Tutors are flexible and adapt well to meet the needs of individual learners.

Tutors' qualifications and experience, coupled with lesson observations and discussions with learners, indicate that tutors are effective in delivering the programme. A combination of subject expertise, pedagogic skills and clear communication fosters a positive learning environment.

Tutors confirm that they are appropriately trained in LCH UK's policies and procedures, the preferred teaching approaches and the use of technology. Each lesson has a Board member present to offer advice and support should this become necessary. Consequently, learners benefit from a learning environment in which tutors are well trained and supported.

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.	☒ Yes	☐ No
8.2	Learners are encouraged and enabled to develop independent learning skills.	☒ Yes	☐ No
8.3	Tutors employ effective strategies to check learners' understanding of concepts and programme content.	☒ Yes	☐ No

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

Comments

LCH UK takes great care in responding to the individual learning needs of learners. Timetables show that online streamed lessons take place at weekends to ensure accessibility. Streamed lessons are recorded and made available online to allow learners the flexibility to learn at their own speed.

Lessons on the Dip. Hom. course are conducted bilingually, in English and Turkish, to accommodate the large number of Turkish learners on that course. This significantly improves the level of support. As a result, the course is tailored to meet the diverse academic and professional backgrounds of the learners.

LCH UK encourages the development of independent learning skills. All lessons are recorded and are made accessible online for self-directed study. Observed lessons included open-ended questioning, which effectively foster critical thinking and promote discussions that require learners to analyse and evaluate information. Learners are directed to additional resources, such as journal articles and video clips, for independent study. In these ways, independent learning skills are encouraged and developed.

Lesson observations, discussions with learners and formal learner feedback indicate that tutors are effective in assessing learners' understanding. Tutors are proficient at questioning to help to gauge understanding and identify and explain any misunderstandings. As a result, tutors create a learning environment that effectively supports learning and promotes success among learners.

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.	☒ Yes	☐ No	☐ NA
9.2	Assessments maintain an appropriate focus on assessment criteria and the achievement of the intended learning outcomes.	☒ Yes	☐ No	☐ NA
9.3	Ongoing assessments appropriately reflect the content and standards of any final assessments.	☒ Yes	☐ No	☐ 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.	☒ Yes	☐ No	☐ 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.	☒ Yes	☐ No	☐ 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.	☒ Yes	☐ No	
9.7	Learners are made aware of how their progress relates to their target level of achievement.	☒ Yes	☐ No	☐ NA
9.8	Timely advice and guidance on alternative programmes are provided to learners who are judged to be making insufficient progress.	☐ Yes	☐ No	☒ NA
9.9	The provider takes effective steps to identify and discourage cheating and plagiarism and takes effective action.	☒ Yes	☐ No	☐ NA
9.10	Tutor and learner assessment submissions are monitored, and appropriate action is taken if the timeliness of these falls below expectations.	☒ Yes	☐ No	

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

Comments

Learners receive appropriate assessment and feedback on their performance and progress, which are effectively monitored. Tutors and learners confirm that the courses include a schedule of assessments that is made available at the start of the course. As a result, learners are able to plan their study time effectively.

Tutors and learners agree that the assessments are suitably focused on the intended learning outcomes. Inspection findings confirm this view. Multiple-choice assessments are used well to assess understanding and subjective assessments test the application of the learners' understanding. Ongoing assessments have been specifically designed to assess the content of the lessons and fully reflect the standards and criteria of the final assessments.

Assessment is guided by fair marking schemes. Multiple-choice assessments are graded automatically and the results are returned swiftly to the learners. Learners confirm that subjective assessments are marked and returned in a timely fashion and the inspection findings confirm this to be the case.

Tutors and Board members use the results of the assessments effectively to identify learners who are not making the required progress. Success rates are very high, and unsatisfactory progress has not yet been an issue. Tutors are able to offer appropriate supplementary learning resources and advice and guidance to support learners if required.

Lesson observations and discussions with learners confirm that tutors give individualised, regular, supportive, in-class feedback.

Tutors and learners both agree that the target level of achievement is made very clear from the beginning of the course. Learners receive regular feedback on their progress towards these goals through regular, formal assessment and in-class tutor feedback. As a result, they are clear about their progress and its relation to their target level.

There are no suitable alternative programmes that the Provider can offer to learners who are making insufficient progress on their chosen programme.

LCH UK takes cheating seriously. The multiple-choice assessments use a question bank to minimise opportunities for cheating. The subjective assessments are handwritten and compared to a handwriting sample on file to ensure the authenticity of the submitted work. Learners are informed of this procedure in advance. Consequently, cheating is discouraged effectively.

Tutor and learner assessment submissions are monitored closely. Appropriate action is taken if the timeliness of these falls below expectations. Tutors and learners are contacted by e-mail if any problems of this nature occur.

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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

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

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.	☐ Yes ☐ No ☒ 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, student testimonials and success stories and post-course questionnaires.	☒ Yes ☐ No ☐ NA
11.3	External moderators are involved in the assessment process.	☐ Yes ☐ No ☒ NA

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

Comments

LCH UK does not claim their awards are at a level relative to a national framework.

In discussions, learners on the PG. Hom. course spoke of a direct link between the knowledge learned on the course and improvements in their practice. Learner testimonials to support this view are included on LCH UK's website.

There is internal but not external moderation involved in the assessment process.

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

12.1	The provider complies with the requirements of the relevant awarding bodies in terms of assessment security and administration.	☐ Yes ☐ No ☒ NA
12.2	For internal awards, there are effective systems in place for assessment security and administration.	☒ Yes ☐ No ☐ NA
12.3	For internal awards, there are clear procedures for learners to appeal against their marks.	☒ Yes ☐ No ☐ NA
12.4	There is an authentication process that 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.	☒ Yes ☐ No ☐ NA

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

Comments

All awards at LCH UK are internal, and there are no assessments from external awarding bodies.

LCH UK uses a secure online platform for assessments. Access to assessments is restricted to authorised users. Therefore, assessments are stored and administered securely.

Learners confirm that LCH UK has a clear procedure for them to appeal their marks. Initially, appeals are made informally to their tutor. If the appeal is not resolved at this stage, it escalates to a member of the Board and subsequently to a formal complaint process. Accordingly, learners have a clear procedure to appeal their grades.

Learner files and assessment documentation demonstrate that LCH UK has a strong authentication process. All learner Internet Protocol (IP) addresses are stored in the learner files and only these IP addresses are accepted for assessment work. All subjective assessments are completed in the learner's own handwriting, scanned and sent to LCH UK using the e-mail address on file for comparison with the learner's handwriting sample. In this way, the identity of learners can be effectively verified.

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.	☒ Yes ☐ 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.	☒ Yes ☐ No
13.3	Enrolment and application documentation is easily accessible and simple to complete and submit.	☒ Yes ☐ No

13.4	The provider replies to all application enquiries in line with its appropriate target response times.	☒ Yes ☐ 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.	☒ Yes ☐ No ☐ 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.	☒ Yes ☐ No ☐ 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.	☒ Yes ☐ No	
13.8	The provider has effective systems to identify learners who have special educational needs and/or disabilities requiring additional learning support or other any reasonable adjustments so that these can be put in place.	☒ Yes ☐ 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.	☒ Yes ☐ No	

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

Comments

Potential learners are provided with sufficient information to decide whether the programmes are likely to meet their needs and expectations. LCH UK's programmes are fully detailed on the website, in the brochure and in LCH UK's publicity materials.

Prospective learners have the opportunity to contact staff by e-mail or telephone. As homeopathy is viewed differently in different countries, prospective learners are advised in the student handbook to ensure that the qualifications from LCH UK are valid in their own country.

The website and brochure contain the full course curriculum, prerequisites, fees, start dates and contact details for further information. LCH UK's key policies and terms and conditions are readily available. Consequently, prospective learners have sufficient information to make an informed choice as to the suitability of the programmes. Enrolment and application documentation are easily accessible on the Provider's website. The documentation is simple to complete and submit.

Learners confirm that LCH UK replies to all application enquiries in a timely manner, often on the same day. Inspection findings confirm this view.

Course information is set out clearly on the website. The programme descriptions clearly outline the entry requirements for the two courses, including the English language requirement. Learners' files show that enrolment requirements, including qualifications, are checked and recorded.

Learners are made aware of the system requirements and the level of digital literacy required before enrolment. LCH UK uses a very easy-to-use streaming system that only requires learners to click a hyperlink. There are no downloads to make or adjustments to make.

LCH UK discusses the needs of learners at enrolment. This gives learners an opportunity to disclose any additional requirements so that reasonable adjustments can be made.

Fair and transparent contractual terms and conditions, including refund arrangements and a cooling-off period, are included on the website.

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.	☒ Yes	☐ No	
14.2	The provider supports and encourages peer interaction through a variety of channels, including social media and virtual learning environment platforms.	☒ Yes	☐ 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.	☒ Yes	☐ No	
14.4	Learners have access to a fair, written complaints procedure, of which they are informed at the start of the programme.	☒ Yes	☐ No	
14.5	Learners are advised of BAC's complaints procedure.	☐ Yes	☐ No	☒ NA
14.6	Effective safeguarding arrangements are in place for learners under the age of 18 and vulnerable adults, which are regularly reviewed.	☐ Yes	☐ No	☒ NA
14.7	A suitable policy and effective arrangements are in place to protect learners from the risks associated with radicalisation and extremism.	☒ Yes	☐ No	

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

Comments

Tutors and learners confirm that every lesson has a Board member present who is able to provide support regarding general and technical matters. Enquiries are handled promptly and sympathetically. As a result, lessons run smoothly. In addition, learners viewing the recorded lessons have access to e-mail support.

LCH UK encourages peer interaction through a variety of channels. It puts on outreach activities such as physical workshops, webinars and study tours. It also has a range of social media accounts with over six thousand followers though it posts irregularly and the posts are generally limited to announcements from the college. Learners would like access to more opportunities for peer interaction so they can share their experiences.

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. Tutors and learners confirm that a member of the Board who is capable of dealing with any online risks to learners is present for every lesson. Social media accounts are also monitored.

The written complaints procedure is readily available on the Provider's website. Learners are able to access the procedure prior to enrolment. It outlines who can file a complaint, the types of complaints covered by the policy, how to file a complaint, the investigation process, the possible outcomes. It includes an appeals process, a commitment to confidentiality and prohibits retaliation. Consequently, learners are protected by a fair complaints procedure. LCH UK is not yet accredited by BAC and, therefore, does not yet have access to BAC's complaints procedure.

All learners are over the age of 18.

A discussion with a Board member and review of documentation and policies show that all members of the Board have had appropriate training in the prevention of radicalisation and extremism. A suitable risk assessment has been carried out, and an appropriate policy is in place.

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.	☒ Yes	☐ No	
15.2	Programme materials are designed for a specific and clearly stated level of study and include appropriate support material.	☒ Yes	☐ No	☐ NA
15.3	Programme materials are appropriately presented and sufficiently comprehensive to enable learners to achieve the programme objectives.	☒ Yes	☐ No	
15.4	Programme materials are regularly reviewed and revised to ensure that they are accurate and reflect current knowledge and practice.	☒ Yes	☐ 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.	☒ Yes ☐ No

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

Comments

Lesson observations, learner feedback and discussions with tutors show that teaching and learning resources are appropriate and effective. Lesson observations show that learning resources, especially the presentations, are well focused on achieving lesson learning aims. Learners commented favourably on the use of case studies and would like to see more of them. The inspector agrees that the case studies put the learning into a professional context. Tutors and the inspector commend the quantity and the overall quality of the resources.

A review of programme materials demonstrates that they are designed specifically for the current course and include appropriate additional materials. Materials are specifically designed for each individual part of the curriculum. Usually, this means a series of presentations, developed in-house followed by exercises to consolidate or assess the new learning. The materials are designed by members of the vetting team according to their area of expertise. Accordingly, learners benefit from well-designed, appropriately focused programme materials.

Lesson observations, learner feedback, tutor feedback and evidence about the high success rates at LCH UK show that course materials are well presented and sufficiently comprehensive to ensure that learners achieve the learning objectives.

Tutors confirm that teaching materials are regularly reviewed after each lesson and at an end-of-course meeting. In this way, learners benefit from programme materials that are frequently revised to ensure that they remain accurate and reflect contemporary practice.

Learners confirm that they are given advice during the induction on how to use the learning materials and how to study effectively online.

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

LCH UK uses well-established IT systems to ensure accessibility and ease of use, including for streaming and social media. This optimises the interaction between LCH UK and learners.

A Board member checks that the streaming link, the materials and the resources are accessible before every lesson, and that archived lessons are also easily accessible.

LCH UK's organisational chart shows that the Provider employs an IT and cybersecurity specialist for technical support. In addition, documentation shows that LCH UK subscribes to premium services for its platforms, which include appropriate IT support. Consequently, learners and tutors benefit from systems that are kept operative at all times.

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

LCH UK's Board has the knowledge, experience, commitment and vision to support and develop the provision very effectively.
Programmes are regularly reviewed to reflect current knowledge and practice in homeopathy so that learners are very well prepared for contemporary practice in the field.

Actions required	Priority H/M/L
3.3 LCH UK must develop a robust tutor recruitment system that includes a face-to-face interview using a suitable online communication platform.	☐ High ☒ Medium ☐ Low
5.6 LCH UK must compile reports at least annually that include the results of the Provider's performance reviews, an analysis of relevant data to track improvements and make comparisons and action plans.	☐ High ☒ Medium ☐ Low
5.7 LCH UK must develop, implement and regularly review action plans for improvement.	☐ High ☒ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

The tutors have excellent expertise in their respective fields, which they use to good effect in their teaching.
Lessons are meticulously planned, well-resourced and delivered with professional competence.
The presence of interpreters during lessons significantly improves the level of support, leading to very high success rates for all learners.
Through regular assessments, learners are made fully aware of their areas of competence and areas that require further development to aid their progress through the course.

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

LEARNER SUPPORT

Provider's strengths

LCH UK provides potential learners with sufficient information to decide whether the programmes are likely to meet their needs and expectations.

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that LCH UK ensures the full functionality of all links on its website.

It is recommended that LCH UK provides more opportunities for one-to-one interaction between learners.

LCH UK should include additional case studies in the course content.

COMPLIANCE WITH STATUTORY REQUIREMENTS

THE INSPECTION WAS CARRIED OUT BY:

John Rooney	Lead Inspector