

Section 1: Centre Details and Our Contact Details

Centre Details	
Centre Number:	003944
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Product Number:	GROUP
Product Name:	Customised Qualifications
Actual Visit Date:	1 March 2021 (Remote)
Visit Duration:	1.0 day
Session:	2020/2021
DCS:	Maintained

Our Contact Details	
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Product Number	Product Name	Batches
CQ10945	Diploma in Cognitive-Behavioural Hypnotherapy	805531433 (41)

Section 2: Previous Action Plan

Has the centre carried out the actions agreed with the External Quality Assurer regarding:

	Fully actioned	Some action outstanding	No action taken	No action required
Management Systems and Administrative Arrangements				✓
Resources (Physical and Staff)				✓
Assessment				✓
Internal Quality Assurance				✓

Feedback to centre

The last review was completed by EQA Mir Treacy on 2nd March 2021 where there were found to be no actions or recommendations.

Section 3: Management Systems and Administrative Arrangements

For information: Sections 3-6 are to be graded using the 6-point scale described below. The statements identify the systems/evidence centres have in place for the delivery, assessment and internal quality assurance of this product. Any actions identified will be highlighted in Section 9 of the report.

1 = Excellent (no action required)

2 = Meets requirements (recommendation identified)

3 = Discrepancies within tolerance (action required)

4 = Requirements Not Met (significant action required)

5 = Unsatisfactory (immediate action required)

6 = Not Applicable

		1	2	3	4	5	6
3.1	The centre's aims, policies and procedures in relation to the product are supported by senior management and understood by the assessment team	✓					
3.2	There are procedures in place to ensure effective communication systems between all levels of staff and in all directions (including satellites, placements and staff who work remotely)	✓					
3.3	Staff responsibilities, authorities and accountabilities of the assessment and internal quality assurance team across all assessment sites are clearly defined, allocated and understood	✓					
3.4	Time is allocated for regular team meetings for all staff involved in the teaching, assessment and internal quality assurance of the product	✓					
3.5	A staff induction and development process is in place for the assessment and internal quality assurance team	✓					
3.6	There are documented policies including but not limited to appeals, complaints, health and safety, safeguarding, malpractice and plagiarism, conflicts of interest and diversity and equality		✓				
3.7	The centre meets the proposed GLH within the specification (where appropriate)						✓
3.8	There are appropriate staff, resources and systems necessary to support the accumulation and transfer of credits, the recording of exemptions and recognition of prior learning		✓				
3.9	Learner personal data is collected and held in accordance with the Data Protection Legislation	✓					
3.10	Marketing and advertising of the product(s) is clear, accurate and not misleading and, where applicable, complies with our guidelines	✓					
3.11	The centre has a robust registration and certification process in place and registers learners in a timely fashion to allow for external quality assurance to take place	✓					
3.12	Learner claims for certification are correct and claims are valid	✓					
3.13	Where product(s) have been written and developed by the centre, there is a robust process in place to ensure the content is fit for purpose	✓					
3.14	Learner records and details of achievements are accurate, kept up to date and securely stored in line with our requirements and will be made available for external quality assurance visits and auditing	✓					
3.15	There is a process in place for withdrawing product and learners from us	✓					
3.16	The centre's achievements will be evaluated and reviewed and used to inform future product developmental activity	✓					

3.17	Feedback will be used to evaluate the quality and effectiveness of product provision against the centre's stated aims and policies, leading to continuous improvement	✓					
3.18	Requests are complied with from us or the regulator for access to premises, records, information, learners and staff for the purpose of external quality assurance or other monitoring activities	✓					

Observations and feedback regarding management systems and administrative arrangements

The UK College of Hypnosis and Hypnotherapy is a hypnotherapy training provider specialising in modern evidence-based, cognitive-behavioural theory and practice. It a division of MindEase Limited. 'The main training programme we offer is renowned within the profession, has a reputation for its non-nonsense scientific approach, is accredited by no less than eight professional organisations and equips you to be a practising hypnotherapist within a short space of time.' (The UK College of Hypnosis and Hypnotherapy website: accessed 1st March 2021)

The website is extremely informative, detailing the journey of the centre from conception to its practice today. It clearly markets the range of qualifications they offer and accredits the qualification with NCFE appropriately complying with our guidelines and requirements.

The centre also provided examples of their adverts from BPS, the magazine for psychologists. They discussed how their reputation is well known and that business is often recommended via word of mouth. The centre discussed their dislike for social media advertising preferring prospective learners to proactively research their interest in order to make an informed decision.

I was able to speak with Mark Davis, (MD) the College Principal and several members of the team, including Shelley Cushway (SC), Marion Bailey (MB), Fabienne Davies (FD) and Jacqui Hicks (JH) who were able to discuss knowledgeably and enthusiastically their position as a market leader in Hypnotherapy.

The team agreed that the Pandemic had in many ways had a positive effect on the business as people took the opportunity to explore new qualifications and changes of career.

They discussed how they had developed synchronous and Asynchronous learning methods which are designed to be flexible and adaptive according to the needs of the learner. The centre have developed methods of delivery which include self directed online resources with 1:1 tutor support, live webcasts which take place on set dates for a more group learning based approach and also self led learning for those already certified. There is also opportunity to mix formats for a more blended approach.

Prior to the pandemic there had also been live classroom led sessions at course venues in London.

Communication had continued across the team through the use of zoom. Due to the nature of the business and location of the tutors and assessors this had always been the preferred method of communication prior to the pandemic. The team meet every Monday and are also in contact throughout the week using phone, text and zoom.

MD discussed how the team has grown organically and now has six employees. He says that many of the tutors/assessors are invited to join the team following their completion of the qualification. Throughout the delivery they are aware of learners that show an aptitude for hypnotherapy and demonstrate their ability to nurture, care and coach through their practical assessments.

The centre have robust coaching guidelines and follow a strict protocol when onboarding new tutors/assessors which includes work shadowing. Eight sessions will be recorded and debrief talks will evaluate their skills and areas for development. There are comprehensive support documents which include assessment and case study guidance, supervision training and directives for online learning formats. The CVs for all staff recruited since the last review have been provided.

The centre provided the manuals that support the online learning. These are incredibly robust and would clearly be a resource that could be used as a reference guide for any new practitioner.

The centre also confirmed that learners that show appropriate RPL can have this mapped to appropriate criteria. This is validated by SC and further verified by IQA Simon Clarke. This is not a documented process and I would recommend this is included as a policy going forward. (3.8)

The centre confirmed that all personal data relating to staff and learners is stored safely on ZOHO, an online storage system

which is password protected. The centre also use CRM for tracking of learner data.

Learner registrations, withdrawals and certification are completed by SC. Learners complete an onboarding set of questions which they are required to successfully complete before full registration takes place. Learners who do not complete this or do not show required competency are not registered and are fully refunded.

Learner evidence is stored securely online and was made available for today's review.

It should be noted that the centre were given a very short timeframe to prepare for today's review despite having requested a date for sometime. The provision by NCFE should ensure that a reasonable time is allocated for both the centre and EQA to prepare for a full annual review.

The centre capture informal feedback through the online sessions as well as more formal feedback from end of course evaluations. I was able to see several examples of feedback which was honest and constructive. I was also able to speak to two learners who verbally extolled the virtues of the course. MD confirmed that all feedback was welcomed as this enabled the delivery and content to be developed and continuously improved. 'I can see that feedback is considered and acted upon. This makes us students feel cared for. Thank you' (taken from learner evaluation: accessed 1st March 2021)

The centre were able to provide their policies which include:

Student Support and Wellbeing - Confidentiality

Student Support and Wellbeing service Cause for Concern - Safeguarding

The centre have a range of policies that cover the Admissions process which include Equal Opportunities, Disability and Additional Support, Student Satisfaction Policy and Complaints Procedure, Assessment Policy and Student Misconduct that includes actions taken should plagiarism have taken place, Data Protection, Health and Safety and Quality Assurance.

We were able to discuss the Appeals process. The centre confirmed that in such situations the work subject to the appeal will be blind marked to ensure a fair judgement had been made, learners are also given the opportunity to resubmit their work. It would be good practice to outline this in the assessment policy in order to ensure the process is clear and transparent. (3.6)

The centre also discussed their approach to Conflicts of Interest and the use of Intellectual property. Again it would be best practice to ensure this is documented. There are NCFE exemplar policies which can be utilised. (3.6)

Please find links here:

<https://www.qualhub.co.uk/delivery-and-learner-support/forms/conflict-of-interest-declaration-for-centres/>

<https://www.qualhub.co.uk/policies-documents/support-guides/>

Section 4: Resources (Physical and Staff)

		1	2	3	4	5	6
4.1	The product is adequately staffed	✓					
4.2	Assessors are occupationally competent and knowledgeable	✓					
4.3	Internal Quality Assurers are occupationally competent and knowledgeable	✓					
4.4	There is appropriate Continued Professional Development (CPD) provision for staff involved in the delivery of the product	✓					
4.5	Equipment and accommodation used for the purposes of assessment comply with the requirements of relevant business legislation and product requirements						✓

Observations and feedback regarding resources

The centre were able to discuss how the company had grown since its inception and how recruitment of new tutors and assessors is often provided via qualified learners who show the required skills and empathy to develop their own practice. Successful home grown therapists often then become tutors and assessors.

The CVs of five assessors/tutors recruited since the last review were provided today. Amongst their qualifications and experience were:

Anxiety UK approved therapist.

Member of ACBS

Professional Member of the Centre for Mindful Eating

Diploma in Cognitive Behavioural Hypnotherapy

Level 4 Advanced Diploma in Personal Training: Specialism in obesity, diabetes and weight loss

Level 4 Diploma in Cognitive-behavioural hypnotherapy (Dip.CBH), UK College of Hypnosis and Hypnotherapy

Diploma in Stress management and Resilience Building (Dip.SMRB), UK College of Hypnosis and Hypnotherapy

Member of the Royal Society of Biology (MRSB)

MSc Integrated Environmental Studies

BSc (Hons) Biological Sciences

Dip CBH

Registered General Nurse with post grad Medical Imaging Dip

Mental Health First Aid

CBH

SMRB

Professional Registration:

Nursing & Midwifery Council

British Society of Gastroenterology

British Society of Interventional Radiology

British Society of Academic Hypnosis

General Hypnotherapy Council

Complementary & Natural Healthcare Council

Many of the assessors have their own registered businesses and detailed of their related websites could be viewed today.

Section 5: Assessment

Assessors: Anne Duggan, Miriam Fakhri, Shelley Cushway, Theresa Brockway

		1	2	3	4	5	6
5.1	The assessment is mostly: 1 = at the main site, 2 = at a satellite centre, 3 = in the workplace, 4 = via distance learning, 5 = blended learning					✓	
5.2	Assessors have full, up-to-date documentation	✓					
5.3	There is a planned programme of delivery and assessment methods available for the product which meets our guidelines	✓					
5.4	Information, advice and guidance about centre procedures and practices are provided to learners and potential learners	✓					
5.5	Learners' development needs are matched against the requirements of the product and an agreed individual assessment plan established	✓					
5.6	Learners have regular opportunities to review their progress and goals and to revise their assessment plan accordingly to meet their chosen product	✓					
5.7	Any achievement for Recognised Prior Learning (RPL) has been recognised, recorded and checked for appropriateness (where applicable)	✓					
5.8	Assessment methods used are valid and reliable and allow access to assessment for learners	✓					
5.9	Assessment including any grading decisions have been applied in accordance with national standards as outlined in the specification	✓					
5.10	Learners receive regular verbal and written feedback after assessment	✓					
5.11	Each unit of assessed evidence is named, signed and dated by the Assessor and learner	✓					
5.12	Assessment records show accurate assessment tracking, progress and achievement	✓					
5.13	Adequate procedures exist to ensure secure and safe storage of current and completed learner assessment records and examination materials	✓					
5.14	There are suitable arrangements to administer exams to ensure compliance with our external assessment regulations						✓

Observations and feedback regarding assessment

The centre have developed methods of delivery which include self directed online resources with 1:1 tutor support, live webcasts which take place on set dates for a more group learning based approach and also self led learning for those already certified. There is also opportunity to mix formats for a more blended approach.

The learning manuals are extensive and provide and serve as a reference resource for the newly qualified practitioner as they continue to grow in competency. MD explained how it would be impossible to have mastery of the 35 techniques of hypnotherapy that is covered by the course therefore the learning material serve to support the ongoing competency of the practitioner as they hone their skills.

The delivery includes 21 days of intensive learning which can be booked consecutively or spread out depending on the timeframe that suits the learner best.

The centre also confirmed that learners that show appropriate RPL can have this mapped to appropriate criteria. This is validated by SC and further verified by IQA Simon Clarke. This is not a documented process and I would recommend this is included as a policy going forward. (5.7)

Learners complete a registration document which explores the learners background and reasons for undertaking the course. The full registration includes a background check to ensure suitability for the course. The learners are not registered until the first unit is completed to ensure the learner is sufficiently competent to complete the full qualification. Anyone found to be unsuitable is withdrawn from the course and provided with a full refund.

A full student handbook has been provided today which outlines the content and expectations for the learner.

MD discussed how learners can come from a rich and diverse background with differing educational backgrounds. It is recognised during the assessment procedures those that require additional support that would enable them to achieve the qualification and become effective practitioners. This can be provided by 1:1 support on an individual basis.

Clear feedback can be seen annotated on each piece of learner work that provides both developmental and motivational feedback. Learner evidence is marked from 0-10 and resubmissions are requested as appropriate. The assessment process is rigorous, it can be further seen that it is cross marked to ensure a full and just assessment process is followed.

There is further evidence of four independent markers marking the same piece of work for moderation. This has been verified by the IQA.

Assessment criteria includes 26 robust and rigorous written responses as well as case studies. It is good to see there are higher level command verbs used throughout the assessment criteria, Learners also cite references accurately and provide bibliographies which is good practice. Eight 'live' case studies are recorded and then discussed in debrief sessions with the learner's allocated supervisor. This will ensure that learners are sufficiently competent to undertake their own clients in a qualified professional capacity.

All learners evidence is signed and dated by the learner. Commentary from the assessor is annotated with their initials and date. Assessor commentary is both motivational and developmental with clear indication of grading decisions.

'8/10 Pass. A good evaluation of many of the factors that both contribute and undermine rapport and the working alliance, you show a fantastic awareness and sensitivity to how you can best cultivate this very important relationship with your client. Research shows how important the working alliance is to positive outcomes in therapy in general and it could be presumed that in hypnotherapy this relationship is even more relevant, as trust in the therapist may well improve responsiveness to suggestions. Your emphasis on transparency, communication and feedback should help make sure that any ruptures are handled quickly and effectively. Remember that in the case of a rupture, reflections with your supervisor should also be helpful in getting clarification. TB 8/2/21'

All assessment decisions are recorded on a tracking document which clearly tracks the learner achievements to date and records dates of certification.

Learner evidence is stored online with password protection. We discussed the lack of security of using email for submission of evidence and the transmission of learner data. This should be uploaded via a secure link to prevent any possible data breaches.

There are no requirements for exams therefore a JCQ report is not applicable.

Section 6: Internal Quality Assurance

Internal Quality Assurer:	Simon Clarke
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		1	2	3	4	5	6
6.1	The Internal Quality Assurers are mostly: 1 = based at the main site, 2 = based at a satellite centre, 3 = freelance/home based.			✓			
6.2	An appropriate IQA strategy and sampling plan is in place which is reviewed regularly and corrective measures implemented		✓				
6.3	Suitable arrangements are in place to ensure adequate liaison, consistency and standardisation takes place across all sites including any satellite centres	✓					
6.4	Allocation of Assessor responsibilities are clear and meet the needs of learners and Assessors	✓					
6.5	Assessors have been provided with accurate advice and support to enable them to identify and meet their training and development needs	✓					
6.6	Assessors have been assisted with arrangements for learners with special assessment requirements (where applicable)						✓
6.7	Assessors have been assisted in resolving disputes and appeals (where applicable)						✓
6.8	Assessors are provided with clear and constructive feedback on the use of different types of assessment methods, judgement of evidence and assessment decisions	✓					
6.9	Assessment is internally quality assured, and each unit of internally quality assured evidence is named, signed and dated by the Internal Quality Assurer	✓					
6.10	Sample dates are consistent with dates in the IQA sampling plans		✓				
6.11	Up to date records of internal quality assurance and feedback to Assessors have been maintained	✓					
6.12	Adequate time has been allocated to carry out internal quality assurance duties	✓					

Observations and feedback regarding internal quality assurance

The IQA of the learner evidence is completed by Simon Clarke (SC).

The sample of learners reviewed today could all be seen to be included on a summative IQA document. The detail of the evidence reviewed for each learner can be seen. The IQA has also reviewed blind moderation of learner work which adds credence to the overall procedure.

I was unable to find a clear IQA strategy sampling plan which would be good practice to develop. This would ensure an appropriate IQA sample per assessor RAG rated according to competence and length of service. I would recommend that this is developed. (6.2, 6.10)

Further support documents can be found here:

<https://www.qualhub.co.uk/member-area/cache-member-area/centre-management-assessment-and-quality-assurance/>

Learners are provided with additional support as required however MD reiterated that a level of competence is required in order to become a professional practitioner so although support can be provided by way of additional time and support, learners must all achieve all components of the course. A rigorous background check is carried out and learners are aware that learning

is largely self directed. Anyone not meeting the criteria or deemed unsuitable is removed from the course and provided with a full refund.

MD discussed how the qualification is offered in other countries and translation services can be organised if required.

MD discussed how learners may appeal decisions if they feel they are unfair. An independent marker will remark the work if necessary and learners are able to provide resubmissions if the original work is considered to be insufficient. Although there had been no incidences of appeals I would recommend recording this process as a policy that is clear and transparent to ensure there is clarity should there be any future requirement.

The IQA decisions are accurately recorded. Clear and considered feedback is given which is both motivational and developmental. All IQA evidence is signed and dated.

'Summation: It was very pleasing to see that the very high standards of assessing have been maintained with the number of new markers. Congratulations are due to all involved, at all stages, in achieving this.

Further, it was very encouraging, in these times, to note from both student answers and assessors' comments, a growing awareness of the importance of issues concerning diversity in therapeutic practice.'

Section 7: Learners Sampled

Batch No.	Product	Session	Status	Learner	Assessor	IQA	Units sampled	Expected Completion Year
805531433	CQ10945 - Diploma in Cognitive-Behavioural Hypnotherapy	2020/2021	Final	MARK AUSTIN	Anne Duggan	Simon Clarke	QS1-3	N/A
805531433	CQ10945 - Diploma in Cognitive-Behavioural Hypnotherapy	2020/2021	Final	FRANCESCO CARCO	Anne Duggan	Simon Clarke	RQS2-3	N/A
805531433	CQ10945 - Diploma in Cognitive-Behavioural Hypnotherapy	2020/2021	Final	ANNELEEN DE CLERCQ	Shelley Cushway	Simon Clarke	QS1/QS23	N/A
805531433	CQ10945 - Diploma in Cognitive-Behavioural Hypnotherapy	2020/2021	Final	CAMERON MCTAVISH	Shelley Cushway	Simon Clarke	QS1/QS23	N/A
805531433	CQ10945 - Diploma in Cognitive-Behavioural Hypnotherapy	2020/2021	Final	MAGDALENA PENPICKA	Theresa Brockway	Simon Clarke	QS1,2,3	N/A
805531433	CQ10945 - Diploma in Cognitive-Behavioural Hypnotherapy	2020/2021	Final	LORRAINE WALKER	Theresa Brockway	Simon Clarke	RQS1-24 /RQS2-3	N/A

Reliability of Assessment: A = Assessment is as expected and fully consistent: No remedial action required by Centre

Section 8: Learner Feedback

Product Number and Name: Level 4 Diploma in Cognitive Behavioural Hypnotherapy

How many learners have been spoken to as a part of the visit? 2

Purpose – Has the product achieved its purpose for all learners interviewed?

I have set up a hypnotherapy practice and wanted to be fully trained and qualified with a recognised, respected and evidence based educator.

I now practice as a Cognitive Behavioural Hypnotherapist and conduct stress management corporate workshops , the courses have also led me to apply to start a Masters degree (MSc) in Psychology in April 2021.

The course content of both courses is evidence based ,thorough and includes both theoretical and practical elements which provide the essential building blocks for building a practice.

Content – What did the learners interviewed think about the content of the product?

In truth, all of it was enjoyable. Fascinating learning more deeply about hypnosis itself. The cognitive behavioural strands I already had some previous knowledge of due to my previous employment as a senior leader in secondary school.

Challenging 0 the sheer depth of the learning – a lot to take in – which forced me to do extra reading, re-reading of the extensive materials provided, and extra practice of the skills in the online Zoom platforms provided by the college.

I enjoyed all aspects of the course. An excellent balance of theory and practice.

The course whets your appetite to learn more and develop your skillset , hence I completed the Dip SMRB after the Dip CBH.

The assessment questions are appropriately challenging , as they should be to equip students to practice as therapists

Support – Did all learners interviewed receive a reasonable and appropriate level of support?

Support was always available if I had any questions that I needed clarifying. But to be honest, I had very very few.

Support mechanisms are excellent , a supervisor was allocated early on and I was able to discuss the practical elements of the modules with her, and develop a relationship of trust and support. Feedback given was detailed ,constructive and positive.

Validity of Assessment – Were the learners able to provide evidence of knowledge and understanding to justify the outcome of assessments?

was a senior pastoral leader (Assistant Principal and worked at Deputy level in a different capacity across a Trust until last year. I have trained others, mentored others (and lead others including Principals and CEOs), experienced training from a wide variety of internal and external sources and I can honestly say that the level of training was fantastic.

Highly knowledgeable, approachable and very perceptive teachers who put us all completely at ease and were able to answer any questions with depth. The learning materials are first class and way beyond what I was expecting to be honest, I will using them for years to come and still refer to them in my professional practice!!!!

The evidence based approach, materials and further reading give legitimacy to a profession which is poorly regulated and can be see as woo-woo - which this clearly shows it isn't (the evidence base was a huge issue and why I chose this course). There was a great introduction to other methodologies and approaches, the history of hypnotherapy and the most recent 'third wave' materials.

The practical element of the course was well run and essential. Practicing skills, doing rather than just reading or listening, meant that I was ready to put theory into practice and serve clients properly. They were a great learning experience, as was the opportunity to discuss our experiences and finding both in the course and outside of the course when I asked. Building up a treatment plan and knowing how to problem solve – essential and so well taught. Ethics and sphere of influence – again well

covered and you always have the sense that the client interests are at the heart of our profession.

The assessment questions are very, very thorough and demanding. I would say, if being honest, they are probably more level 5 than level 4 in their complexity and demands (actually, I would argue that the whole course is, especially when you compare it to other 'similar' courses). The case studies were fabulous, and my mentor was amazing – Emma Coffey - so knowledgeable, approachable, constructive. A great guide and someone I am still in touch with!

I am so grateful I chose this course over the myriad of others. I know that I have the knowledge and skills to practice safely and with great knowledge, and I also know that I will be learning about this for years to come – which I think is tremendously exciting.

As someone who already had degree and post graduate qualifications in another field I was extremely impressed with the structure of these courses ,the professionalism of the tutors and the constructive and supportive nature of the learning environment (live webcast) .

The Dip CBH course is constructed in a logical and fluid way, taking the learner on a confidence building journey through the theoretical and practical elements of the learning material. At each stage knowledge builds on knowledge to give the learner a sense of security that they are growing and developing as a potential practitioner of CBT Hypnotherapy.

The manuals accompanying the course are an excellent resource that I use in practice now and the copy slide decks are clear and concise, making it very easy to search for material and content.

Whether a theoretical or kinaesthetic learner the course balances the presentation of material and also encourages students to work collaboratively and collegiately in the practicals. This helps to develop an essential skill set when eventually engaging with clients.

At no point is any learner " left behind " there is always an opportunity to discuss material with the tutors in a friendly , open and supportive environment.

The courses are taught by practicing therapists and so they have a " real world" relevance.

In my view this course could easily be accredited at level 5 as it is comprehensive, has a rigorous assessment process of assessment questions and practicals and far and way exceeds the content , that I looked at , of competitors courses

Section 9: Action Plan for Centre

Management Systems and Administrative Arrangements

3.6	Recommendation:	I would recommend that you develop your assessment policy to include appeals and RPL and develop a robust Conflicts of Interest policy.
3.8	Recommendation:	As above develop a clear and transparent RPL policy.
By whom and when:		Mark Davies by next annual review on 28th February 2022.

Resources (Physical and Staff)

Action:	There are no actions required for this section
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Assessment

Action:	There are no actions required for this section
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Internal Quality Assurance

6.2	Recommendation:	I would recommend that a clear IQA strategy is included with the assessment policy which includes a sampling plan that is RAG rated dependent on assessor competency and length of service.
6.10	Recommendation:	As above.
By whom and when:		Mark Davies by next annual review on 28th February 2022.

Action plan discussed and agreed with the centre?	YES
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Section 10: External Quality Assurer/Head Office

Action For	Action Required	By when
External Quality Assurer		
Head Office	The centre would like advice as to how the qualification could be more accurately certified as a level 5 Diploma rather than a level 4 as it is currently. Please advise as soon as possible of the criteria that underpins this. The centre have been trying to secure this information for the past year.	By Head Office asap

Do you recommend continued approval for this product?	YES
Do you recommend continued approval for the centre?	YES

Section 11: Additional Information Sheet**Any additional comments regarding the visit**

Thank you for facilitating this review within such a short timeframe. I recognise that this has been through no fault of your own as you have actively been trying to organise a review since January as discussed.

I have enjoyed reviewing your qualification which is clearly well organised and expertly executed.

I was able to speak with two of your previous learners who gave extensive feedback on their experience throughout the duration of their qualification and beyond, all of which was 100% positive!

I have made a few recommendations that will ensure your processes are robust and serve to further protect your integrity. I hope that our discussions were helpful and beneficial.

I have included a note to head office to discuss the distinction between a level 4 and level 5 Diploma, hopefully someone will be in touch very soon.

We have planned the next annual review for 28th February 2022, should you need any support in the meantime please do not hesitate to get in touch.

Warm regards

Carole

Section 12: Centre Feedback

We really value centre feedback and this is a great opportunity for you to tell us what you think of the product. All feedback will inform the product evaluation and help our Product Development team ensure the product is meeting its intended purpose.

Product Number and Name:	
Do you think the product meets its intended purpose? If so, what 2 specific features did you like most about the product and if no, what prevented it from meeting its intended purpose?	N/A
Do you think the product meets the needs of you and your learner? Please explain how.	N/A
Do you agree that the number of hours we have assigned to Guided Learning and Total Qualification Time for this product are appropriate? If not, please explain your reason.	N/A
What are the typical progression routes for your learners after studying the product? Please be as specific as possible, including if the learners progress within the same subject area or different, progress to further study or employment.	N/A
What are your thoughts about the content and assessment of this product?	N/A
Do you intend to keep running this product? Please state your reasons for and against.	N/A
Is there anything we could do to make the product better? If so please give examples.	N/A