

Section 1: Centre Details and Our Contact Details

Centre Details	
Centre Number:	003944
Centre Name:	The UK College of Hypnosis & Hypnotherapy
Centre Address:	15 Greenacres HEMEL HEMPSTEAD Hertfordshire HP2 4NA
Head of Centre	
Name:	Mark Davis
Email:	mindeaseltd@gmail.com
Telephone:	07830317486
Qualification Contact	
Name:	Mark Davis
Email:	mindeaseltd@gmail.com
Telephone:	07830317486
Qualification Number:	GROUP
Qualification Name:	Customised Qualifications
Review Date:	13 February 2025 (Remote)
Review Duration:	0.5 days
Session:	2024/2025
DCS:	Maintained
Centre Risk Status	
Status:	Low
Date Awarded:	13 February 2025

Our Contact Details	
Customer Support Assistant	
Name:	Customer Support
Email:	customersupport@ncfe.org.uk
Telephone:	0191 239 8000
External Quality Assurer	
Name:	Lindsay Walker
Email:	lindsaywalker@ncfe.org.uk
Mobile:	07850644529
NCFE Contact Details	
Email:	customersupport@ncfe.org.uk
Telephone:	0191 239 8000
Website:	ncfe.org.uk

Qualification Number	Qualification Name	Batches
CQ11646	Level 4 Diploma in Cognitive Behavioural Hypnotherapy	805861974 (47)
CQ11647	Level 5 Higher Diploma in Cognitive Behavioural Hypnotherapy	805860928 (61)

Section 2: Previous Action Plan

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

	Actions complete	Actions outstanding	No action taken	No action required
Assessment				✓
Internal Quality Assurance				✓

Feedback to centre

This is the centre's first review this session with the previous review taking place on 14 February 2024 where no actions were identified.

Section 3: Assessment

Assessors: Andrea Haggerwood, Jolene Pang, Louise Coyle, Mili Sisidharan, Sue Sawyer

For information: Sections 3 and 4 are to be graded using the 5-point scale described below. The statements identify the systems/evidence centres have in place for the assessment and internal quality assurance of qualifications covered as part of this report. Any actions identified will be highlighted in Section 7 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)

N/A = Not Applicable

		1	2	3	4	5	N/A
3.1	The assessment is mostly: 1 = at the main site, 2 = at a satellite centre, 3 = in the workplace, 4 = via distance learning, 5 = via blended learning				✓		
3.2	Assessors have full and up to date information	✓					
3.3	There is a planned program of delivery in line with recommended TQT/GLH and appropriate assessment methods are in place	✓					
3.4	Any achievement of recognition of prior learning (RPL) has been recorded, and checked for appropriateness (where applicable)						✓
3.5	Assessment methods, equipment and resources used, are appropriate and are consistent with the Qualification Specification	✓					
3.6	Assessment including any grading decisions have been applied as outlined in the Qualification Specification	✓					
3.7	Learners receive regular feedback after assessment	✓					
3.8	Each unit of assessed evidence is named, authenticated, and dated by the Assessor and the learner	✓					
3.9	Assessment records show accurate tracking, progress, and achievement	✓					
3.10	Registrations and/or withdrawals have been completed in a timely fashion to allow for external quality assurance to take place	✓					

Observations and feedback regarding assessment

Th centre sampling plan was creating using the EQA sampling strategy, to support with maintaining DCS 1 learner was selected for each qualification except for the Level 5 qualification where an additional learner was selected due to a high number of registrations.

A Teams meeting took place with Mark Davis, the College Principal, Shelley Cushway, Fabienne Davis, Jacqui Hicks and Stephanie Ware who were able to add context to the review. All required evidence was uploaded via OneDrive by Stephanie Ware.

3.1 - The centre confirmed that assessment is through online delivery.

3.2 - The centre has a shared area for all assessors where they can access all materials for delivery and assessment of the qualifications. This area includes online videos, course manuals, qualification specifications and guidance documents for assessors including assessment question guidelines, case study guidance and articles and additional reading. A training guidance document for new assessors is also available.

3.3 - There is a clear programme of delivery in place which has been demonstrated through the curriculum overview document which outlines the topics for each day across the three stages of delivery, session content and planning documents, PowerPoints of delivery, learner journey documents along with the qualification specifications being provided. Further information is provided in the learner handbook and the assessment policy with assessment methods being appropriate for assessment.

3.4 - The centre has confirmed that no RPL has been recorded, the centre does have a robust policy in place should this be required. An assessment tracker has been shared where RPL is recorded and this demonstrates no RPL has been used.

3.5 - A wide range of suitable assessment methods have been used in the assessment of these qualifications, these included written Q&A, case studies, supervision reviews, client session feedback and peer reviews. Assessment methods have been completed to an excellent standard and all assessors have access to the assessment guidance to ensure a standardised approach is used. A wide range of resources are available to support the delivery and assessment of the qualifications and are consistent with the qualification specification.

3.6 - Assessment has taken place in line with the qualification specification, the evidence sampled was appropriate to the level of qualification and evidence completed to that standard. The command verbs had been achieved with learners producing some excellent well detailed evidence. Learners written evidence included reflection and researched elements. Learners case studies demonstrated that required legislation was followed with an admin document authenticating that requirements had been met along with confidentiality being maintained through out. Case studies were evaluated well with the client providing feedback to the therapist to support their ongoing development.

3.7 - Feedback to learners is monitored and tracked with a spreadsheet demonstrating an audit trail of resubmissions. The assessors provide detailed supportive and developmental feedback after assessment outlining what the learner has achieved well and areas where they could develop. It is evident that assessors of supportive of learners progress and development. The Assessment Policy outlines the procedure for resubmissions. A grade is awarded for the evidence inline with the centre marking matrix.

3.8 - As evidence is blind marked and stored within the centre's secure portal it wasn't evident who the assessor was for each of the learners sampled. This is clear within the centre's system as following the previous EQA recommendation they have implemented an initial system to support with IQA. As evidence had been downloaded from the portal and uploaded to the provided OneDrive link for today's review this wasn't clear. The centre when requested did provide the assessors for each learner. Each learner as 2 assessors for the different elements of the qualifications. The centre's system has an authentication document which learners must sign when submitting evidence to declare evidence is their own, no plagiarism or AI has been used.

3.9 - Comprehensive tracking is in place within the centre and screenshots of this has been provided, the tracking demonstrates evidence of submissions, resubmissions and completed assessments. Progress can be seen and the centre has a range of reports they can obtain with regards to progress and achievement.

3.10 - All registrations have been made in a timely manner to allow EQA activities to take place with centre confirming no withdrawals have been required. A withdrawal process is in place if required.

Section 4: Internal Quality Assurance

Internal Quality Assurers:

Louise Coyle (cross marker), Not IQA Sampled, Simon Clarke

		1	2	3	4	5	N/A
4.1	The Internal Quality Assurer(s) are mostly: 1 = based at the main site, 2 = based at a satellite centre, 3 = freelance/home based.			✓			
4.2	An appropriate internal quality assurance strategy and sampling plan is in place which is reviewed regularly	✓					
4.3	Suitable arrangements are in place to ensure effective meetings and standardisation takes place across qualifications and all sites	✓					
4.4	Allocation of Assessor responsibilities are clear and meet the needs of learners and Assessors and development is available continuously to support these responsibilities	✓					
4.5	Assessors have been assisted with arrangements for learners with special assessment requirements (where applicable)						✓
4.6	Assessors have been assisted in resolving disputes, appeals or fitness to practise concerns (where applicable)						✓
4.7	Internal quality assurance of assessment decisions have been applied as outlined in the Qualification Specification	✓					
4.8	Assessors are provided with clear and constructive feedback on the use of different types of assessment methods and assessment decisions	✓					
4.9	Assessment is internally quality assured, and each unit of internally quality assured evidence is named, authenticated, and dated by the Internal Quality Assurer(s)	✓					
4.10	Sample dates are consistent with dates in the Internal Quality Assurer(s) sampling plans	✓					

Observations and feedback regarding internal quality assurance

4.1 - The Internal Quality Assurer is freelance/homebased and continues within his role as IQA.

4.2/4.10 - The Assessment Policy outlines the IQA sampling strategy with sampling and cross marking both in place, the strategy RAG rates assessors from the IQA process and relevant support is implemented where required. Sampling takes place twice a year with all assessors marking the same paper to ensure a standardised approach is in place with marking. Any assessor who is found to be outside of the boundaries is supported and feedback is provided via the IQA reports and discussed with individual assessors.

4.3 - Effective meetings take place for the full assessing team and individually, the centre sends out video recordings of communications as well as emails. Copies of a Powerpoint communication has been shared along with a log of assessment training and meeting records which dates all communications. A tracking document records that assessors have acknowledged and understood the communication. There is written records of the IQA feedback for each assessor which is discussed individually with them and redacted feedback in terms of the marking and grading of the evidence is shared with the team.




4.4 - There is clear and robust guidance in place to support the assessment team within their roles, they have clear responsibilities to support the needs of the learner. Clear documentation is provided to them and new assessors are supported before going solo. An online forum provides ongoing support along with individual support where requested. Assessors engage in regular CPD and the CPD records have been shared demonstrating relevant occupational CPD taking place. All assessors are also still in practice.

4.5/4.6 - The centre confirmed there has been no appeals, disputes or special assessment requirements.

4.7/4.8 - The IQA provides a well detailed feedback document outlining overall feedback from the sampling, outcome from meetings with assessors, future actions and individual assessor feedback. The individual feedback is also discussed with each assessor to support their development. The IQA report sampled outlined that there was a good degree of consistency between the assessors marking/grading but there was three areas of inconsistency and these were outlined in the report with reasons for these. These were discussed with individual assessors against the model marking document and guidance documents. The future action identified that marking guidance would be updated and strengthened to support with interpretation of specific criteria.

4.9 - As blind marking is completed to support with identification for the centre initials have now been used for assessors with the list provided today. The IQA feedback is clearly named and dated for authentication and is shared via email. Verbal feedback is also provided and a tracking record of this maintained.

Section 5: Learners Sampled

Batch No.	Qualification	Session	Status	Learner	Planned End Date	Assessor	IQA	Assessment Method	Units sampled	Booking Declaration	Reliability of Assessment	Country
805861974	CQ11646 - Level 4 Diploma in Cognitive Behavioural Hypnotherapy	2024/2025	Final	BRITT LOUISE HANSON		Louise Coyle, Sue Sawyer	Simon Clarke	6, 10, 11, 12	Units 1 - 5 - Q&A, case studies, supervisi and witness testimon		A	 GB
805860928	CQ11647 - Level 5 Higher Diploma in Cognitive Behavioural Hypnotherapy	2024/2025	Final	CATHERIN BIGGART	01 Mar 2025	Andrea Haggerwo Mili Sisidharan	Louise Coyle (cross marker)	6, 9, 10, 11, 12	Units 1 - 5 - Q&A, case studies, supervisi and witness testimon		A	 GB
805860928	CQ11647 - Level 5 Higher Diploma in Cognitive Behavioural Hypnotherapy	2024/2025	Final	CLIVE WILLIAMS		Andrea Haggerwo Jolene Pang	Not IQA Sampled	6, 9, 10, 11, 12	Units 1 - 5 - Q&A, case studies, contracts supervisi and witness testimon		A	 GB

Reliability of Assessment:	<p>A = Assessment is as expected and fully consistent: No remedial activity required by Centre</p> <p>B = Discrepancies are within tolerance: Remedial activity for centre to be applied as per Section 7</p> <p>C = Discrepancies are outside the tolerance: Centre must review assessment decisions as actioned in Section 7</p> <p>D = Assessment inaccurate and/or inconsistent: Centre must carry out immediate action as per Section 7</p>
Assessment Method:	<p>1 - Observation of Assessment, 2 - Observation, 3 - Professional Discussion, 4 - Simulation, 5 - Project, 6 - Witness Statement, 7 - RPL, 8 - Assignment, 9 - Work Product, 10 - Question and Answer, 11 - Reflective Statement, 12 - Case Study, 13 - Controlled Assessment</p>

Section 6: Learner Feedback

Qualification Number and Name:	Level 4 Diploma in Cognitive Behavioural Hypnotherapy,
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How many learners have been spoken to as a part of the visit?	2
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Purpose – Has the qualification achieved its purpose for all learners interviewed?
<p>The deeper understanding of the Cognitive Behavioural aspects effectively complement my previous knowledge of hypnotherapy. The particular focus on the therapy rather than the altered state theories was particularly powerful. The greater research background available from the Cognitive Behavioural literature also further legitimises the therapeutic approach.</p> <p>The Units were key for me being able to qualify as a CBT Hypnotherapist. Each unit completed taught me a different aspect needed to understand the key aspects of Hypnotherapy.</p>

Content – What did the learners interviewed think about the content of the qualification?
<p>I found the online practical sessions particularly useful in developing my skill and confidence in different approaches. It was also really helpful to spend some time talking to other candidates. This offset some of the downsides of not being in a physical cohort.</p> <p>The most challenging part for me was at the start of Stage 2, at first it can be somewhat difficult to navigate the different theories but by about half way through that stage it became much clearer.</p> <p>The video and audio quality on some of the videos was a little poor but I like the premise of filming live sessions.</p> <p>The study part working online with Tutors and Students was the most enjoyable. The Tutors were engaging, accomplished and invested in us learning as much as possible.</p> <p>I found answering the questions for the assessments the most challenging. That is partly due to my lack of having time spent in full time education from age 15.</p>

Support – Did all learners interviewed receive a reasonable and appropriate level of support?
<p>Yes, I received written feedback on my assessment submissions and my coach Louise was really helpful during support and supervision sessions.</p> <p>I received very good feedback from my assessor allowing me to re look and redo some of the answers I hadn't done so well in. The positive points were highlighted and tips given to re study in areas where I wasn't so successful in.</p>

Validity of Assessment – Were the learners able to provide evidence of knowledge and understanding to justify the outcome of assessments?
<p>I have learned a great deal from undertaking this diploma.</p> <p>Firstly the feasibility of doing therapy online, the various exercises proved that it can be effective.</p> <p>Secondly, the underpinning CBT approaches reinforced my previous experience of hypnotherapy that patients do not need to be 'in trance' for effective therapy to take place. The hypnosis element does however provide an extra layer of reassurance for clients.</p> <p>Thirdly, the various approaches to this type of therapy although personally I prefer to discuss the technical elements of an approach rather than focusing too much on individuals who have developed the approach. My concern there is that there is a danger of feeling we need to be like the other person rather than develop our own approach.</p> <p>That having been said, I thought the course was excellent and has progressed my knowledge and understanding.</p> <p>From being a total novice and knowing nothing about CBT Hypnotherapy, the course within one year has turned me into an accomplished and capable Hypnotherapist. I loved everything about the college, the material, the tutors and how they taught me. I felt fully always supported including when I found the questions very hard. The supervision given to me was excellent as was all the practise sessions I could attend.</p>

I am so grateful I signed up for the course which has now helped me become a fully qualified CBT Hypnotherapist.

Section 7: Action Plan For Centre

Assessment

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

Action:	There are no actions required for this section
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Section 8: Action by External Quality Assurer/Head Office

Action For	Action Required	By when
External Quality Assurer		
Head Office		

Section 9: Additional Information Sheet

Any additional comments regarding the review

Many Thanks to Shelley and Stephanie for their support in this review, ensuring that documentation was uploaded to the provided OneDrive link in a timely and organised manner. Feedback was provided via MS Teams and this was attended by Mark Davis, the College Principal, Shelley Cushway, Fabienne Davis, Jacqui Hicks and Stephanie Ware.

The centre's next review has been agreed for 12 February 2026 alongside the AMR.

Fees and Pricing:

The current fees and pricing guide is available on the policies and documents page on the NCFE website.

<https://www.ncfe.org.uk/qualifications/mandatory-policies-fees/>

New Late Registration Fees 2024/2025:

<https://www.ncfe.org.uk/customer-and-learner-support/service-messages/fees-and-pricing-2024-25/>

Support handbook:

<https://www.ncfe.org.uk/media/coedrku4/support-handbook.pdf>

NCFE dedicated AI web page:

<https://www.ncfe.org.uk/qualifications/centre-assessment-support/use-of-artificial-intelligence-ai/>

NCFE's service messages area. This area is regularly updated with the latest information about our products, qualifications, processes and more. <https://www.ncfe.org.uk/customer-and-learner-support/service-messages/>

Survey - how to improve customer engagement.

You'll receive an engagement survey following your review which will be sent to your Programme Contact. Can the Programme Contact, if different from the contact facilitating today's review, please forward this survey on to them. We really appreciate you taking the time to feedback.

Section 10: Centre Feedback (optional)

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

Qualification Number and Name:	Level 4 Cognitive Behavioural Hypnotherapy Diploma, Level 5 Cognitive Behavioural Hypnotherapy Diploma.
Do you think the qualification meets its intended purpose? If so, what 2 specific features did you like most about the qualification and if no, what prevented it from meeting its intended purpose?	
Yes, We are referring to our qualification which is a customised qualification: Level 4 Cognitive Behavioural Hypnotherapy Diploma and Level 5 Cognitive Behavioural Hypnotherapy Diploma.	
Do you think the qualification meets the needs of you and your learner? Please explain how.	
We have worked closely with various NCFE teams in the initial design and ongoing development of these customised qualifications to meet the needs of both us as a college and our learners.	
Do you agree that the number of hours we have assigned to Guided Learning and Total Qualification Time for this qualification are appropriate? If not, please explain your reason.	
Yes	
What are the typical progression routes for your learners after studying the qualification? Please be as specific as possible, including if the learners progress within the same subject area or different, progress to further study or employment.	
At the present time there is no higher qualification however the College has a customised level 6 in planning with NCFE. We will be reviewing this, with a view to launch this in the future.	
What are your thoughts about the content and assessment of this qualification?	
We feel it is appropriate.	
Do you intend to keep running this qualification? Please state your reasons for and against.	
Yes	
Is there anything we could do to make the qualification better? If so please give examples.	
N/A	