



## BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

### Short Course Provider (SCP) Re-accreditation Inspection

**NAME OF PROVIDER:** LCT International (formerly London Corporate Training)

**ADDRESS:** 3 Shortlands  
Hammersmith  
London  
W6 8DA

**HEAD OF PROVIDER:** Mr Nicholas Bray

**DATE OF INSPECTION:** 14–15 & 28 November 2023

**ACCREDITATION STATUS AT INSPECTION:** Accredited

**DECISION ON ACCREDITATION:**

- Re-accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation to be withdrawn

DATE: 22 February 2024

### **1. Background to the provider**

LCT International (LCT/the Provider) is a privately owned company providing training to overseas clients. Originally established as London Corporate Training in 1994, it was acquired by LCT in 2020.

LCT specialises in delivering intensive, executive training programmes for clients from a variety of sectors, including banking and finance, government bodies and ministries, telecommunications, infrastructure, and oil and gas. Courses are mostly delivered in the United Kingdom (UK), with a small number delivered in overseas locations. British Accreditation Council (BAC) accreditation only applies to the UK based provision.

LCT was established to provide management training programmes in London. Programmes are offered in person, with significant delivery for clients that are based in West Africa, the Middle East and Asia. The Provider's main markets were initially developed due to existing relationships with the oil, gas and petrochemical industries, banking and financial services, and government ministries. More recent relationships have been developed with the telecommunications and sales sectors.

LCT is based in Hammersmith in West London, UK, with training rooms in a modern office complex that also houses LCT's main offices. A conference centre in an adjacent hotel is also used for course delivery. LCT's mission is to empower individuals and organisations to achieve their full potential through transformative and impactful corporate training solutions.

LCT is owned by the Managing Director (MD) and their partner. The MD is supported by the Director of Operations and the Head of Sales, along with a team of regional sales and management staff.

Since the previous inspection, there has been a growth in the number of courses being offered. New courses are being developed in digital marketing, compliance and sustainability.

### **2. Brief description of the current provision**

LCT offers short courses ranging from three days to three weeks in duration for middle and senior managers. Courses are offered in management and leadership, banking and finance, human resources, law, operations management, public relations and media, oil and gas, and sales and marketing.

Most courses are delivered in person in small groups, with a very small minority being delivered online in response to client preference. Courses are tailored to meet the specific needs of individual participants and their employers.

At the time of the inspection, 14 participants were enrolled on five courses being delivered in Hammersmith, with the largest groups attending the law and the banking and financial management courses. Most of the participants were male. They came from Saudi Arabia, Botswana, Ghana, Sierra Leone, Nigeria and Turkey. No participants are aged under 18 years.

A schedule of programmes is offered throughout the year, and participants are enrolled on a continuous basis. There are no specific academic entry requirements other than at least an intermediate level of English language proficiency.

### **3. Inspection process**

The inspection was undertaken by a single inspector over three days. One day was spent on site and two days online. Meetings were held with senior managers, trainers, participants, and support and administrative staff. Various in-person sessions and an online teaching session were observed, and administrative records and systems

were scrutinised. A wide range of documentation was scrutinised before and during the inspection. The Provider engaged very positively throughout the inspection.

#### 4. Inspection history

<b>Inspection type</b>	<b>Date</b>
Full Accreditation	13–14 May 2009
Interim	18 June 2010
Re-accreditation	20–21 & 26–27 June 2013
Interim	29 July 2015
Re-accreditation	25–26 May 2017
Interim	3 July 2019

## 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 organisation.

### INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

#### 1. The provider is effectively managed

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

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

LTC's management structure is clearly set out in an organisational chart and on the website, so the information is accessible to all stakeholders. The MD and senior managers are well qualified and suitably experienced for their roles. Clear job descriptions ensure that the members of the management team fully understand their duties and responsibilities, which they carry out effectively.

Clear channels of communication are in place, including regular team meetings held online or in person, as appropriate. The meetings allow staff members to raise any issues requiring action or to seek additional information and guidance in meeting the needs of clients and participants. Regular keep-in-touch meetings are held with trainers to share information and to ensure that trainers are regularly updated.

LCT's mission statement is available on the Provider's website and clearly sets out its mission and goals for all stakeholders, including employers, participants and staff. The mission and goals are kept under review by senior managers to ensure that these remain appropriate and fit for purpose.

The Provider has a written risk management policy and risk management strategy that include aspects of financial planning, strategic targets and risks. The policy is kept under review by the MD and other senior managers. This ensures that appropriate risk mitigation strategies are in place.

#### 2. The administration of the provider is effective

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

2.5	Data collection and collation systems are effective in supporting the administration of the provider.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.6	Participants' and trainers' personal records are sufficiently detailed and regularly updated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.7	The provider has a robust security system, with policies in place for protecting the data of its participants and trainers.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

The size of the administration team is sufficient to ensure the effective day-to-day running of the organisation. All administrators are suitably experienced and qualified and are effective in carrying out their duties to ensure the effective running of the Provider.

The administrative support that is available is clearly set out in the staff handbook and in the trainers' manual. New staff and trainers are provided with handbooks as part of their induction, and key introductions are made so that new staff understand the administrative support that is available. The induction of new staff includes reference to key policies and procedures, including quality monitoring and reporting and participant engagement and support.

Administrative policies, systems and procedures are monitored on an ongoing basis by the MD and the Director of Operations to ensure that appropriate updates are made. All policies are stored on a shared drive and are accessible to all staff as required, to ensure a common understanding of policy and procedures.

Data collection and collation systems are managed efficiently, with all records stored electronically and accessible to appropriate staff. All participant and trainer records, which are updated at least annually, are overseen by the Administration Manager and the Operations Manager to ensure that the records include appropriate detail, are current, and include individual participant goals and any support needs.

An appropriate information security policy sets out the security procedures, and all staff have a clear understanding of data protection requirements. As a result, data is effectively and securely managed to meet the needs of the Provider and the participants.

**3. The provider recruits 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, the development of a signed performance service level agreement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.2	Experience and qualifications are appropriately checked and verified before recruitment, and records are accurately maintained.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.3	The recruitment process for trainers working remotely includes a face-to-face online interview.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
3.4	There is an effective system for regularly reviewing the performance of all staff, which, for trainers, includes regular, scheduled course delivery observations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.5	Managerial and administrative staff are appropriately supported in their continuing professional development.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

A clear and appropriate staff recruitment policy sets out the procedures for the recruitment of suitably qualified and experienced staff, including trainers. Trainers work on a self-employed basis and sign a service level agreement that sets out the expectations of their role.

Permanent staff and trainers provide details of their previous experience and, in the case of trainers, their previous and current sector experience and qualifications. References are sought and verified, and interviews are conducted prior to any offers of employment being made to ensure that appropriate background information is accurate and that individuals will be able to fulfil their role based on their existing expertise.

No trainers are employed to work remotely for LCT.

All staff on permanent contracts have regular performance reviews and appraisals with their line managers. The Director of Operations and the Operations Manager ensure that all trainers are regularly observed and receive appropriate feedback to help improve their teaching. Two new senior trainers have been recruited to review the outcomes of teaching observations and to facilitate the sharing of identified good practices and to organise trainers events to support pedagogy strategies, which will enhance the participants' learning experience.

Any Continuing Professional Development (CPD) needs identified through appraisals or as part of ongoing performance monitoring are discussed with line managers, and support is provided as appropriate, including access to additional training or to gain additional qualifications. The regular monitoring and review of staff and trainer performance support the effective management and delivery of LCT's programmes.

**4. Publicity materials, both printed and online, provide a comprehensive, up-to-date and accurate description of the provider and its courses**

- |     |  |   |                             |
|-----|--|---|-----------------------------|
| 4.1 | Text and images provide an accurate depiction of the provider's location, premises, facilities and the range and nature of resources and services offered. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.2 | Information on the courses available is comprehensive, accurate and up to date.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.3 | The provider's key policies are accessible through the website.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

**This standard is judged to be:**

Met    Partially Met    Not Met

**Comments**

The LCT website provides clear information about LCT's location and the courses it offers, including information about the Provider's location. A downloadable brochure includes a course schedule and course descriptors that are specific to each course. These provide clear information for employers and prospective participants.

All information is regularly updated to ensure its accuracy. Updates to the website are also made, based on feedback received from participants, to ensure that the information available is as clear, appropriate and as helpful as possible. However, while clear images of London are included, there are few images of LCT's location in Hammersmith that would enhance the information provided to prospective participants.

Key policies are available on the LCT website, including the LCT privacy policy and the terms and conditions. These are accessible to all stakeholders.

**5. The provider takes reasonable care to recruit and register suitable participants for its courses**

- |     |   |   |  |
|-----|---|---|--|
| 5.1 | The provider ensures that the specific courses on which participants are registered are likely to meet the participants' expectations and needs.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No  |
| 5.2 | Entry requirements for each course, including those relating to language ability, where applicable, are set at an appropriate level and clearly stated in the course descriptions read by prospective participants. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA            |
| 5.3 | A formal application and selection process ensures that participants meet the entry requirements.   | <input type="checkbox"/> Yes            | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |

5.4	Applicants are provided with sufficient information to enable them to make a judgement on the suitability of the courses and their delivery methods and can discuss any concerns before registration.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.5	The provider replies to all application enquiries in line with its appropriate target response times, and all stakeholders are briefed properly on the nature and requirements of its programmes.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.6	Overseas recruitment agents are properly selected, briefed, monitored and evaluated.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
5.7	The provider has effective systems to identify participants who have special educational needs and/or disabilities requiring additional learning support or other assistance.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

### Comments

Before commencing any course, all participants are asked to complete a course registration form, which includes questions about their goals, expectations and any individual needs. This information is shared with trainers, who are then able to tailor courses to meet individual participants' expectations, as appropriate.

There are no formal academic entry requirements for any of the courses offered by LCT. However, participants and their employers who sponsor them are advised that they will need a minimum of intermediate-level English language proficiency to benefit from any of the courses.

There is no formal application or selection process for courses. However, should a participant have poor English language proficiency, where possible, additional help with translation will be provided.

The course information available on the website and in the LCT brochure provides participants with clear information about individual course content, course duration and delivery methods so that informed choices can be made by potential participants. Should a participant have any questions or require further information, LCT's contact details are available on the website. All enquiries are very promptly responded to, normally within 24 hours.

LCT does not use recruitment agents to promote or to recruit to its courses.

Participants are asked on the course registration form to inform LCT of any learning disability or support needs they may have. The Provider will then ensure that the appropriate support is put in place so that full access to the course is assured.

### 6. There is an appropriate policy on participant attendance and punctuality and effective procedures and systems to enforce it

6.1	There is a clear policy on participant attendance and punctuality, which is communicated to all participants and other stakeholders.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.2	Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and regularly reviewed.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
6.3	Participant absences are followed up promptly, and appropriate action is taken.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

**This standard is judged to be:**

Met  Partially Met  Not Met

### Comments

The attendance and punctuality requirements are clearly set out in the LCT attendance policy, which is included in the pre-course information given to participants and also confirmed during induction. This ensures that all participants are aware of the requirements. Employers are made aware of the policy in the terms and conditions.

Trainers keep accurate records of attendance. These are passed to the administration team, which collates and updates all attendance records centrally. Attendance is reviewed daily by the Operations Manager, and any unnotified absences are promptly followed up with a call or message to the participant. In the event that the participant does not respond, their employer is informed. Where concerns arise about the well-being of a participant, their emergency contact is notified. As a result, attendance is good, and any issues affecting attendance are dealt with promptly.

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

7.1	There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.2	The provider has effective mechanisms for obtaining feedback from participants and other relevant stakeholders, such as staff, partners and employers, on all aspects of the provider's provision, including formal participant representation, where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.3	Feedback is obtained, recorded and analysed on a regular basis.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.4	The feedback is reviewed by management, and appropriate action is taken.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.5	There is a mechanism for reporting to the participants what the provider has done in response to their feedback.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.6	Reports are compiled at least annually, which include the results of the provider's performance reviews, an analysis of appropriate data, including participant feedback, and action plans.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.7	Action plans are implemented and regularly reviewed, with outcomes reported to management.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

**Comments**

The Provider has effective systems to monitor its own standards and assess its own performance with a view to continuous improvement. Monitoring of performance is undertaken by the MD and senior managers in weekly, monthly and quarterly meetings that include consideration of recruitment, participant and staff satisfaction, and feedback against key performance indicators.

Written feedback is obtained from participants at the end of their course and is centrally collated and reviewed by senior managers to identify areas of high satisfaction and areas for improvement. The Client Relations and Sales Manager and the Operations Manager collect informal feedback from participants during breaks and ensure that any concerns are addressed as quickly as possible so that all participants enjoy a positive learning experience.

Participant feedback is reviewed by managers and used to inform priorities for improvement and to identify and build on good practice, which contributes to high-quality course delivery. Where areas for improvement are identified from participant feedback, actions are prioritised and participants are kept informed of the actions by their trainers, the operations staff, or in writing at the end of a course. This ensures that participants are aware of the value of their feedback in informing the actions taken for improvements. Participants confirmed that this is the case.

LCT compiles quarterly reports, which include an analysis of data and outcomes including levels of participant satisfaction. These are captured in the LCT quality improvement plan.

The MD leads discussions and presentations on LCT's overall performance and strategic objectives, and evaluation of progress in implementing improvements against targets.

Action plans arising from the quality improvement plan and regular meetings are monitored effectively, and outcomes are evaluated by senior managers, which supports the culture of continuous improvement.



## INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

### 8. Course management is effective

8.1	There is a suitably qualified and/or experienced course manager or management team with responsibility for course delivery and the management of the trainers.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.2	Training sessions are timetabled and rooms are allocated appropriately for the courses offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.3	The allocation of trainers to courses provides a consistent learning experience, and delivery is monitored to ensure consistency across all provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.4	The commissioning of individual course materials is managed effectively and the content and style of the materials are checked to ensure standardisation across the provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.5	There are appropriate policies and procedures for the acquisition of teaching/training and learning resources, which ensure that all trainers have access to the appropriate quantity and quality of resources on the day(s) of the course for the benefit of the participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met  Partially Met  Not Met

### Comments

The Director of Operations and the Operations Manager are qualified and experienced in managing the delivery of professional short courses and ensure that the provision is consistently and coherently managed.

All trainers allocated to the delivery of classes are appropriately qualified with both professional sector knowledge and experience of delivering training, leading to high-quality course delivery that meets participants' CPD needs.

All classes are timetabled in appropriately sized rooms, which are comfortable and provide an environment that is conducive to learning. Inspection findings confirm this to be the case.

A competency matrix is used to allocate trainers to classes, matching course learning outcomes to trainers' knowledge and experience. Regular observations of teaching ensure that the quality of teaching is of a consistent standard. Participant feedback further confirms this to be the case.

Most trainers develop use their own teaching materials when delivering training sessions. Where additional resources are required to support delivery, trainers are able to request these in line with the LCT resources and purchasing policies, including the purchase of subscriptions to online platforms which provide interactive quizzes and case studies. As a result, course delivery uses learning materials and resources of an appropriate quality to support participants to achieve their learning goals.

### 9. The courses are planned and designed in ways that enable participants to succeed

9.1	The courses' design and content reflect current knowledge and practice and are regularly reviewed and revised.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
9.2	Courses are designed in ways that allow participants to develop the knowledge and skills required for final examinations and/or assessments or that meet the needs of their employers.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
9.3	Course materials are designed for a specific and clearly stated level of study and include appropriate support material.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
9.4	Course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
9.5	Teaching/training sessions maintain an appropriate focus on any assessment objectives or statement of intended learning outcomes established by the awarding and/or examination body.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
9.6	The courses are designed so that participants are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

9.7 The academic and/or professional backgrounds and particular support needs of participants are taken into account in the planning and design of the course.  Yes  No

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

#### Comments

Courses are designed to reflect current sector knowledge and practices and are informed by the expertise of the professional trainers, many of whom are expert practitioners in their subject areas. Courses not only cover the key content set out in the course descriptors but are also tailored to meet participants' learning goals, as set out in their course registration forms. This ensures that participants are encouraged to develop the knowledge and skills that are appropriate to their CPD requirements.

Courses do not have a specific level attached to them, other than an indication of which courses provide training at an introductory or more advanced level.

Course materials are designed to meet participants' needs and the broader course learning outcomes. Training sessions focus on engaging participants in active learning to develop their knowledge of concepts and their application of these. The variety of class-based activities promotes independent learning effectively, and consequently participants develop an understanding of how the concepts studied may be applied to their own roles.

No assessment is included as part of LCT's courses.

All participants are professional managers and provide information on their personal learning goals as well as any learning difficulties and/or disabilities they may have. Where additional needs are identified, LCT ensures that appropriate support is provided so that all participants are able to benefit from the courses. Participants confirm that the courses are delivered in a way that meets their needs. Inspection findings confirm this to be the case.

#### 10. Trainers are suitable for the courses to which they are allocated and are effective in their delivery

10.1 Trainers have a level of subject knowledge and pedagogic and communication skills that allows them to deliver courses effectively.  Yes  No

10.2 Trainers are supported in their continuing professional development and are enabled to develop further pedagogic techniques to enhance the learning of participants.  Yes  No  NA

10.3 Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the teaching/training sessions.  Yes  No

10.4 Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content.  Yes  No

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

#### Comments

All trainers are experienced professionals in their subject area and in the delivery of training. The small group sizes allow trainers to engage all participants in active learning activities that support them in meeting their learning needs, as identified through their course registration form and discussions that form part of their course induction.

LCT holds regular online meetings with its trainers, who are all self-employed, to provide them with the opportunity to share their experiences and examples of good practice. Trainers also provide feedback to LCT on the successful delivery of LCT's courses and any participant feedback they have received.

Appropriate CPD sessions for trainers to support them and develop their pedagogical skills, including those for online delivery, take place. These include online meetings and workshops where trainers can share their experiences and effective participant engagement activities. As a result, LCT ensures consistency in training delivery and enhancing its provision.

Trainers are informed of any support needs that participants have disclosed and also check with participants individually. This allows trainers to respond effectively to both the background and support needs of individual participants.

Trainers employ a range of strategies to encourage active participation in sessions, including role-play, case studies, quizzes and group activities. This allows trainers to check on participants' understanding and ability to apply their learning.

<b>11.</b>	<b>Participants receive appropriate assessment and feedback on their performance and progress, both of which are effectively monitored</b>			
11.1	Courses include a schedule of assessments, the procedures and criteria for which are available in writing and are provided in advance to participants and trainers.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
11.2	Ongoing assessments appropriately reflect the content and standards of final assessments.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
11.3	Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress, and prompt intervention takes place if required.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
11.4	Participants are made aware of how their progress relates to their target level of achievement.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
11.5	Additional support and/or advice on alternative programmes are provided to participants who are judged not to be making sufficient progress.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
11.6	Feedback is given to individual participants on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
11.7	Participants have appropriate access to trainers outside the scheduled course delivery time.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
11.8	The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
11.9	Realistic deadlines are set and communicated well in advance to participants, and any required coursework and revision periods are scheduled in advance.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
11.10	Prompt action is taken when participants miss deadlines or when the work submitted is not of a satisfactory standard.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Participants receive appropriate feedback on their performance and progress, which are effectively monitored through the training course.

Courses do not include any scheduled or ongoing assessments. Therefore, there is no formal monitoring of participants' progress against a target level of achievement.

No additional advice is provided on alternative programmes, but participants may seek additional guidance, as appropriate.

Participants receive regular, individual feedback, which is tailored to help them meet their individual learning goals. The feedback is provided informally to individual participants on the outcomes of the class-based activities, with trainers talking to participants about the strengths or limitations of their approach, for example, in relation to case study solutions. This forms part of the constructive guidance that participants receive on their learning and understanding of concepts.

Participants have access to trainers outside the scheduled class times for additional information, advice and guidance to support their learning. Trainers talk to participants over lunch, and also provide their e-mail contact for participants to seek any additional guidance.

No information on plagiarism is provided as no assessments take place, and there are no assessment deadlines to be monitored or followed up.

**12. 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

**13. There is a clear rationale for courses leading to unaccredited or internal awards, i.e. awards that are made on the basis of the outcomes of formal internal assessment methods**

- 13.1 There is a clear statement of the level claimed relative to the RQF, CQFW or SCQF and evidence that participants who receive the award meet the stated requirements for that level.  Yes  No  NA
- 13.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.  Yes  No  NA
- 13.3 External moderators are involved in the assessment process.  Yes  No  NA

This standard is judged to be:

Met  Partially Met  Not Met  NA

Comments

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

- 14.1 The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration.  Yes  No  NA
- 14.2 For internal awards, there are effective systems in place for examination security and administration.  Yes  No  NA
- 14.3 For internal awards, there are clear procedures for participants to appeal against their marks.  Yes  No  NA

This standard is judged to be:

Met  Partially Met  Not Met  NA

Comments

**15. There is appropriate provision of advice for participants intending to proceed to employment or higher/further education**

- 15.1 Participants have access to advice from an appropriate staff member on further study and career opportunities.  Yes  No  NA
- 15.2 If the provider offers courses preparing participants for higher/further education, they have access to prospectuses and advice from a designated staff member both on selecting courses and institutions and on the application process.  Yes  No  NA

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

**Comments**

**INSPECTION AREA – PARTICIPANT WELFARE**

**16. Participants receive welfare support appropriate to their age, background and circumstances**

- 16.1 There is at least one named staff member responsible for participant welfare who is suitably trained and/or experienced, accessible to all participants and available to provide advice.  Yes  No
- 16.2 Participants receive appropriate information, advice and guidance before the start of the course.  Yes  No
- 16.3 Participants receive an appropriate induction and relevant information at the start of the programme.  Yes  No
- 16.4 Participants are issued with a contact number for out-of-hours and emergency support.  Yes  No  NA
- 16.5 The provider has policies to avoid discrimination and a procedure for dealing with abusive behaviour, including cyberbullying, and these are effectively implemented.  Yes  No
- 16.6 Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed.  Yes  No  NA
- 16.7 A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.  Yes  No
- 16.8 There is an e-policy in place that references any existing staff and participant codes of conduct and covers participants' on-site use of social media and devices such as mobile telephones, tablets and cameras.  Yes  No  NA
- 16.9 The provider collects contact details for participants and their next of kin and appropriate staff can access the information quickly and easily, in and out of normal operating hours.  Yes  No

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

**Comments**

There is a key, named member of staff who is responsible for participant welfare and who is appropriately trained and experienced. Participants are introduced to them as part of their induction and are provided with contact details. Staff ensure that they are available to participants during breaks to offer any guidance or additional information as needed.

Appropriate information and guidance about LCT, its location and the course applied for are provided to all participants by e-mail, along with contact details should they have any questions. This ensures that participants have the information they require in advance.

All participants receive an induction on the first day of their course, which includes relevant information about LCT, introductions to key staff, and information about policies and course requirements, including attendance. Participants also receive an out-of-hours emergency contact number. This ensures that participants have a good understanding of the Provider, the support available and the course requirements.

Clear policies and procedures on equality and diversity, anti-bullying and harassment, and the use of social media are available to participants both in their handbooks and on the website. The behaviour expectations are made clear to participants as part of induction. Participants confirmed that they are aware of the policies, which make clear behaviour requirements.

All welfare policies are kept under regular review to ensure they reflect best sector practices, and that the safety and well-being of participants are assured.

The Provider has a clear policy, procedures and risk assessment for protecting participants from the risks of radicalisation and extremism, and staff have undergone appropriate training. The policy and procedures ensure that effective safeguards are in place to protect participants from personal risks and abuse while studying at LCT.

LCT's social media policy includes clear information on appropriate online conduct and the penalties for breaching the code of practice, including coverage of cyberbullying and posting of images without the permission of those involved. The policy is clear and there have been no reported cases of online abuse.

Details of participants' next of kin are collected as part of the course registration procedure, and the information is securely stored electronically. Key staff have access to the information, including outside normal working hours, so that contact can be made quickly with next of kin or other emergency contacts in the case of any concerns.

#### **17. International participants are provided with specific advice and assistance**

- |      |   |   |                             |
|------|---|---|-----------------------------|
| 17.1 | International participants receive appropriate advice before their arrival on travelling to and living in their host country. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17.2 | International participants receive an appropriate induction upon arrival covering issues specific to the local area.          | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17.3 | Information and advice specific to international participants continue to be available throughout their course of study.      | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 17.4 | Provision of support takes into account cultural and religious considerations.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

**This standard is judged to be:**

Met  Partially Met  Not Met  NA

#### **Comments**

Clear and appropriate advice is provided to international participants in advance of their travel to the UK, including travel to the Provider's location. Information about London, including transport and the weather to be expected, is provided to participants as part of their pre-course information. Participants confirmed that they found the information helpful, although for many this was not their first visit to the UK.

Information is provided about events and locations in London that may be of interest. Staff are available to provide additional information throughout the duration of the courses. As a result, participants are able to make the most of their time in London.

LCT takes account of the religious and cultural considerations of its international participants, including providing information on local places of worship. A prayer room is made available. Dietary considerations are reflected in the choice of foods available to participants at lunchtime. Feedback from participants confirms that the Provider takes cultural and religious needs into consideration and makes appropriate arrangements for these.

**18. The fair treatment of participants is ensured**

- |      |   |   |   |
|------|---|---|---|
| 18.1 | Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions, which include appropriate refund arrangements and a cooling-off period. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 18.2 | Participants have access to a fair complaints procedure, of which they are informed in writing at the start of the course.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 18.3 | Participants are advised of BAC's complaints procedure.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

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

**Comments**

The terms and conditions for enrolment are fair and transparent and available to all stakeholders on the LCT website. The terms and conditions set out clear refund and cooling-off periods and administrative charges for late course changes. Terms and conditions are also made clear as part of course registration.

A clear complaints procedure is set out in the participants' handbook and reiterated during induction. This ensures that participants are clear about how to register any complaints they may have. The complaints procedures also clearly signposts the BAC complaints procedure.

**19. Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised**

- |      |   |                              |   |
|------|---|------------------------------|---|
| 19.1 | Any residential accommodation is clean, safe and of a standard that is adequate to meet the needs of participants.  | <input type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 19.2 | Any residential accommodation, where participants under 18 are accommodated, is open to inspection by the appropriate authorities, including Ofsted.                              | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 19.3 | Clear rules regarding fire safety and other health and safety procedures are in place, and appropriate precautions are taken for the security of participants and their property. | <input type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 19.4 | A level of supervision is provided that meets the needs of participants.  | <input type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 19.5 | Appropriate measures are in place to ensure that participants under the age of 18 and those over the age of 18 are separated when allocating accommodation.                       | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

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

**Comments**

**20. The welfare of participants in home-stay accommodation is ensured and the provider's relationship with the hosts is properly managed**

- |      |  |                              |                             |
|------|--|------------------------------|-----------------------------|
| 20.1 | Due care is taken in selecting home-stay accommodation that both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.2 | Any home-stay accommodation is inspected before participants are placed and is subject to regular re-inspection by a responsible representative or agent of the provider.                              | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.3 | The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

20.4	Appropriate advice and support are given to both hosts and participants before and during the placement.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
20.5	Clear monitoring procedures are in place, with opportunities for participant feedback and prompt action taken in the event of problems.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

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

**Comments**

**21. Participants have access to an appropriate social programme and information on leisure activities in the local area**

21.1	Participants are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.2	The social programme is responsive to the needs and wishes of participants.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
21.3	Any activities within the social programme have been chosen with consideration for their affordability for the majority of participants.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
21.4	The activities organised by the provider are effectively supervised by a responsible adult representative with suitable qualifications and/or experience.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
21.5	Off-site social activities are subject to an appropriate risk assessment and suitable safeguards are put in place as a result.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA

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

**Comments**

Participants are provided with information about locations, events and activities in London that may be of interest to them. Participants can also ask LCT staff about particular activities in which they are interested.

The information available to participants is comprehensive and helps them make the most of their time in London.

No social formal programme is organised for participants, and participants are free to organise their own activities. As a result, there is no requirement for risk assessments for off-site activities.

**INSPECTION AREA – PREMISES AND FACILITIES**

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

22.1	The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
22.2	The provider has access to suitable external premises of a temporary or occasional nature for training purposes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

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

**Comments**



LCT has secure tenure on a modern and well-appointed serviced office building that includes training rooms as well as office space. Nevertheless, most courses are delivered using rooms in the conference suite of an adjacent hotel, which are hired as required.

**23. The premises provide a safe, secure and clean environment for participants and staff**

- |      |   |   |  |
|------|---|---|--|
| 23.1 | Access to the premises is appropriately restricted and secured.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No  |
| 23.2 | The premises are maintained in an adequate state of repair, decoration and cleanliness.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No  |
| 23.3 | There are specific safety rules in hazardous areas, for example science laboratories, which are readily accessible to participants, staff and visitors. | <input type="checkbox"/> Yes            | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 23.4 | General guidance on health and safety is made available to participants, staff and visitors.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No  |
| 23.5 | There is adequate signage inside and outside the premises and notice boards for the display of general information.                                     | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No  |
| 23.6 | There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors.            | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No  |
| 23.7 | There are toilet facilities of an appropriate number and level of cleanliness.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No  |
| 23.8 | There is adequate heating and ventilation in all rooms.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No  |

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Access to the office premises and training rooms is secure, with all participants being required to report to reception and provided with a daily access pass to the areas used for training. All visitors report to reception and once logged in, are escorted to their meeting or activity. As a result, the premises are appropriately restricted and secure for staff and participants.

The premises are well maintained and clean and provide a comfortable working environment.

No hazardous areas requiring specific safety rules are used by staff or participants.

Appropriate guidance is available to staff, participants and visitors on health and safety notices that are displayed in public areas on each floor and in each room. Signage is clear, with rooms clearly labelled and appropriate notices displayed on boards on each floor providing clear and accessible information. All training rooms and general areas are accessible to those with disabilities.

There is sufficient circulation space for participants, staff and visitors, with seating areas on each floor for socialising and relaxation and for receiving visitors. Access is also provided to lounge areas in the conference suite adjacent to the teaching rooms. The choice of social spaces provides good-quality areas for relaxation.

Regularly cleaned toilet facilities are provided on each floor and are appropriate for the number of staff and participants. All areas are well lit, heated and ventilated, ensuring a comfortable learning environment.

**24. Training rooms and other learning areas are appropriate for the courses offered**

- |      |  |   |                             |
|------|--|---|-----------------------------|
| 24.1 | Training rooms and other learning areas provide adequate accommodation for the teaching/training sessions allocated to them. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
|------|--|---|-----------------------------|

24.2	Training rooms and any specialised learning areas, for example laboratories, workshops and studios, are equipped to a level that allows for the effective delivery of each course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.3	There are facilities suitable for conducting the assessments required for each course.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

The training rooms provide good-quality accommodation for the delivery of the courses. Training rooms are allocated according to the size of each group. As a result, the training accommodation is comfortable.

All rooms are appropriately equipped with effective technology to support course delivery. Participants confirm that the rooms provide an appropriate good-quality learning environment and inspection findings confirm this view.

No assessments are conducted as part of any of the courses delivered by LCT.

**25. There are appropriate additional facilities for participants and staff**

25.1	Participants have access to sufficient space, which could include a library and suitable Information Technology (IT) facilities so that they can carry out their own private work and/or study.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.2	Trainers have access to sufficient personal space for preparing teaching/training sessions, marking work and relaxation.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
25.3	Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink, including facilities that are located outside the premises.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.4	There are individual offices or rooms in which teachers/trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.5	Administrative offices are adequate in size and are resourced for the effective administration of the provider.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Participants have access to appropriate spaces for groupwork and also for private study, including a library area. All areas provide free wireless connectivity so that participants can use their IT equipment to access their study materials to support their work.

Trainers prepare all their materials off the premises in advance of each course. However, they are able to relax and make any small adjustments to the course material in the training room or other social spaces during the breaks, if required.

Various relaxation areas are available to staff and participants, including lounge areas. Participants and staff also have access to a coffee shop on the ground floor and to the restaurant in the neighbouring hotel, where lunch is served. Several restaurants and suitable cafeterias are also available in the immediate locality, should participants prefer a wider choice of menu. The range of relaxation spaces and facilities available meets the needs of participants and staff very well.

Rooms are available for holding meetings, including teaching areas when not in use, and can accommodate both larger and smaller meetings as required. The administrative offices provide sufficient space and are appropriately resourced to support the effective administration of the Provider.

**INSPECTION AREA – ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)****26. Management, staffing and administration of online, distance and blended learning component**

26.1	Senior managers have an understanding of the specific requirements of online, distance and blended learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
26.2	Data collection and collation systems include the logging of trainer and participant submissions and interaction, and appropriate action is taken if the timeliness of these falls below expectations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
26.3	There are established processes that enable the provider to verify that the participant who is registered on the programme is the same person who attends, completes the programme and receives any programme credit.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
26.4	Staff monitor the online activity of participants and trainers and take action immediately if there are concerns about cyberbullying or other online risks to participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Senior managers understand the requirements for online learning and employ trainers who have experience of online delivery. Currently, only a very small proportion of courses are delivered online, and this is an area LCT is considering for further development.

Participant data is collected for online learning, and punctuality and attendance are monitored, with participants made aware of the requirements before the start of their course. Only participants who meet the attendance requirements will receive their online course attendance certificate. Any participant absence or lateness is followed up, and the sponsoring employer is informed.

While no credit is awarded for any of the online courses, the identity of participants who gain attendance certificates is verified by the course administration staff.

A clear policy is in place on the use of online and social media, and online activity is monitored to detect any risks to participants so that their learning experience is appropriately protected. Procedures for addressing any concerns about online risks or cyberbullying are clearly articulated in participants' handbooks. Concerns are promptly followed up to ensure participant safety.

**27. Online course management is effective**

27.1	There is a suitably qualified manager or management team with experience of online, distance and blended learning, who has responsibility for programme delivery and the management of the trainers.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.2	The provider has a sufficient number of qualified online trainers to give individualised instructional service to each learner.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.3	The allocation of online trainers to courses provides a consistent learning experience, and delivery is monitored to ensure consistency.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.4	Online delivery methods are sufficient to attain the stated course objectives and intended learning outcomes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
27.5	Online programme designers make effective use of appropriate teaching aids and learning resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.6	Suitable additional study aids are provided through investment in technology and/or issuing supplementary study materials.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

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

The Director of Operations, the Operations Manager, and the learning and development team have sufficient knowledge and experience of effective delivery of online learning to allocate trainers to courses appropriately.

All trainers are qualified and have experience of online delivery and are able to tailor the courses to meet the learning goals of individual participants. Trainers regularly check with participants that their needs are being met. Regular observations of online learning are used to monitor the quality of delivery. However, observations are sometimes undertaken using recordings of sessions such that immediate feedback cannot be provided.

Online delivery is planned to enable the effective delivery of the course content and to meet the learning outcomes. Trainers regularly check participants' understanding. The use of learning resources and activities, including break-out rooms for small-group discussions based on case studies and set problems, allows participants to apply their learning and to explore and confirm their understanding.

All trainers use the available technology effectively and make available appropriate supplementary materials that they have developed for participants. Trainers also provide links to appropriate external sites to support participants' learning.

**28. Trainers have an acceptable level of technical knowledge**

- |      |  |   |  |
|------|--|---|--|
| 28.1 | Trainers demonstrate an understanding of the special challenges and demands of online, distance and blended learning.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No            |
| 28.2 | Online trainers are properly and continuously trained with respect to provider policies, participant needs, instructional approaches and techniques and the use of appropriate instructional technology. | <input type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No |
| 28.3 | Performance review procedures for online trainers incorporate regular monitoring of their feedback to participants.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No            |

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

**Comments**

Trainers understand the challenges of online learning and provide effective support to the small groups of online participants by additional explanations and guidance as needed. This is effective in promoting participants' engagement.

The Provider has provided very limited support for trainers in the use of online instructional technology and new instructional approaches and techniques.

28.2 Some basic training has been provided for trainers on using the online platform, which has led to a didactic form of delivery which does not allow participants to engage in active learning and to test their understanding of the course content.

Online courses are regularly observed, including the nature of feedback provided to participants, which ensures that constructive feedback is provided to participants.

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

- |      |  |   |                             |
|------|--|---|-----------------------------|
| 29.1 | Participants are made aware of the necessary level of digital literacy required to follow the stated programmes. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
|------|--|---|-----------------------------|

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

**Comments**

LCT provides appropriate information to participants and to their sponsoring employers on the required level of digital literacy. As participants are all middle and senior managers who are regular IT users, they usually have the required skills.

**30. Online services provided meet the reasonable needs of participants**

- |      |   |   |                             |
|------|---|---|-----------------------------|
| 30.1 | Instructions and suggestions on how to study and how to use the learning materials are made available to assist participants in learning effectively.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 30.2 | Staff are available to assist participants to resolve issues of a general and/or technical nature and all enquiries from participants are handled promptly and sympathetically.                         | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 30.3 | The provider ensures that participants understand any system requirements and have access to appropriate technical advice to assist with technological problems that are the provider's responsibility. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 30.4 | The provider supports and encourages peer interaction through a variety of channels, such as social media and virtual learning environment platforms.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

**Comments**

Instructions are provided to participants on how to log into their online training sessions, along with advice on how to access course materials. Participants are guided by trainers on the use of additional materials and resources to support their understanding of the learning outcomes.

LCT staff are available to assist participants with any general or technical access concerns and respond very promptly and helpfully to any requests from participants. This ensures that participants have a positive online learning experience.

Participants are encouraged to interact with each other using social media platforms. As online courses are of a short duration, much of the interaction happens during the online delivery sessions.

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

- |      |  |   |  |
|------|--|---|--|
| 31.1 | The provider uses appropriate and readily accessible technology to optimise the interaction between the provider and the participant and to enhance instructional and educational services.            | <input type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No |
| 31.2 | The provider has access to the services of an experienced IT technician who can ensure that systems are operative at all times and provide appropriate support to trainers and staff working remotely. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No            |

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

**Comments**

The Provider uses appropriate online platforms for the delivery of sessions that allow for the sharing of presentations, videos and other resources.

31.1 A limited range of technical resources is available to enhance online course delivery, and to enable participants to engage in active learning through, for example, use of quizzes or interactive business plans. LCT recognises as an area for further development to enhance educational services.

Experienced IT technicians ensure that systems are effectively maintained and provide support to staff and trainers as needed to ensure online delivery services are operational 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

Clear channels of communication with all staff, including regular meetings and access to information updates, support the ongoing development and enhancement of courses.

Participants identify their learning goals, which are used to tailor course delivery to ensure that the courses fully meet the participants' needs and expectations.

The Provider's website and prospectus contain clear information on course content, which assists employers and participants to identify and select appropriate courses to meet their needs.

Actions required	Priority H/M/L
<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	

### TEACHING, LEARNING AND ASSESSMENT

#### Provider's strengths

Course delivery is tailored well to ensure that participants' learning goals are met and are supported by good-quality resources.

Highly skilled and knowledgeable trainers deliver courses using active learning strategies, which support participants in developing their understanding and application.

Actions required	Priority H/M/L
None <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	

### PARTICIPANT WELFARE

#### Provider's strengths

Approachable staff who are available to participants each day for information, advice and guidance ensure that participants have a positive experience on their course and during their stay in London.

Actions required	Priority H/M/L
None <input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low	

### PREMISES AND FACILITIES

#### Provider's strengths

Good-quality training facilities provide a comfortable environment that is conducive to learning.

Actions required	Priority H/M/L
None <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	

**ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)**

**Provider's strengths**

A clear social media policy and monitoring of online activity ensure the online safety of participants.	
Actions required	Priority H/M/L
28.2 The Provider must ensure that online trainers are properly and continuously trained in instructional approaches and techniques to support online delivery.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
31.1 The Provider must ensure that appropriate interactive technology is accessible to trainers as part of online delivery.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

**RECOMMENDED AREAS FOR IMPROVEMENT**

To be reviewed at the next inspection

The Provider should include more images of its location in Hammersmith in its brochure and on its website.
Online training sessions should be observed live where possible.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

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**THE INSPECTION WAS CARRIED OUT BY:**

Miranda Hobart	Lead Inspector
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