BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: London Academy of Trading

ADDRESS: University of Law Bloomsbury Campus
11–13 Ridgmount Street
London
WC1E 7AQ

HEAD OF PROVIDER: Mr Paddy Osborn

DATE OF INSPECTION: 28–29 November & 1 December 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☐ Award of accreditation to be withdrawn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: 28 March 2024

1. Background to the provider

The London Academy of Trading (LAT/the Provider) is a private limited company providing short, accredited courses in financial markets and trading. The majority shareholder and parent company of LAT is Global University Systems Group (GUS), which owns a range of academic institutions and training organisations globally.

LAT was established in 2010. The first cohort of participants was enrolled in February 2011. In June 2020, seven of the smaller GUS brands, including LAT, were grouped together with the aim of sharing best practice between GUS brands.

LAT is located in Bloomsbury in central London in the United Kingdom (UK). It has a classroom and a trading floor in a building shared with the University of Law in London, which is also part of GUS.

The Provider was founded to enhance the knowledge and skills of individuals to either improve their career prospects within the financial markets industry or enable them to trade their own funds successfully. LAT has a vision to provide a world-class experience to all participants to facilitate the development of their knowledge and practical experience.

In August 2020, the Academic Dean was appointed as the Provider's Managing Director (MD) in addition to his academic role. He is assisted in his role by a Programme Manager and the Administrator.

2. Brief description of the current provision

LAT provides a 12-week Applied Financial Trading Diploma at Level 5, which is accredited by the Association of Business Executives (ABE). Alongside this, there is a four-week intermediate Trading Skills course and a one-week Introduction to Financial Markets and Trading course.

Approximately half of participants on the Diploma course elect to complete their course without fulfilling the entire set of assessments and so do not receive ABE certification.

LAT also offers specialised programmes of various lengths, such as Options Trading, Wealth Management, Trading Psychology, Equity Investing, and Cryptocurrency Trading, all led by expert external tutors.

The course delivery offers flexibility, allowing participants to opt for full-time, on-campus attendance, remote online study, or a blended approach combining classroom-based learning and remote learning. Courses are flexible to allow participants to learn to trade alongside their work commitments or to learn from home.

At the time of the inspection, there were 83 participants. The majority of participants are male and are from the UK. Other nationalities represented include Turkey, France and Italy. The majority are on the Advanced Trading Course or Diploma in Applied Financial Trading and study on a blended course basis. LAT only enrols participants on its courses who are aged 18 years and over. The majority of participants are aged between 24 and 44 years of age.

All participants at the time of the inspection were studying full time. A minority of participants are returning participants who have completed previous courses with LAT.

Enrolment takes place nine times a year. Participants enrol following a consultation with the sales team. A minimum of a qualification at Level 3 or an interview with the Academic Dean are the only prerequisites for those who speak English as their first language. International participants need proof of English language proficiency at an appropriate level in the International English Language Testing System (IELTS) or the equivalent. This is also assessed during the consultation.

3. Inspection process

The inspection was conducted by one inspector over three days, with two days on site and one day online. The inspector carried out a tour of the premises, including the trading floor. Meetings were held with key personnel, including the Dean, the Programme Manager, a representative group of tutors, the safeguarding lead and a member of the sales team. The inspector also met with two representative groups of participants, one of which was made up of international participants. He observed a wide selection of lessons encompassing in-person lessons, webinars and recorded lessons. He also observed an initial visit between a prospective participant and a tutor. He scrutinised a wide range of documentation. LAT demonstrated full co-operation throughout the inspection.

4. Inspection history

Inspection type	Date
Full Accreditation	17–18 July 2017
Interim	1 August 2018
Supplementary	16 November 2018
Supplementary	8 January 2021

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.	☒ Yes	☐ 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.	☒ Yes	☐ No
1.3	There are clear channels of communication between the management and staff, including those working at the delivery venue or remotely.	☒ Yes	☐ 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.	☒ Yes	☐ No
1.5	The provider has a written risk management strategy, which includes financial planning and is effectively implemented and regularly reviewed.	☒ Yes	☐ No

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

Comments

The organisational chart, the detailed job descriptions and the inspector's discussions with tutors confirm that the management structure is clear and fully understood throughout the organisation. Consequently, participants benefit from an effectively managed organisation.

Curricula Vitae (CVs) show that the senior managers are suitably qualified for their posts. The Academic Dean has extensive trading and teaching experience. The Programme Manager has relevant experience as a business project manager. The organisational chart and discussions with the inspector demonstrate that they both fully understand the extent of their responsibilities. Discussions with tutors and participants indicate that senior managers are effective in carrying out their roles. As a result, LAT is well run.

LAT has numerous and effective channels of communication. Operational matters are addressed in weekly staff meetings, encompassing the sales and marketing team as well as teaching and administrative staff. Strategy-focused discussions take place twice a year through the teaching and learning committee and the academic planning meeting.

Additionally, weekly meetings establish connections between LAT and the broader GUS organisation. Tutors and participants, in conversation with the inspector, praised the ease of communication within LAT. As a result, information circulates smoothly, and staff members feel actively engaged in the operation of the Provider.

LAT's mission statement is clearly articulated and prominently featured on an appropriate page of the Provider's website and in the student handbook and the staff handbook. This ensures that all stakeholders have easy access to the statement.

The written risk management strategy is contained within the school monitoring report. This seeks to identify and mitigate potential threats to academic standards. Currently, it focuses on risks that would be associated with tutor turnover. Financial planning is undertaken in co-operation with GUS, the parent company. Consequently, LAT is able to align its strategic goals with a more realistic assessment of the challenges it may face.

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.	☒ Yes	☐ No
2.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider.	☒ Yes	☐ No
2.3	The administrative support available to the management is clearly defined, documented and understood.	☒ Yes	☐ No
2.4	Administrative policies, procedures and systems are up to date, thorough, well-documented and effectively disseminated across the provider.	☒ Yes	☐ No
2.5	Data collection and collation systems are effective in supporting the administration of the provider.	☒ Yes	☐ No
2.6	Participants' and trainers' personal records are sufficiently detailed and regularly updated.	☒ Yes	☐ No
2.7	The provider has a robust security system, with policies in place for protecting the data of its participants and trainers.	☒ Yes	☐ No

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

Comments

The administration of the Provider is effective. LAT is effectively administered by the Programme Manager and a dedicated Administrator who works online. Both the Programme Manager and the Administrator work to detailed job descriptions that outline their tasks effectively. The Programme Manager also has the added advantage of a very close knowledge of the courses and the administration associated with them.

In addition, LAT has substantial administrative support from the wider GUS group. LAT has access to GUS shared resources, such as in sales and marketing, legal services, Human Resources (HR), quality assurance, facilities, admissions and finance.

Tutors and participants, in discussions with the inspector, confirm that the courses are efficiently administered with the current staffing levels. Inspection findings confirm this to be the case.

The administrative support available to management is appropriately documented in the job description of the Administrator. This comprehensively sets out the wide range of their duties. As a result, the administration of LAT is efficient and effective.

All administrative policies and procedures are maintained and reviewed by the parent company, GUS. This includes the online registration and payment processes. These policies and procedures are disseminated throughout GUS via established internal systems. As a result, all staff are aware of the procedures, and the administration of LAT runs smoothly.

GUS admission systems are in place to register, process and protect participant data securely. These systems are largely automatic. The school monitoring report shows that this data is effective in tracking admissions, gender mix, age mix, nationality, attendance and participant achievement. This contributes to a data-driven approach to decision-making within LAT.

Tutor and participant files show that all records are appropriately detailed. Tutor files are stored securely within GUS's internal HR systems. A scrutiny of files shows that these are updated regularly, for example when Continuing Professional Development (CPD) has been undertaken or there is a change of address. This ensures the confidentiality and reliability of the information and facilitates efficient access when needed.

Data protection is undertaken by GUS, the parent company. A GUS Data Protection Officer oversees all data-related issues, including the monitoring of data management, data protection and data compliance to ensure appropriate data security.

3. The provider recruits appropriate staff

3.1	There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff which include, for self-employed staff, the development of a signed performance service level agreement.	☒ Yes	☐ No
3.2	Experience and qualifications are appropriately checked and verified before recruitment, and records are accurately maintained.	☒ Yes	☐ No
3.3	The recruitment process for trainers working remotely includes a face-to-face online interview.	☒ Yes	☐ No ☐ 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.	☒ Yes	☐ No
3.5	Managerial and administrative staff are appropriately supported in their continuing professional development.	☒ Yes	☐ No

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

Comments

Qualified and experienced staff are recruited through the parent company's HR procedures. These include the signing of a performance service level agreement that is linked directly to a job description. This approach aligns employee skills with the requirements of the post.

All prospective staff qualifications are verified before employment is confirmed, and records are accurately maintained within secure internal systems.

The HR recruitment policy and process shows that staff working remotely always have a face-to-face interview.

The staff handbook outlines a comprehensive system for evaluating staff performance. This includes observation of tutors. This assessment is suitably conducted and based on standardised criteria, fostering a professional dialogue in which development goals are established. The process is supported by appropriate documentation. Tutors find the process useful.

Individual staff files show that all staff are appropriately supported with CPD via appropriate online training programmes. This fosters a culture of continuous learning and equips staff with the latest knowledge and skills relevant to their roles.

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.	☒ Yes	☐ No
4.2	Information on the courses available is comprehensive, accurate and up to date.	☒ Yes	☐ No
4.3	The provider's key policies are accessible through the website.	☒ Yes	☐ No

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

Comments

Publicity materials provide a comprehensive, up-to-date and accurate description of the Provider and its courses. LAT uses a highly professional website that offers a precise and thorough representation of both the educational offer and the Provider itself. This encompasses the mission statement, images of the actual trading floor and a classroom setting.

Additionally, the website features an extensive collection of testimonials from past participants. In this way, prospective participants can have a clear understanding of the Provider.

Comprehensive and accurate details of all the courses are easily accessible through the Provider's website. This includes the learning objectives and the structure for each course. The website provides the information necessary for making well-informed decisions about what courses will meet prospective participants' needs and goals.

The Provider's terms and conditions, including key policies, are accessible through its website.

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.	☒ Yes ☐ 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.	☒ Yes ☐ No ☐ NA
5.3	A formal application and selection process ensures that participants meet the entry requirements.	☒ Yes ☐ No ☐ 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.	☒ Yes ☐ 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.	☒ Yes ☐ No
5.6	Overseas recruitment agents are properly selected, briefed, monitored and evaluated.	☒ Yes ☐ No ☐ 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.	☒ Yes ☐ No

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

Comments

The Provider takes reasonable care to recruit and register suitable participants for its courses. The LAT website provides potential participants with detailed information about each course, including course objectives, structure and entry requirements. The provision of both online and in-person pre-enrolment meetings enables personalised guidance, fostering a supportive environment for prospective participants. Free webinars allow individuals to assess first hand whether the courses align with their specific needs, thereby facilitating informed decisions.

The website shows, and tutors and participants confirm, that the entry requirements are set at an appropriate level. People who speak English as their first language need a qualification at Level 3 or undertake an interview with the Academic Dean. International participants need English proficiency at an appropriate IELTS level. The language level is also assessed during the consultation. The admissions process therefore ensures that participants are prepared effectively to succeed in their chosen course.

Participants confirm that they were required to complete a formal application form before enrolment on their course. They also confirm that this entailed uploading their qualifications, including their language qualification where appropriate. This commitment to a stringent application process indicates LAT's desire to match prospective participants with courses that meet their needs.

Discussions with participants, an observation of a meeting between a prospective participant and a tutor, and the information on the website all indicate that applicants are provided with the information they need to make a judgement on the suitability of the courses. They have an overview of the course and know about the course structure and the assessment regime.

Participants confirmed that it was easy to contact LAT for further information or to book a meeting. As a result, prospective participants are fully equipped with the requisite information for informed decision-making regarding the suitability of the courses.

Participants confirm that enquiries were responded to on the same day, sometimes within minutes. This is within the LAT's target response time of 24 hours.

Discussion with the GUS sales team indicates that LAT uses overseas affiliates to recruit a small number of new participants. There are currently four affiliates in total, selected because they work within the education sphere and might have access to potential participants. These affiliates market the LAT courses using publicity content supplied by LAT. Their websites are meticulously monitored and evaluated every month to ensure full compliance with LAT's requirements.

LAT's pre-enrolment interview process with academic staff affords prospective participants suitable formal and informal opportunities to declare any additional needs. The student handbook also makes participants aware of how to apply for reasonable adjustments should they feel the need. LAT can point to recent occasions when it has identified and responded appropriately to such needs.

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.	☒ Yes ☐ No
6.2	Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and regularly reviewed.	☒ Yes ☐ No ☐ NA
6.3	Participant absences are followed up promptly, and appropriate action is taken.	☒ Yes ☐ No ☐ NA

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

Comments

There is an appropriate policy on participant attendance and punctuality and effective procedures and systems to enforce it. The student handbook outlines a clear expectation regarding attendance and punctuality. Attendance of 100 per cent is expected, and participants should be on time. This expectation is reinforced during the induction.

LAT maintains a centrally stored, password-protected register that is reviewed several times a day. This register demonstrates that accurate records of attendance are maintained on a daily basis, including for those participants who study remotely.

Unexpected absences are followed up by the Administrator within 24 hours, and appropriate action is taken. The attendance rate is very high.

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.	☒ Yes ☐ 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.	☒ Yes ☐ No
7.3	Feedback is obtained, recorded and analysed on a regular basis.	☒ Yes ☐ No
7.4	The feedback is reviewed by management, and appropriate action is taken.	☒ Yes ☐ No

7.5	There is a mechanism for reporting to the participants what the provider has done in response to their feedback.	☒ Yes ☐ No
7.6	Reports are compiled at least annually that include the results of the provider's performance reviews, an analysis of appropriate data, including participant feedback, and action plans.	☒ Yes ☐ No
7.7	Action plans are implemented and regularly reviewed, with outcomes reported to management.	☐ Yes ☒ No

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

Comments

The school monitoring report and the self-evaluation report demonstrate that LAT has effective systems to monitor and review all aspects of its performance. The school monitoring report provides a comprehensive overview of the courses on offer, developments and achievements, the internal and external quality assurance mechanisms in place, the resources, potential risks, admissions, participant achievement, retention, welfare, tutor observations and staff CPD. As a result, LAT is able to assess its own performance effectively with a view to continuous improvement.

LAT makes effective use of external, independent, online facilities to gather participant feedback at the end of the course. The student handbook encourages participants to provide feedback. In addition, LAT uses internally gathered data from participant questionnaires that have a comprehensive series of well-focused questions. The reply rate to these questionnaires is low which limits their usefulness.

Tutors and staff provide feedback formally and informally during appraisals and in meetings. Consequently, all stakeholders have the means to express their views.

The school monitoring report shows that feedback is recorded and analysed on a regular basis. Any changes made as a result of feedback are recorded. The inspector's discussions with participants and tutors, as well as the minutes of meetings, indicate that feedback is reviewed in a timely manner and actioned appropriately. Feedback leading to points for development is responded to in a timely fashion.

Online forums show that LAT responds to feedback through the same channel that it received it. This ensures the response is visible to the participant who gave the feedback and others who may be interested.

A comprehensive report is compiled annually. This is a full overview of the academic life of the Provider. The report includes the reporting and analysis of relevant data, including achievement data, tutor observations, a summary of feedback and any complaints. Action points are clearly indicated.

7.7 Action points, including strategic development points, that are contained within the school monitoring report are not brought together into an overarching action plan that lists designated staff members and a timeframe for completion. As a result, opportunities for incremental development and improvements may be lost.

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.	☒ Yes ☐ No
8.2	Training sessions are timetabled and rooms are allocated appropriately for the courses offered.	☒ Yes ☐ No
8.3	The allocation of trainers to courses provides a consistent learning experience, and delivery is monitored to ensure consistency across all provision.	☒ Yes ☐ 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.	☒ Yes ☐ 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.	☒ Yes ☐ No

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

Comments

Course management is effective. The CV of the Programme Manager shows that he is qualified and experienced for the role. He studied and completed the 12-week course at LAT. He has worked through the different levels of teacher at LAT. He has many years of experience as a manufacturing manager in industry and has the respect of the current tutors. Consequently, he is suitably qualified and the courses are effectively managed.

The timetables shows that training sessions are scheduled appropriately at the same time on a daily basis and align with the overall course schedule. They also demonstrate that the allocation of tutors is consistent, with the same tutor typically being responsible for the whole topic.

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. A scrutiny of the materials used in classrooms, on the learning platform and online forum, and on the online broker platforms indicates that these are standardised in terms of content and style. They provide a useful resource for the participants and effectively support the course delivery.

In discussion with the inspector, tutors confirmed that they have all the resources they need and that they are able to acquire additional resources should the need arise. Tutors and participants enjoy unrestricted access to all available learning resources. As a result, they have access to the appropriate quantity and quality of resources they need in a timely manner.

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.	☒ Yes ☐ 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.	☒ Yes ☐ No ☐ NA
9.3	Course materials are designed for a specific and clearly stated level of study and include appropriate support material.	☒ Yes ☐ No ☐ NA
9.4	Course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives.	☒ Yes ☐ 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.	☒ Yes ☐ No ☐ NA
9.6	The courses are designed so that participants are encouraged and enabled to develop independent learning skills.	☒ Yes ☐ No ☐ 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

The courses are planned and designed in ways that enable participants to succeed. Course outlines and course materials show that the courses are based on current news and real-time market prices and are therefore continuously updated. Ongoing reviews of course content also ensure that the courses are up to date. An accreditation centre

monitoring report shows that the Provider uses the most up-to-date specifications and resources. Participants benefit from these continuously updated courses.

On the assessed course, pass rates are very high, with the majority of participants receiving a merit or distinction grade. This high pass rate, together with the accreditation reports for the assessment, confirm that participants develop the knowledge and skills required for the final assessment.

Course materials seen in lesson observations and also available on the learning platform have all been custom produced by the tutors at LAT for its participants. The materials are designed with a distinct learning objective and are effectively supplemented by other in-class activities and online materials.

Lesson observations confirm that tutors are effective in presenting the course materials. The course materials are comprehensive and detailed in scope. Participants, in discussion with the inspector, praised the standard of the course materials.

Lesson observations also demonstrate that tutors typically plan lessons with clear learning points, which they support with well-produced course materials. These learning points all focus appropriately on the intended learning outcomes. As a result, pass rates are very high. The teaching day incorporates three interactive webinars that offer current analysis and interpretation of financial market trends.

The webinars also provide an opportunity for participants to engage with tutors. In April 2020, premium online courses were introduced, in which participants receive daily, interactive classroom sessions in addition to the regular daily webinars. Additionally, all participants receive access to a real-time trading platform for practising their trading skills and enhancing their knowledge.

LAT makes use of a learning platform that contains all the recorded lessons as well as all the course materials. This provides extensive opportunities for individual study and practice for participants. Consequently, participants are suitably encouraged and supported in the development of their independent learning skills.

Lesson observations and discussions with participants show that LAT takes appropriate account of participants' background and support needs when planning courses. This is particularly true where groups are very mixed in terms of prior knowledge, with some participants having prior experience of trading, while others are complete beginners. The course design takes this wide range of ability into account by using differentiated tasks. As a result, the courses appropriately include the whole range of potential participants.

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, 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

Trainers are suitable for the courses to which they are allocated and are effective in their delivery. CVs, lesson observations and discussions with participants all indicate that all tutors have a suitable level of subject knowledge to teach the courses. All tutors have achieved a merit or distinction in the Level 5 Diploma in Applied Finance Trading. In addition, all tutors have very recent or current appropriate experience as traders. Consequently, participants benefit from knowledgeable and experienced tutors.

The staff handbook recognises that all academic staff should seek to be at the forefront of knowledge in their field by taking part in its creation and dissemination. Accordingly, as part of their CPD, tutors are expected to become members of the Society of Technical Analysts. LAT pays for this.

Lesson observation written records show that tutors are observed teaching, and these observations lead to professional dialogues and CPD points. In this way, the tutors are able to develop both their content knowledge and their pedagogical techniques for the benefit of the participants.

Lesson observations and observations of interactions on the trading floor provide evidence that tutors respond to participants as individuals with their own particular support needs. The activities on the trading floor give tutors scope to work individually with participants. Participants see this as one of the great benefits of the course.

From lesson observations, it is clear that all tutors employ a range of effective strategies to involve all participants in order to check their understanding. This ranges from whole-class question-and-answer sessions to pair work and working with individual participants. The high pass rates are a reflection of this detailed checking of participants' understanding.

11. **Participants receive appropriate assessment and feedback on their performance and progress, both of which are effectively monitored**

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.	☒ Yes	☐ No	☐ NA
11.2	Ongoing assessments appropriately reflect the content and standards of final assessments.	☒ Yes	☐ No	☐ 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.	☒ Yes	☐ No	☐ NA
11.4	Participants are made aware of how their progress relates to their target level of achievement.	☒ Yes	☐ No	☐ NA
11.5	Additional support and/or advice on alternative programmes are provided to participants who are judged not to be making sufficient progress.	☒ Yes	☐ No	☐ 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.	☒ Yes	☐ No	
11.7	Participants have appropriate access to trainers outside the scheduled course delivery time.	☒ Yes	☐ No	☐ NA
11.8	The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders.	☒ Yes	☐ No	☐ 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.	☒ Yes	☐ No	☐ NA
11.10	Prompt action is taken when participants miss deadlines or when the work submitted is not of a satisfactory standard.	☒ Yes	☐ No	☐ NA

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

Comments

Comprehensive, detailed assessment schedules are suitably provided in advance to all participants.

Weekly quizzes and activity sheets are appropriately used as ongoing assessments. These are based on the work covered in the preceding week and suitably prepare participants for the final assessments.

In discussions, participants and tutors confirm that assessment outcomes are appropriately monitored and that additional time on a one-to-one basis is given to those who need it. Participants found this facility very useful.

The weekly quizzes give participants an appropriate indication of how well they are progressing towards their target levels of achievement.

Participants confirm that they receive additional support online or on the trading floor if they are not making the expected progress. Participants are able to change course or suspend the timing of their course if they so wish. Tutors are available to offer advice.

Lesson observations, discussions with participants and a review of feedback on weekly quizzes confirm that participants receive appropriate, specific and timely feedback. The feedback is supportive and constructive. Participants place a high value on the feedback they receive.

Participants have appropriate access to tutors. Tutors are readily available throughout every working day. They are available on the trading floor without the need to book. They are also available to offer e-mail support outside working hours.

All assessments are checked electronically for plagiarism and inappropriate use of Artificial Intelligence. Participants are made aware of this before and during the course. Participants risk failing the course if these standards are not met.

Assessment guidelines, including deadlines, are provided at the beginning of the course and reinforced during the course. As a result, participants are able to complete their assessments around their other commitments.

Participants and tutors confirm that there is an appropriate and timely procedure if a deadline is missed or if the work is not of the required standard. Tutors offer online or in-person remedial support on the trading floor.

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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

LAT offers one accredited course, the Advanced Trading Course or Diploma in Applied Financial Trading, which is accredited by the Association of Business Executives.

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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

The centre monitoring report and the external quality assurance report both conclude that LAT complies fully with the requirements for the administration of assessments in terms of security and administration. Inspection findings confirm this to be the case.

There are no internal awards.

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

There is appropriate provision of advice for participants intending to proceed to employment or higher/further education. Discussions with tutors and participants show that LAT staff understand the potential career options open to participants.

LAT also supports participants in creating their CV and with interview techniques. As a result, LAT offers appropriate provision for those intending to proceed to employment.

Courses are not intended to prepare participants for higher or further education.

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

One staff member is designated as the Safeguarding Officer. He has had appropriate training. All staff understand the relevant policies relating to participant welfare. As a result, participants receive welfare support that is appropriate to their age, background and circumstances.

The website and the student handbook show that appropriate information is provided prior to course commencement. This includes academic and non-academic information, such as course objectives, entry requirements, and grading criteria. Information regarding living costs, insurance, and safety in London are also provided. Consequently, participants are well-informed and can make an informed decision as to whether the course suits their particular needs.

Participants confirm that they receive a useful induction at the start of the course. This induction is supported by the LAT student handbook. The induction includes details of LAT's mission statement, an introduction to the team, emergency contact numbers and an introduction to the learning platform. Participants are therefore well-prepared for their courses.

The handbook contains emergency contact numbers. In discussion, participants showed an awareness of the emergency contact numbers.

The student code of conduct is sent to each participant before they start their course. The code prohibits discrimination and abusive behaviour, including cyberbullying. The procedure for dealing with these is disseminated effectively during the induction.

LAT does not enrol participants aged under 18 for its courses. However, secondary-school students visit in closed groups with their own teachers for taster sessions. For this reason, suitable safeguarding arrangements have been put in place. A trained Safeguarding Officer is in post. All relevant staff have undergone Disclosure and Barring Service (DBS) checks. LAT undertakes safer recruitment practices. Consequently, visiting students are kept safe.

A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. A policy, which includes appropriate risk assessments, is in place to protect participants from the dangers associated with radicalisation and extremism. Certificates confirm that staff have been suitably trained.

LAT's computer policy and the student code of conduct cover on-site use of computer hardware, software and internet access effectively. These provide guidance on appropriate use and allow for the monitoring of electronic communications.

All required participant information, including contact details for next of kin, is collected during the enrolment process and stored securely. If necessary, this information can be accessed in a very timely fashion.

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.	☒ Yes ☐ No	

17.2	International participants receive an appropriate induction upon arrival covering issues specific to the local area.	☒ Yes	☐ No
17.3	Information and advice specific to international participants continue to be available throughout their course of study.	☒ Yes	☐ No
17.4	Provision of support takes into account cultural and religious considerations.	☒ Yes	☐ No

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

Comments

Before their arrival, international participants receive the student handbook, which contains suitable advice about living in the UK. This includes information about transport in London, traffic regulations, finance, council tax, the television licence, the police and healthcare. As a result, participants are well prepared upon arrival.

All participants, including those from the UK, receive an induction that includes an introduction to the local area. Participants are given a map of the local area pointing out transport and food options.

International participants confirm that they can obtain additional information about living in the UK or about the local area from the tutors working on the trading floor.

LAT provides facilities for a prayer room and is able to give advice regarding places of worship or local places that cater for religious dietary needs.

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.	☒ Yes	☐ No	
18.2	Participants have access to a fair complaints procedure, of which they are informed in writing at the start of the course.	☒ Yes	☐ No	
18.3	Participants are advised of BAC's complaints procedure.	☒ Yes	☐ No	☐ NA

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

Comments

Scrutiny of the website shows that the terms and conditions are readily available. These terms and conditions are fair, transparent and include an appropriate refund policy and a cooling-off period.

The complaints policy is contained within the student handbook that is sent to participants prior to the start of the course. This outlines the different stages that might be involved when making a complaint.

The complaints policy contains BAC's contact details and the procedure for making a complaint. As a result, the fair treatment of participants is ensured.

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.	☐ Yes	☐ No	
19.2	Any residential accommodation, where participants under 18 are accommodated, is open to inspection by the appropriate authorities, including Ofsted.	☐ Yes	☐ No	☐ 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.	☐ Yes	☐ No	

19.4	A level of supervision is provided that meets the needs of participants.	☐ Yes ☐ 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.	☐ Yes ☐ No ☐ 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.	☐ Yes ☐ 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.	☐ Yes ☐ No
20.3	The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.	☐ Yes ☐ No
20.4	Appropriate advice and support are given to both hosts and participants before and during the placement.	☐ Yes ☐ No
20.5	Clear monitoring procedures are in place, with opportunities for participant feedback and prompt action taken in the event of problems.	☐ Yes ☐ 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 that may be of interest.	☒ Yes ☐ No
21.2	The social programme is responsive to the needs and wishes of participants.	☐ Yes ☐ No ☒ NA
21.3	Any activities within the social programme have been chosen with consideration for their affordability for the majority of participants.	☐ Yes ☐ No ☒ NA
21.4	The activities organised by the provider are effectively supervised by a responsible adult representative with suitable qualifications and/or experience.	☐ Yes ☐ No ☒ NA
21.5	Off-site social activities are subject to an appropriate risk assessment, and suitable safeguards are put in place as a result.	☐ Yes ☐ No ☒ NA

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

Comments

Participants are provided with appropriate information on opportunities for participation at events and other leisure activities that may be of interest.

Posters and leaflets advertising a range of leisure activities and other events are available at the entrance to the premises. This information effectively supports the formation of social networks and encourage a sense of belonging.

LAT does not advertise or provide a formal social programme.

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

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

Comments

LAT has a renewable licence from its parent company for sole use of a suite of rooms at the University of Law building from 2 August 2021.

LAT has access to additional classrooms or space with the University of Law if 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.	☒ Yes	☐ No
23.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	☒ Yes	☐ No
23.3	There are specific safety rules in hazardous areas, for example, science laboratories, which are readily accessible to participants, staff and visitors.	☐ Yes	☐ No ☒ NA
23.4	General guidance on health and safety is made available to participants, staff and visitors.	☒ Yes	☐ No
23.5	There is adequate signage inside and outside the premises and notice boards for the display of general information.	☒ Yes	☐ 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.	☒ Yes	☐ No
23.7	There are toilet facilities of an appropriate number and level of cleanliness.	☒ Yes	☐ No
23.8	There is adequate heating and ventilation in all rooms.	☒ Yes	☐ No

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

Comments

LAT has sole use of a suite of rooms within the University of Law building. Access to the University of Law building is restricted by access card. Visitors must obtain a pass from campus security officers. Consequently, the premises are appropriately secured.

The premises are managed by the University of Law property managers and security personnel. The premises are maintained in a good state of repair, decoration and cleanliness.

There are no hazardous areas.

General guidance on health and safety is displayed on posters close to the entrance.

Conspicuous signage at the entrance guides visitors to LAT. Numerous notice boards in the corridors, the classroom and the trading room provide appropriate space for the display of general information.

The whole area is spacious, with adequate circulation space within LAT. A reception area is suitable for receiving visitors. Outside LAT but within the University of Law building are break-out areas that are also suitable for visitors.

The toilet facilities are appropriate in number, well maintained and kept to a suitable level of cleanliness. These facilities are shared with the University of Law.

All rooms have natural light and independently controlled radiators. Windows can be opened. Consequently, heating and ventilation are acceptable in all rooms.

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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.	☒ Yes ☐ 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.	☒ Yes ☐ No
24.3	There are facilities suitable for conducting the assessments required for each course.	☒ Yes ☐ No ☐ NA

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

Comments

Training rooms and other learning areas are appropriate for the courses offered. The classroom is spacious and can accommodate many more participants than are currently attending courses with LAT.

The trading floor has been custom designed and built around specific LAT requirements. It is well equipped, with 30 work stations that are fully equipped with three large-screen computer monitors to support the active trading elements of the courses.

The classroom can easily be rearranged for formal assessments if required.

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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.	☒ Yes ☐ No
25.2	Trainers have access to sufficient personal space for preparing teaching/training sessions, marking work and relaxation.	☒ Yes ☐ No ☐ 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.	☒ Yes ☐ 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.	☒ Yes ☐ No
25.5	Administrative offices are adequate in size and are resourced for the effective administration of the provider.	☒ Yes ☐ No

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

Comments

There are appropriate additional facilities for participants and staff. The participants have access to the facilities of the University of Law campus, owned by the parent company. This includes break-out areas where participants can undertake independent study.

Tutors can use the shared break-out areas if they wish for preparing their teaching/training sessions and for relaxation.

Participants and staff have access to the facilities of the University of Law. These facilities include suitable break-out areas for relaxation and appropriate food outlets. In addition, LAT is located in central London close to a wide selection of suitable facilities for relaxation and the consumption of food and drink.

There are currently no individual rooms specifically allocated for private meetings. However, the classroom is very often vacant and can be used for this purpose. The classroom and the trading room are both large enough to accommodate full staff meetings.

The day-to-day course administration is currently conducted online and, therefore, a dedicated administrative office is not required.

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.	☒ Yes ☐ 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.	☒ Yes ☐ 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.	☒ Yes ☐ No ☐ 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.	☒ Yes ☐ No

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

Comments

Senior managers have an understanding of the specific requirements of online, distance and blended learning. Senior managers have in-depth experience of designing online, distance and blended learning courses. The current courses, including the related materials, were all designed by the senior managers.

Data for all participant engagement is collected automatically, including for live and pre-recorded online sessions. This includes the logging of attendance and submissions. Swift interventions are made if timeliness falls below expectations.

LAT records and stores videos of each participant's face as a means of verifying who is registered on the course.

All online participant and tutor engagement is monitored to check for concerns. A procedure is in place to deal with any concerns, but the procedure has not had to be used to date.

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.	☒ Yes ☐ No

27.2	The provider has a sufficient number of qualified online trainers to give individualised instructional service to each learner.	☒ Yes ☐ No
27.3	The allocation of online trainers to courses provides a consistent learning experience, and delivery is monitored to ensure consistency.	☒ Yes ☐ No
27.4	Online delivery methods are sufficient to attain the stated course objectives and intended learning outcomes.	☒ Yes ☐ No ☐ NA
27.5	Online programme designers make effective use of appropriate teaching aids and learning resources.	☒ Yes ☐ No
27.6	Suitable additional study aids are provided through investment in technology and/or issuing supplementary study materials.	☒ Yes ☐ No ☐ NA

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

Comments

Their CVs show that the Academic Dean and the Programme Manager both have suitable qualifications and experience to manage the online courses. As a result, online course management is effective.

All staff are trained and experienced in online teaching and provide individualised support. The inspector's observations and discussions with participants confirm that there is a sufficient number of tutors to individualise the learning effectively.

Participants confirm that they have the same tutor throughout the course. Formal tutor observations confirm that lessons are monitored to ensure consistency. Consequently, participants benefit from a stable learning environment and strong tutor–participant relationships.

The high success rates at LAT show that the online delivery methods used are sufficient to attain the course objectives and learning outcomes.

Lesson observations show that programme designers have made good use of a wide range of teaching aids and learning resources to support the learning.

LAT makes good use of additional study aids, including online learning resources, support and reference resources, and an online trading platform. This enriches the educational environment and supports individual study.

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.	☒ Yes ☐ 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.	☒ Yes ☐ No
28.3	Performance review procedures for online trainers incorporate regular monitoring of their feedback to participants.	☒ Yes ☐ No

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

Comments

All tutors have studied and graduated from the same course, online and on campus. As a result, they are fully aware of the special challenges and demands of online, distance and blended learning.

In discussion, tutors confirm that they undertake continuous training regarding the use of the technology, LAT and GUS policies, teaching approaches and participant needs. This results in a consistently high standard of learning experience for participants.

A review of the lesson observation documentation shows that online tutors are expected to give developmental feedback to participants. This supportive feedback fosters a culture of independent study.

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.	☒ Yes ☐ No

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

Comments

Scrutiny of the online learning platform shows that the level of digital literacy needed to navigate it successfully has been purposefully kept low. The digital literacy of prospective participants is checked prior to enrolment.

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.	☒ Yes ☐ 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.	☒ Yes ☐ 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.	☒ Yes ☐ No
30.4	The provider supports and encourages peer interaction through a variety of channels, such as social media and virtual learning environment platforms.	☒ Yes ☐ No

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

Comments

LAT provides a series of comprehensive induction sessions at the beginning of each course to explain the online facilities and how to access and use them. In discussion, participants confirm that it is easy to navigate the online resources.

All tutors are proficient in using the technical resources and are available to participants for ten hours a day. E-mail support is available for out-of-hours support.

All online facilities are kept technically user-friendly. System requirements are minimal. Nevertheless, technical support is available via e-mail if required.

LAT has an online discussion forum to encourage peer interaction. It also has an active social media presence.

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.	☒ Yes ☐ 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.	☒ Yes ☐ No

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

Comments

LAT uses established and well-known platforms for its pre-recorded lectures, for live, interactive online sessions, and for access to live webinars and live assistance. The systems are robust with very little downtime. Consequently, participants have a seamless and reliable learning experience.

LAT has comprehensive IT support from GUS, should the need arise. This support is offered to all tutors and staff throughout the working week. This ensures that reliable systems are operative at all times.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated   ☒ Yes   ☐ No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS
Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Provider's strengths

Managers are well qualified and experienced for their posts and this contributes significantly to the overall success of the organisation.
LAT has substantial administrative support from GUS, which enhances the Provider's operational effectiveness and efficiency.
A comprehensive report is compiled annually that provides a full overview of the Provider's academic activities in order to support accountability and transparency and foster continuous improvement.

Actions required	Priority H/M/L
7.7 LAT must establish an overarching and comprehensive action plan, with assigned responsibilities and a timeframe, in order to create a more structured approach to strategic development.	☐ High ☒ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Ongoing reviews of course content ensure that courses are always kept up to date, enhancing the quality of education and equipping participants with current knowledge and skills.
On the assessed course, pass rates are very high, underscoring LAT's ability to deliver a rigorous and rewarding educational experience.
The learning platform contains all the recorded lessons, as well as all the course materials and provides extensive opportunities for individual study and practice and supports independent learning.
Tutors respond to participants as individuals with their own particular support needs in order to foster a supportive and inclusive learning environment.

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

PARTICIPANT WELFARE

Provider's strengths

Prospective participants are fully equipped with the requisite information for informed decision-making regarding the suitability of the courses.

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

PREMISES AND FACILITIES

Provider's strengths

The learning areas are very well resourced. The trading floor is very well-equipped and supports the active trading element of the courses effectively by providing hands-on experience.	
Actions required	**Priority H/M/L**
None	☐ High ☐ Medium ☐ Low

ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)

Provider's strengths

Senior managers have in-depth experience of designing online, distance and blended learning courses so that the courses evolve with changing circumstances and with the needs of the participants. All staff are trained and experienced in online teaching and provide individualised support so that success rates are very high. LAT makes good use of additional study aids, including online learning resources, support and reference resources, and an online trading platform. LAT offers a flexible learning experience that caters for a wide range of learning styles.	
Actions required	**Priority H/M/L**
None	☐ High ☐ Medium ☐ Low

RECOMMENDED AREAS FOR IMPROVEMENT
To be reviewed at the next inspection

LAT should consider ways of encouraging higher numbers of participants to give feedback.

COMPLIANCE WITH STATUTORY REQUIREMENTS

THE INSPECTION WAS CARRIED OUT BY:

John Rooney	Lead Inspector