



## BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

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

**NAME OF PROVIDER:** London Management Centre

**ADDRESS:** 92 Seymour Place  
London  
W1H 2NJ

**HEAD OF PROVIDER:** Dr Tony Khalil

**DATE OF INSPECTION:** 21–22 & 28 February 2024

**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- Award of accreditation to be withdrawn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: 30 May 2024

## PART A – INTRODUCTION

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### 1. Background to the provider

London Management Centre (LMC/the Provider) is a privately owned limited company and training provider that was founded in 1995 and that has been operational since 1996. It offers a range of short courses in business leadership and management.

The Provider is based in central London in the United Kingdom (UK). The main venue for course delivery is the LMC premises in central London, which has capacity for 60 participants. A range of courses is also offered at local hired premises in London and in training venues around the world. A small number of bespoke courses is delivered exclusively for an organisation.

BAC only accredits the provision offered in the UK.

LMC's aim is to transform strategic thinking into operational reality and to empower managers and develop leaders to achieve organisational success.

The sole proprietor, who is also the President, is supported by a team of senior managers. The senior managers are the Director General, the Vice-President, the Head of Operations and the Operations Manager.

### 2. Brief description of the current provision

LMC provides short open enrolment and bespoke training courses in Management, Leadership and Strategy, Finance and Accounting, Human Resources Management, Projects and Logistics, Quality and Audit, Marketing, Legal and Commercial, and Public Relations and Media. Courses on Interpersonal Skills are also offered to middle and senior managers and senior technicians.

The curriculum has been developed in-house to meet the training needs of managers and senior executives. Courses run for two to ten days, with the majority running for five days, all delivered in person. Courses are designed to be practical and interactive.

At the time of the inspection, there were 74 participants enrolled on seven five-day courses. All participants were over the age of 18 years, and the majority were male. Participants are sponsored by their organisations.

Most participants are from the Middle East, predominantly the Kingdom of Saudi Arabia and Kuwait. LMC runs up to eight courses at any one time with capacity for 60 participants at its main London premises, with further capacity available at a nearby hired venue.

Courses have varied start dates throughout the year, depending on demand. Participant selection is made by the sponsoring organisation, and applications are made online.

### 3. Inspection process

The inspection was carried out by one inspector over three days, with two days spent on site and one day conducted remotely. Interviews were held with the President, the Director General, the Vice-President, the Head of Operations, the Operations Manager and administrative staff. A meeting was held with a group of participants and another with a group of trainers. Training sessions were observed, and a tour was made of the premises and the nearby hired venue. The inspector scrutinised a range of documentation. LMC co-operated fully with the inspection and provided all requested information promptly.

### 4. Inspection history

<b>Inspection type</b>	<b>Date</b>
Full Accreditation	17–18 February 2009
Interim	3 March 2010
Re-accreditation	19–20 March 2013
Interim	24 February 2015
Re-accreditation	15–16 March 2018
Interim	2 April 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 that 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

The organisational chart, information on the Provider's website and the inspector's discussions with trainers confirm that the management structure is clear and well understood throughout LMC. This results in an effectively managed provider.

The Provider is led by the President, who is supported by a team of four senior managers, namely the Director General, the Vice-President, the Director of Finance and the Head of Operations. All are highly experienced and knowledgeable about their areas of responsibility. They carry out their duties effectively. Consequently, the organisation is well run.

Clear channels of communication between management and staff keep all staff well informed. Weekly catch-up meetings for staff take place at which operational issues are discussed. Regular management meetings, that also involve the President, further support effective communications. As a result, all staff have a clear and up-to-date understanding of LMC's operation.

LMC's mission and goals are clearly communicated on their website and in internal documents and integrated into all aspects of the organisation. These are reviewed annually by the President and the Head of Operations. In this way, the LMC maintains its position as a high-quality short course provider.

A risk management strategy, which includes financial planning, is in place, and is updated as necessary on an ad-hoc basis and formally once a year. This effectively keeps managers up to date with risks and how to mitigate these.

#### 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 members of the small administrative team all have an excellent understanding of the operation of the Provider and their specific responsibilities within it. They are highly effective in carrying out their respective duties to ensure the smooth day-to-day running of the Provider. As a result, the business runs efficiently.

The administrative support available is clearly defined and documented in internal documents and well understood. The work of the administrative team is supported by other colleagues, when necessary, to further ensure the smooth running of the Provider.

A variety of administrative policies and procedures are in place. These include the equal opportunities policy and grievance procedures. They are reviewed regularly by staff to ensure they are relevant and up to date, and they are included in the employee handbook. As a result, all staff are aware of the Provider's policies and procedures. They are therefore suitably informed.

The employee handbook contains some administrative information that is not relevant for staff, for example, information about the individual's rights if they make an invention or discovery, or information for food handlers. This information could cause confusion for staff.

A suitable data collection system is in place. It is in the process of being replaced by a new system, which is quicker and more efficient. The two systems are running in parallel. This is allowing staff to understand the new system and to work more efficiently. Overall, the administration of LMC is supported effectively.

Participants' personal records are maintained by the Head of Operations, and staff and trainers' personal records are kept by the Director General, who is responsible for Human Resources (HR) management. All records are sufficiently detailed and regularly updated, at least annually. This further supports the effectiveness of the Provider and ensures that LMC has relevant and detailed information on its staff and participants, which is kept securely.

A suitable data protection policy is in place that appropriately restricts the accessibility of data. Consequently, all data is adequately protected, so benefiting relevant stakeholders.

### 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.	<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

There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff. Administrative staff are recruited using suitable professional agencies and online organisations. This ensures a strong selection of staff for interview and appointment.

A robust system for the recruitment of trainers is in place. Potential trainers observe experienced trainers in action and are then observed themselves prior to engagement. All trainers are subject to regular observations, which ensures a team of excellent trainers, to the benefit of course participants.

A specialist HR organisation checks and verifies new trainers' qualifications. Accurate electronic records, with suitable access restrictions, are maintained and up to date. This efficient system allows trainers' records to be easily accessed when necessary.

Trainers who deliver in-person courses may also deliver courses online. As they have already been subject to a selection process, this ensures consistency and excellence in the delivery of courses.

There are no trainers working remotely.

Trainers have three formal lesson observations a year. The observation culture in the organisation means that trainers are comfortable with being observed. The impact of this is that trainers know what they do well and what they need to improve. A lack of detail on the observation form means that opportunities to identify the support needs of the trainer being observed may be missed.

Non-teaching staff have an annual appraisal to support their development and to ensure they are appropriately equipped to meet their targets. Consequently, employees have a deeper understanding of their value to the organisation and how they expect to progress in the following year.

During the annual appraisal, staff can discuss with managers any Continuing Professional Development (CPD) needs. CPD is actively supported by the Provider, which benefits both the individual and the organisation.

#### 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

The website provides an accurate depiction of LMC and its services, offering prospective participants a good picture of the location, premises and services available.

Details of all LMC's courses are easily accessible on the Provider's website. The information is up to date and accurate, allowing prospective participants to make well-informed choices about the best course to meet their needs.

4.3 The Provider's key policies are not accessible through the website, restricting applicant and participants' access to information that may be of relevance to them.

<b>5. The provider takes reasonable care to recruit and register suitable participants for its courses</b>	
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 type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" 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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

#### Comments

Participants' sponsoring companies ensure that courses meet the participants' and their employer's needs. The sponsoring company gives information to participants on the courses, and LMC's website provides additional information on the courses and the delivery methods. As a result, participants can make a judgement on the suitability of the course.

Entry requirements for the courses are not necessary and there is no formal application process undertaken by the Provider as it is the sponsoring organisation, which has a good understanding of the course contents, that selects participants for the courses.

Sponsoring organisations are provided with sufficient information to enable them to make a judgement on the suitability of the courses. Applicants are employed by companies with which the Provider has developed an effective business relationship. It is the sponsoring organisation that makes a decision on the suitability of the courses. These organisations are clear about the benefits of enrolling participants on the courses.

The Provider replies to all application enquiries in line with its appropriate target response times. The Provider responds to application enquiries within 24 hours, which is the target response time. A great deal of discussion between the Provider and the sponsoring organisation has taken place beforehand about the nature and requirements of the courses. As a result of the detailed exchange of information, applicants are clear about what the course entails.

There are no recruitment agents as it is the sponsoring organisation that selects participants for courses.

5.7 The application form does not invite participants to disclose any learning needs and/or disabilities. This reduces opportunities to offer additional support to participants who might benefit from this.

#### **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 policy is made clear to all participants. If a participant does not attend 100 per cent of the course, they do not receive a course completion certificate, which may result in action being taken by the sponsoring company. This system produces extremely high rates of attendance.

Electronic identity cards allow accurate and up-to-date information on attendance and punctuality to be gathered, which is reviewed by reception staff. Detailed and up-to-date attendance information is therefore readily available.

As participants are expected to attend all classes, if they are absent, they must inform the Provider immediately. Staff are very proactive and contact any participant who is missing. This ensures that participants can benefit from full attendance on the course, and also that any reasons for absence are explained. Participants' return to classes after breaks can be slow, leading to some disruption to classes.

**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 President and senior managers meet regularly to review all aspects of LMC's performance. Each course is reviewed on completion, including consideration of the feedback from trainers, participants and sponsoring companies. This allows any changes to be implemented quickly. The high standards of the provision are maintained as a result of such highly effective monitoring.

Written feedback from participants is collected, reviewed and collated daily, and immediate action is taken where necessary. The Head of Operations and the Operations Manager are briefed by trainers daily on the progress of the



courses and on the participants. The end-of-course participant feedback summarises their experience of the course. This system is effective in identifying and making improvements to the high quality of the provision.

The feedback obtained from participants is recorded on a spreadsheet and analysed by the Head of Operations on a daily basis. Feedback consistently shows very high levels of participant satisfaction. It is also effective in identifying any issues that participants may have and, in this way, supports the maintenance of the quality of the provision.

Feedback is reviewed weekly by management and used to inform changes in the provision during planning meetings, ensuring the continued excellence of the provision.

Managers report informally to participants on a regular basis the actions that have been taken in response to their feedback. As a result of this this open and informal system, everyone involved in the delivery of the provision, including the trainers, is aware of feedback given and any changes made as a result.

The Head of Operations compiles reports, which are shared with relevant staff. This includes differentiated data and ensures that all staff with an interest in the delivery of the courses are kept informed of the year's activity in relation to each course.

The Provider's staff work closely with each other and communicate very frequently. As a result, the senior managers in control of the operation, including the President and the Vice-President, know exactly what needs to be actioned in order to keep their business viable and to continue the excellent provision. Consequently, appropriate actions are taken in a timely manner and the results are regularly reviewed. There are no formal written action plans that ensure that all the actions that are taken are appropriately recorded.

## 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

Course management is effective. A suitably qualified and experienced Head of Operations is responsible for the overall management of course delivery, effectively supported by the Operations Manager. They meet daily and with the trainers to monitor teaching and learning. In this way, the effectiveness of course delivery is ensured.

Training sessions are timetabled, and rooms are allocated appropriately for the courses offered. Training sessions are timetabled appropriately and meet the needs of the participants. Rooms of an appropriate size are allocated for classes. As a result, there is a comfortable training and learning environment, which is suitable for the delivery of the courses.

Trainers are allocated to courses depending on their specialist area. Trainers teach each class for one whole day, so a five-day course has five trainers. The daily written feedback from participants allows the Head of Operations and the Operations Manager to review the quality and relevance of each taught session. This ensure that participants consistently receive high-quality teaching of relevant content.

Trainers submit their teaching materials to LMC one week before the course for checking. They need to ensure coverage of the syllabus and learning outcomes and that there is no duplication of content in relation to what other trainers have provided. Once reviewed and approved, the teaching materials are made available to the other four trainers on the course to ensure coherence across the different sessions. This approach is effective in maintaining continuity on courses for participants.

The policy for the acquisition of training resources is appropriate, as trainers mainly provide their own teaching resources. Trainers can approach LMC for a specific resource, which is then provided. Classrooms are well equipped for the effective delivery of courses. Consequently, the resources available are appropriate for the effective delivery of courses.

**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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

The courses' design and content reflect current knowledge and practice. The course content is provided by trainers, who are specialists in the areas that they deliver and are familiar with the knowledge and practice related to the specific areas covered by the course.

The Head of Operations is key to the course review process. He uses appropriate Artificial Intelligence (AI) resources, as well as the trainers, to support him in the review. Courses are continually updated to ensure that they reflect current knowledge and practice. This ongoing process of review and revision ensures up-to-date and high-quality courses.

Courses are designed in ways that allow participants to develop the knowledge and skills that meet the needs of their employers. Course design is based on the needs of the participants' employers, from which course specifications are developed by LMC. LMC's courses are designed to allow participants to develop a range of knowledge and skills in a specific area relating to their role in their organisation. In this way, the needs of employers are successfully met.

The courses do not have a specific level of study attributed to them and there is no awarding or examination body involved.

All course materials are produced following an LMC template, to ensure consistency and clarity. All resources meet course learning outcomes and are sufficiently comprehensive to support participants to achieve the course objectives.

All participants are professionals who are already in the workplace, and the courses are specifically designed to meet their needs.

**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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
10.3	Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the teaching/training sessions.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.4	Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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. The trainers are specialists in the areas they deliver. They have been carefully selected for their expertise and their teaching and communication skills and must have at least five years' training experience. Trainers are interviewed and observed before their appointment. Consequently, trainers are known to have excellent pedagogical skills and deliver LMC's courses effectively.

Trainers are appropriately supported in their continuing professional development and are enabled to develop further pedagogic techniques to enhance the learning of participants. Their CPD needs are identified at their performance appraisal and lesson observations. This supports trainers effectively in their classroom delivery.

Trainers are made aware of the different backgrounds of the participants. The majority of participants are from the Middle East, and trainers have, over time, developed a good understanding of their needs. Trainers use this knowledge in planning teaching sessions, so that participants' needs are met.

In the sessions observed, participants were involved in a variety of training activities. Trainers regularly check on participants' progress to determine whether the concepts and ideas presented have been fully understood. The daily feedback from participants is also an excellent measure of their understanding. High levels of participation and understanding lead to enjoyable, high-quality classes.

**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.	<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 type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" 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 whilst attending the courses.

LMC's courses do not involve ongoing or final assessments or target levels of achievement. As participants are sponsored by their employers to attend a specific course, it is not possible to move participants to an alternative programme.

Feedback is given to the participants on a regular basis throughout the course following group work and in question-and-answer activities. The feedback is tailored to meet the participants' needs and constructive in its nature and delivery. There are many opportunities to talk with trainers and for the trainers to give feedback on participant progress and any other issues raised during course hours. This is helpful for the participants and supports opportunities for frequent informal discussions to take place to meet the participants' needs.

Participants can speak to the trainers outside the scheduled course delivery time if they need to.

**12. The provider offers courses leading to accredited awards granted by recognised awarding bodies**

12.1	For courses leading to awards from the provider's country of domicile, the awarding body is recognised by the relevant regulator.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
12.2	For courses leading to an award from an international educational institution that is authorised to operate in its country of domicile, the provider has a formal agreement in place with the international institution.	<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**

**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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
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- 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
16.2	Participants receive appropriate information, advice and guidance before the start of the course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
16.3	Participants receive an appropriate induction and relevant information at the start of the programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
16.4	Participants are issued with a contact number for out-of-hours and emergency support.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> 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.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
16.6	Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
16.7	A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

#### Comments

There are appropriate named staff members responsible for participant welfare who are suitably experienced, accessible to all participants and available to provide advice. The Head of Operations and the Operations Manager are responsible for participant welfare.

These staff members make themselves known to participants on the first day of the course and are available every day of each course, should it be necessary for them to address any issues. Therefore, suitable arrangements are in place to support the well-being of participants.

A delegate information pack is sent to participants before their arrival. This provides detailed initial advice and guidance, including travel information and information about LMC. This ensures that participants have a good understanding of what to expect on arrival.

Once at LMC, participants receive a comprehensive induction covering class times, attendance, availability of beverages and food, and health and safety. Participants are also provided with a useful handbook that covers, for example, the daily schedule, support offered, the graduation ceremony, how to make a complaint.

The handbook does not include details on aspects of life in London or links to websites on things to do in London to maximise the time that participants spent there. This additional information would further ensure that participants have a good understanding of both LMC and staying in London.

Participants can contact their employer in the event that they require any emergency support as employers have overall responsibility for the participants when they are attending courses.

An appropriate procedure to deal with abusive behaviour is in place and included in the staff handbook. Appropriate action is taken in the event of any unacceptable behaviour in order to support a safe environment for those at the Provider's premises.

16.5 A policy on discrimination and a procedure to deal with abusive behaviour, including cyberbullying, are not included in the participant handbook. Consequently, participants are unaware of issues related to discrimination or how abusive behaviour is defined and how it will be managed if it were to occur.

There are no participants under the age of 18.

An appropriate policy is in place to protect participants from the risks associated with radicalisation and extremism, and a suitable risk assessment has been conducted. The Head of Operations has undertaken relevant training, which has been disseminated throughout the Provider. This ensures that participants are effectively protected from the risks of radicalisation and extremism.

The employee handbook contains an e-policy covering the acceptable use of the internet, e-mail and social media. Therefore, staff are aware of acceptable behaviour in relation to social media and electronic devices.

16.8 The e-policy on the acceptable use of the internet, electronic communications and social media is not made known to participants, so it is difficult to enforce it.

Contact details for participants are stored safely and can be accessed by specific staff. Details of next of kin are held by the sponsoring organisation that is responsible for this aspect of the participants' welfare. Overall, the welfare needs of participants are suitably met.

#### 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 type="checkbox"/> Yes            | <input checked="" 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

International participants receive relevant information on travelling to London before starting their course. This is helpful in preparing them for their short stay with LMC.

17.2 International participants do not receive a specific induction on arrival covering issues related to the local area. This reduces their understanding of what is available locally, that would be very helpful to international participants.

Appropriate information and advice continue to be available to international participants while they attend courses, so they feel well supported.

LMC takes into consideration cultural and religious issues. A prayer room is available, and meals take into account religious, cultural and dietary requirements. This indicates that LMC is sensitive to the needs of all the participants.

#### 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.  Yes  No  NA

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

**Comments**

Fair contractual terms and conditions are made available to the sponsoring organisation before enrolment. As a result, these organisations are clear about the terms of enrolment, including the cooling-off period and refund arrangements.

Participants are informed of what to do in case they have a complaint and they are advised of BAC's complaints procedure. Consequently, participants know to whom they should make a complaint.

**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. | <input type="checkbox"/> Yes | <input checked="" 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**

The Provider does not provide a social programme which is appropriate for the provision of short professional courses.

21.1 Participants are not provided with information on events and other leisure activities that may be of interest and so may miss out on the many opportunities London has to offer to enhance their stay.

**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**

LMC has secure tenure on its premises, which it owns.

Additional training accommodation is available in a nearby hotel.

**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**

A staffed reception area and electronic identity cards ensure that access to the premises is appropriately restricted and secure.

The premises are maintained in a good state of repair, decoration and cleanliness. The premises are maintained to a very high standard, being modern, well decorated and clean. Staff and participants are therefore afforded suitably comfortable accommodation in which to work and study.

There are no hazardous areas accessible to participants and visitors.

General guidance on health and safety is made available to participants and staff. Emergency safety signage is satisfactory, ensuring that all visitors, staff, trainers and participants know what to do in the event of an emergency.

There is adequate signage inside and outside the premises and noticeboards for the display of general information. Signage within the building gives useful information and directions.

A large reception area is suitable for receiving visitors. This provides a welcoming space.

Toilet facilities are modern and clean and include toilets for people with disabilities. Levels of heating and ventilation are suitable and provide a comfortable 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**

Training rooms and other learning areas are appropriate for the courses offered. Training rooms vary in size and are used according to the number of participants in a group. This promotes a comfortable training and learning environment.

Training rooms are equipped to a level that allows for the effective delivery of each course. Training rooms are well equipped with a laptop, screen and flipchart. This is appropriate for the delivery of courses.

LMC's courses do not include formal assessments.

**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 a small library in a break-out area. This area is suitable for private work and study, if required. It is not used often as participants are on courses for a short period of time.

Trainers use the lounge area for the preparation of their training sessions and for relaxation. This area is appropriately furnished and comfortable.

The spacious lounge has tables and chairs and provides very comfortable accommodation for relaxation, and also for breakfast, coffee breaks and lunch, when food and beverages are provided. A kitchen area has a microwave and kettle for staff, should they wish to prepare food and drink themselves.

The Provider is located in a busy part of central London, with a wide variety of places to eat and drink. This contributes to a very pleasant environment for all.

If staff need a room for a private meeting, they can use one of the empty classrooms, which can also be used for staff meetings.

Administrative offices are adequate in size and are well resourced, allowing staff to carry out their jobs effectively.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

Declaration of compliance has been signed and dated

Yes  No

## PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

### MANAGEMENT, STAFFING AND ADMINISTRATION

#### Provider's strengths

The well-qualified and experienced leadership team contributes significantly to the excellence of the Provider.

High-quality procedures and processes for the collection, collation and analysis of feedback data provide management with a clear understanding of the provision.

Regular communication between staff on a daily basis ensures the satisfaction of participants and the excellence of the provision.

Actions required	Priority H/M/L
4.3 Key policies must be added to the website.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
5.7 The application form must give participants the opportunity to disclose any special learning needs and/or disabilities.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Provider's strengths

Trainer recruitment, which incorporates observations by, and of, prospective trainers, ensures that trainers have the required subject and pedagogical skills to be effective.

The well-designed, specialist curriculum tailored to specific areas of leadership and management meets participant and employer needs.

Actions required	Priority H/M/L
None	

### PARTICIPANT WELFARE

#### Provider's strengths

LMC takes good account and is sensitive to all participants' religious, cultural and dietary requirements.

Actions required	Priority H/M/L
16.5 A policy on discrimination and a procedure to deal with abusive behaviour, including cyberbullying, must be made available to participants.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
16.8 The e-policy must be made available to participants.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
17.2 International participants must receive an appropriate induction on arrival covering issues specific to the local area.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
21.1 Participants must be provided with information on events and other leisure activities that may be of interest.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

### PREMISES AND FACILITIES

#### Provider's strengths

High-quality premises are used for the delivery of the courses and these provide a comfortable training and working environment.

Actions required	Priority H/M/L
None	

**RECOMMENDED AREAS FOR IMPROVEMENT**

To be reviewed at the next inspection

The Provider should update the employee handbook so that all the information it contains is relevant to staff.

It is suggested that more information is provided on the lesson observation form so that all the support needs of the trainer are identified.

It is recommended that participants are made more aware of the importance of punctuality when returning to class after the breaks.

LMC should consider the use of written action plans that bring all the actions taken together in one place.

It is suggested that more information is included in the participant handbook.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

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**THE INSPECTION WAS CARRIED OUT BY:**

Nicole de Lalouviere	Lead Inspector
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