



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: London School of Executive Training (LSET)

ADDRESS: 27–37 Station Road
Hayes
Middlesex
UB3 4DX

HEAD OF PROVIDER: Mr Prasenjit Kumar

DATE OF INSPECTION: 29 January & 1–2 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- Award of accreditation to be withdrawn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

1. Background to the provider

London School of Executive Training (LSET/the Provider) is a private limited company that was established in December 2013. It offers non-accredited, short courses to high-school graduates, business executives, managers, and current and aspiring diplomats in a wide range of business disciplines.

It operates from premises that are situated in a large, three-floor serviced office complex in the Hayes area of west London, which is part of the London Borough of Hillingdon.

LSET aims to enrich minds and increase professional prospects through innovative education and training and is dedicated to shaping future leaders within the global business landscape.

The Provider is owned by the Director, who is also the head of the organisation. There is a Board of Governors, which includes senior representatives from different backgrounds, including business, the Civil Service and diplomacy. The Board is responsible for the long-term strategic direction of the Provider. The Director is supported by a Commercial Director, who also leads on administration, an Office Administrator, who is also the Safeguarding Lead, a Student Welfare Officer, a team of self-employed trainers, and a small team of external consultants, who assist the Provider in areas such as Information Technology (IT) and social media.

The Provider moved premises in February 2023 to provide a more accessible area of London for potential participants based in the United Kingdom (UK) and abroad.

2. Brief description of the current provision

LSET offers three distinct types of training courses. These are programmes for high-school graduates, executives and business leaders and current and aspiring diplomats. It offers a range of business courses in subject areas such as financial management, strategic management, entrepreneurship, leadership, teamwork skills and conflict resolution.

The courses are delivered in person at the head office premises throughout the year. Course duration ranges from one to two weeks.

The Provider has expanded its programme offer in response to current business trends and training requirements within the industry. New programmes include Effective Leadership in the Digital Age, Innovation and Change Management, Digital Marketing Essentials, Introduction to Coding and Programming, and Career Exploration and Planning.

At the time of the inspection, the Provider was delivering one course, Financial Management for Executives, as part of its high-school graduate programme. There were six full-time participants registered, all female, and all over the age of 18 and from the UK. The head office premises have a maximum capacity of 20 participants, although most courses typically run with between five and ten participants, depending on the specialist area of the programme.

Enrolment on all courses is scheduled according to participant demand throughout the year.

Most participants are degree-level graduates who have already studied a business-related subject. Some may already be employed, having been referred by their employers, and some attend as business owners, managers or senior leaders. There are no entry requirements for any courses, although a thorough discussion takes place with all participants to ensure that they fully understand the expectations from both provider and participant perspectives.

3. Inspection process

The inspection was conducted by one inspector with two days onsite at the head office and half a day online. Meetings were held with the Director, the Commercial Director, the Office Administrator and Safeguarding Lead, the Student Welfare Officer, one trainer, a technician and the participants. Training sessions were observed, and a tour of the premises was undertaken. Hard-copy and electronic documentation was scrutinised. All documentation requested was made available, and all staff and participants cooperated helpfully in the inspection.

4. Inspection history

Inspection type	Date
Full Accreditation	11–12 September 2014
Interim	13 April 2016
Supplementary	18 September 2017
Re-accreditation	14–15 January 2019
Supplementary	22 October 2019

PART B – JUDGEMENT AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the organisation.

INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

1. The provider is effectively managed

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The management structure is clearly defined, documented and understood. A clearly documented management structure is in place, and meetings with staff confirmed that it is well understood. The structure includes senior management and staff involved with course management and course delivery.

A review of Curricula Vitae (CVs) and Continuing Professional Development (CPD) records confirms that the Director and the Commercial Director are appropriately qualified and experienced and have a clear vision for the Provider, its staff and participants. Meetings with staff confirmed that they understand the management roles and specific responsibilities and that they are effective in carrying these out. This ensures the effective management of the Provider.

There are effective channels of communication between management and staff. Formal meetings that include all staff are scheduled monthly, and additional smaller team meetings are scheduled at least weekly for staff involved in course delivery. Meetings are supported by regular telephone calls and e-mails. All formal communications are documented and disseminated to ensure there is an audit trail of decisions made. Records that were reviewed were effective.

The Provider's written statement of its aims and goals is regularly reviewed and communicated to all stakeholders and is implemented effectively by all staff. Records of regular staff and stakeholder meetings and adaptations to the risk management strategy, were reviewed, demonstrating effective institutional oversight.

The review of a documented risk management strategy, inclusive of financial planning, confirmed that this is a regularly updated process to address emerging challenges and opportunities within the organisation.

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

A review of the CVs and CPD records of the Commercial Director and Office Administrator confirm that they are well qualified and experienced administrators. The Commercial Director works closely with the full-time Office Administrator regarding all administrative requirements for the Provider. These roles are supported by clear job descriptions to ensure they understand their specific responsibilities and duties and are effective in carrying these out.

The size of the small administrative team is sufficient for the number of staff and participants and ensures the effective day-to-day running of the Provider. Inspection findings confirmed that administrative responsibilities are clearly identified and understood by all staff to ensure effective support to management is provided.

There are clear policies covering administrative procedures and systems, for example, the Provider's Administration Responsibilities policy. These are reviewed annually by the Director and the Commercial Director. The policies are included in the staff handbook and disseminated to staff during their induction.

Data collection and collation systems are effective in supporting the administration of the Provider. Policies such as the Data Protection Measures and General Data Protection Regulation, as well as local privacy regulations and safeguarding personal information have been reviewed and updated. The Commercial Director and Office Administrator have also undertaken recent training to ensure that there is full compliance with all data collection policies and regulations.

All administrative records, including those containing staff and participant information, are stored on a secure central database, and updated as appropriate. The database ensures that all staff have access to up-to-date records and documentation, as required. As a result, there are effective administrative procedures in place to support staff and participants and to ensure the efficient day-to-day running of the Provider.

3. The provider recruits appropriate staff

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The Director oversees all staff recruitment. LSET has detailed and appropriate staff recruitment policies, including the provision of a signed contractual agreement. The policies include legal checks, academic references and the verification of qualifications. These are appropriate to ensure the recruitment of suitably qualified and experienced staff.

The recruitment of all staff is dependent on their academic qualifications and experience within their subject specialisms. Staff experience and qualifications are appropriately verified by the Director prior to employment contracts being issued. This process ensures that robust records are accurately maintained.

All trainers are contracted to work on site, and there are no trainers working remotely.

The Provider has an appropriate structured annual performance review process for all staff. The outcomes of the review process are recorded as part of the staff annual appraisal. The appraisal process is suitably documented. For trainers, this includes ongoing peer observations and at least one scheduled observation of a training session that is undertaken by the Commercial Director. There are clear plans and templates in place for the recording of training session observations by the Commercial Director so that a regular process is implemented.

The performance of all staff is reviewed by the Director. Feedback on staff performance is communicated to staff in review meetings as part of the annual appraisal process. This process includes the identification of CPD needs. The delivery of CPD and any other identified support is effectively overseen by the Director. As a result, trainers confirmed that they understand what they do well and what they need to do to improve.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider's online and digital promotional materials provide an accurate depiction of the method of delivery, location, premises, facilities, resources and courses offered.

The LSET website is well maintained and is regularly updated to include all relevant course details. The information provided prior to and at the start of courses is relevant, accurate and up to date.

The website provides access to relevant policies and associated information.

As a result, prospective participants have access to good-quality information to enable them to make informed choices about the most relevant course to meet their needs.

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

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

5.3	A formal application and selection process ensures that participants meet the entry requirements.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input 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 type="checkbox"/> Yes <input type="checkbox"/> No
5.6	Overseas recruitment agents are properly selected, briefed, monitored and evaluated.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
5.7	The provider has effective systems to identify participants who have special educational needs and/or disabilities requiring additional learning support or other assistance.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Provider considers the recruitment of suitable participants as a priority and has a thorough process in place. Both the Director and Commercial Director undertake comprehensive research across the industry to ensure that LSET offers training courses that are up to date and meet participants' needs. Effective systems are in place to ensure that regular participant feedback is used to ensure training courses are meeting participants' expectations. Detailed course descriptions on the LSET website clearly state what skills participants can develop by the end of each course and how courses can contribute to CPD within the global business landscape.

There are no entry requirements for any training courses. All courses are delivered in English, and participants are advised of the required level of English language competence before enrolment.

Although there are no entry requirements for any courses, a formal application process ensures that participants are provided with all the required information before enrolment. For examples, course timetables, fees, and content. This information is verified at registration and before participants commence any course. The Office Administrator arranges further communication between the prospective participant and members of the training team, if required. Staff and participants confirmed that this process is effective.

All applications and general enquiries are promptly dealt with by the Office Administrator and Student Welfare Officer, who communicates regularly with the Commercial Director to ensure that all published information on the training courses is accurate. The Provider enquiry inbox is regularly monitored out of hours and at weekends to ensure that potential participants are provided with an efficient response. Participants confirmed that this was a highly effective system. Inspection findings confirm this to be the case.

No overseas recruitment agents are used since all recruitment takes place in the UK directly with the Provider.

The registration process, which is inclusive of an interview with participants, ensures that the Provider has effective systems in place to identify participants who have special educational needs and/or disabilities and who may require additional learning support or other assistance. In addition, participants also have a range of opportunities, such as meeting with the Student Welfare Officer, to disclose any specific needs before to enrolment and while undertaking any training course. In the event that any needs are identified, appropriate support is put in place.

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. Yes No NA

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

Comments

There is an appropriate, clear and published policy on participant attendance and punctuality. The policy is communicated to participants before they start their course, at induction and in the student handbook.

Attendance registers and records are well maintained using the Provider's secure, central administrative system. Attendance and punctuality are reviewed as part of each course evaluation, which is undertaken by the Commercial Director.

The Office Administrator, who is also the Safeguarding Lead, is responsible for monitoring participant attendance and following up any absences promptly. Absences are reported by trainers to the Office Administrator for each session so that appropriate action can be taken and recorded.

These systems and processes ensure that the importance of participant attendance and punctuality is clearly communicated, and accurate records are maintained.

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

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

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

Comments

The Provider's annual performance reporting process is robust and is used effectively to monitor all aspects of its performance. The review process includes consideration of both staff and participant feedback. Course evaluation report templates are effective. They are used effectively to review and record details of the results of reviewing course content, delivery and participant feedback and identifying improvements that can be made.

The Provider has a clear approach to obtaining feedback from participants. All participants are asked to complete a questionnaire at the end of each course. In addition, group discussions with the trainer and the Administration Officer take place during course delivery to check participant satisfaction. This process works well to ensure that participants have multiple opportunities to provide feedback and are kept informed regarding any actions taken.

Feedback from trainers is formally requested at various times during the year, for example at the end of a training course and before delivery of the next course. All feedback is reviewed by the Commercial Director and informs the Provider's action-planning effectively.

The Provider's responses to feedback are communicated to participants during and after each course, in person and online. This process ensures that participants receive an individual and tailored response to their feedback.

LSET produces a quality development plan, inclusive of appropriate action plans, at least annually to review its aims, intentions and progress. This reporting and planning process makes use of appropriate data and is used to ensure that the Provider works with stakeholders in monitoring its standards, driving improvements, and implementing action plans across all aspects of the training provision.

The process is undertaken by the Commercial Director and reviewed by the Director to ensure that the Provider's own performance is regularly reviewed to aid improvements. A review of the most recent quality development plan was effective in demonstrating how the Provider monitors its own standards and assesses its own performance with a view to continuous improvement.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

8. Course management is effective

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The highly qualified and experienced Director and Commercial Director are responsible for course delivery and the management of the small team of freelance trainers. A review of the trainers' job descriptions and meetings with trainers confirmed that their responsibilities are very well understood and that they are supported effectively in their roles.

The Office Administrator supports the Commercial Director to ensure that training sessions are effectively timetabled, and rooms are allocated appropriately for the courses offered. Meetings with participants and trainers and observations of training session confirmed the process is well planned and implemented.

The allocation of trainers to courses provides a consistent learning experience for participants. Training delivery is monitored by the Commercial Director to ensure consistency across all provision, and the monitoring process is inclusive of staff and participant feedback.

Training course materials are designed and produced by the trainers and overseen for quality purposes by the Commercial Director to ensure consistency. Training course materials are finalised well in advance of any training course commencing and provided to participants in hard copy. This process is effective in ensuring that the delivery approaches are consistent and that the commissioning of training materials is standardised.

The staff handbook and job descriptions confirm the procedures for the acquisition of training and learning resources, and this ensures that all trainers have access to the appropriate quantity and quality of resources for effective delivery.

A review of training materials and participant feedback confirmed that course materials are current and comprehensive, although participants commented that it would be useful if training materials were also provided electronically to make them readily accessible at all times. This view is supported by the inspection findings.

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

Training course content is designed by the training team, the members of which are all highly qualified and experienced within the business management field. All training course design and content are reviewed and revised before delivery to ensure that they reflect current knowledge and practice. This process ensures that participants receive up-to-date materials for courses.

No training course requires an examination or assessment and there are no specific levels of study.

Course materials are well presented and comprehensive to enable participants to achieve the course objectives. Observations of training sessions and reviews of course planning confirmed this process to be effective. Participants also confirmed that they were very satisfied with the materials presented.

The training courses are not subject to assessment objectives or intended learning outcomes established by an awarding or examination body.

Training courses are designed to ensure that participants are encouraged and enabled to develop independent learning skills. Examples include additional learning materials suggested by trainers, as well as opportunities to revisit training session content outside the scheduled sessions. Participants confirmed that these processes support them for personal and work-related learning objectives.

The participant recruitment process is thorough and inclusive of communications with subject-specialist staff to ensure that participants are fully aware of the course content and expectations. This process ensures that the academic and professional background and any support needs of participants are carefully considered in the planning and design of training courses. Observations of training sessions and discussion with participants confirmed this process to be sensitive to their individual requirements.

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

A review of CVs and CPD records confirmed that trainers are highly qualified and experienced, which allows them to deliver course content effectively. Training session observations and participant feedback confirmed further that the pedagogic and communication skills of trainers are also effective in supporting a suitable range of delivery methods.

As training courses are highly dependent on current subject knowledge and experience. Trainers are supported effectively in their CPD by the Provider. This includes the CPD of senior management. Internal training session observations and peer observations also support the development of pedagogic techniques to enhance the learning experience of participants.

Trainers are well informed, as a result of the recruitment process, of the different backgrounds and particular support needs of participants for all training courses, allowing them to be well prepared for the delivery of training sessions.

Observations of training sessions and participant feedback confirmed that trainers employ effective strategies, including suitable questioning techniques, to involve all participants in training sessions and check their understanding of subject-specific requirements, specialist terminology and course content. As participant group sizes are typically quite small, this process is highly effective in meeting the individual needs of participants.

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 checked="" 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, both of which are effectively monitored through the delivery of the courses.

The training courses do not have any assessment requirements. However, training session observations confirmed that the trainers make effective links to theory. They also provide good opportunities for the application of knowledge by participants in relation to work based scenarios, demonstrating that course content effectively supports participants' CPD.

The participants on the Provider's courses do not have a target level of achievement.

Owing to the nature of training courses and the differentiated specialist subject areas, the requirement for additional support or advice on alternative programmes once enrolled is not applicable.

Feedback is communicated to participants in groups and on a one-to-one basis in every training session. As course numbers are generally small, this process is highly effective as it provides immediate feedback to participants. The process also frequently allows an opportunity for trainers to respond to the specific, work-based experiences of participants, tailoring it to their needs as well as sharing good practice related to the current business field.

Participants have appropriate access to trainers and the Office Administrator outside the scheduled course delivery times. Examples include additional time allocated on the premises to access resources, attend meetings, and respond to e-mails, texts, and telephone calls.

Although there is no requirement for summative assessment on any of the courses, the Provider takes appropriate steps to inform participants about plagiarism, at the induction stage, as best practice for their professional development.

No training courses have a requirement for coursework or a revision period and do not, therefore, have any deadlines.

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. Yes No NA
- 13.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. Yes No NA
- 13.3 External moderators are involved in the assessment process. Yes No NA

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

Comments

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

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

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

Comments

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

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

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

Comments

Participants have access to advice and guidance from knowledgeable staff regarding progression options for further study as well as career opportunities, participants positively commented that this effectively enhances their learning experience.

The Provider does not offer courses preparing participants for higher 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.	<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 checked="" type="checkbox"/> Yes	<input 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 checked="" type="checkbox"/> Yes	<input 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 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. The Office Administrator and the Student Welfare Officer are responsible for participant welfare. Both are appropriately experienced and trained to provide information and guidance on safety, well-being and counselling if required. This ensures that participants are effectively supported while undertaking training with the Provider.

The Office Administrator provides all participants with detailed information, advice and guidance before any training course begins during an in-person or online meeting. The Provider produces detailed participant information packs for all its training courses, including timetables, training agendas, module information, resources and learning aims. The packs do not include the contact details of key staff to enhance the information provided and to ensure that participants are aware of whom to contact before enrolment.

Once enrolled, all participants are provided with a mandatory induction. This is a standardised activity that can be amended to suit participants' needs. The induction activity is welcoming, engaging and informative. It includes appropriate information about participants' expected behaviour and health and safety. Participants confirmed that the induction process was a positive experience and was planned and implemented effectively. Inspection findings confirmed this view.

All participants are provided with out-of-hours emergency contact details for the Office Administrator in the event that they require support or assistance.

The Provider's policies and procedures clearly state that abusive behaviour, including cyberbullying, is not tolerated. All participants receive a student handbook that includes all the relevant policies to ensure that participants are aware that any discriminatory or abusive behaviour is unacceptable.

There are no participants or vulnerable adults currently enrolled.

A suitable policy, risk assessment and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. All staff have received up-to-date training on how to protect participants from the dangers of radicalisation and extremism, and accurate training records are maintained. A review of the student handbook also confirmed that a signed policy is in place for all participants to confirm that they have read the policy and understand it.

The Provider has a suitable e-policy that includes participants' safe and responsible use of social media and digital devices, such as mobile telephones, tablets and cameras. The policy is reviewed as part of the course inductions and appropriately enforced throughout course delivery.

The Provider securely stores contact details for all participants, including their next of kin, using their online centre management system. All relevant staff can access this information.

17. International participants are provided with specific advice and assistance

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

This standard is judged to be:

Met Partially Met Not Met NA

Comments

The Office Administrator liaises with international participants and ensures that they receive comprehensive advice before their arrival, including on travelling to and staying in the UK.

On arrival to the UK, all international participants receive a thorough induction that includes detailed information about the local area. The process is suitably detailed to provide sufficient information to guide international participants.

The Office Administrator is the main point of contact for international participants and is present and available throughout course delivery. Participants also have access to the Student Welfare Officer should they need additional support.

The Provider fully considers the cultural and religious considerations of all participants. This is a high priority for the Office Administrator and Student Welfare Officer and is sensitively considered in the planning of teaching, delivery and social activities. For example, ensuring any visits or events are inclusive and mindful of any religious celebrations and holidays.

18. The fair treatment of participants is ensured

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

This standard is judged to be:

Met Partially Met Not Met

Comments

There is a fair and transparent enrolment procedure for all training courses. Participants are provided with clear contractual terms and conditions that are signed and dated, and there is an appropriate refund policy in place. A review of participants' files confirmed that this process is robust and securely maintained.

Participants have access to a fair complaints' procedure, about which they are informed during induction.

The complaints procedure is also contained on the Provider's website and student handbook and includes clear reference to the BAC complaints procedure.

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

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

This standard is judged to be:

Met Partially Met Not Met NA

Comments

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

- | | | | |
|------|--|------------------------------|-----------------------------|
| 20.1 | Due care is taken in selecting home-stay accommodation that both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.2 | Any home-stay accommodation is inspected before participants are placed and is subject to regular re-inspection by a responsible representative or agent of the provider. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.3 | The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.4 | Appropriate advice and support are given to both hosts and participants before and during the placement. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.5 | Clear monitoring procedures are in place, with opportunities for participant feedback and prompt action taken in the event of problems. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

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

21.1	Participants are provided with appropriate information on opportunities for participation at events and other leisure activities that may be of interest.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.2	The social programme is responsive to the needs and wishes of participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input 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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input 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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input 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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The Director and training team work collaboratively to design a social programme for participants. The programme is based on course content and events that may be of interest to participants studying on subject-specific courses.

The social programme is responsive to the needs and wishes of participants and is generally implemented at the end of a training course. The social programme includes visits to central London, attendance to subject-related academic events and more interactive aspects, such as group meals.

Meetings with participants confirmed that although the social programme is not mandatory, attendance is considered worthwhile because the planned activities are enjoyable, interesting and provide a good opportunity to broaden one's subject knowledge and network with staff and fellow participants. Inspection findings confirm this to be the case.

All activities within the social programme are chosen with consideration for their affordability, and most are free of charge or included in the course fees.

All social activities are supervised, as a minimum, by the Office Administrator, who also undertakes an appropriate risk assessment so that suitable safeguards can be put in place.

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 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 has secure and up-to-date tenure agreements for its leased head office premises.

External premises are not required as all training takes place at the head office.

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

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

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

Access to the premises is appropriately restricted and secured from the ground floor entrance to the main office complex. Access to the building is controlled through a staffed reception area. On entry, all visitors are required to sign in, and the Provider is notified by telephone of the visitor's arrival.

The Provider occupies offices on the second and third floors of the building. The Provider's premises are spacious, well maintained and clean.

There are no hazardous areas that require specific safety rules.

General guidance on health and safety is provided to staff and to participants at induction and to visitors at the main ground-floor reception. There are clear notices and signage regarding fire and other health and safety procedures throughout the building, including the reception area and on each floor of the premises.

There is adequate signage outside the premises and notice boards for the display of general information.

The premises provide sufficient circulation space for the number of staff, participants and visitors accommodated. There are appropriately located toilet facilities on each floor that are clean and suitably maintained daily. There is good heating and ventilation in all rooms and training areas.

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

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

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

Comments

The hired premises allow ample room for delivering its current training programmes, with the potential for future expansion. There is a well-presented training room and other suitable learning areas that are appropriate for the courses offered.

Participants have access to both large and spacious and smaller-sized training rooms, depending on course requirements. An additional, communal work area provides space for individual workstations that are equipped with all necessary hardware and software. The training rooms also have modern teaching and learning audio-visual resources.

There are flexible spaces that allow for guest speakers, presentation activities and collaborative work. These facilities support delivery, thus enhancing participants' learning experience.

No assessments take place at the Provider's premises.

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

The training rooms and common area are of a sufficient size to allow for independent study. There are also several smaller spaces that can be booked for private study. The communal work area provides individual workstations that are equipped with all the necessary hardware and software and full-time access to a technician.

Most participants and staff provide their own laptops, although there are sufficient spare devices if needed. There is a secure and efficient internet connection throughout the premises to support efficient communications and access to online resources.

Trainers have access to the training rooms when not in use and an administration office that provides personal space for preparing training sessions and relaxation. In addition, there is a kitchen area for staff to use at breaktimes.

Participants have access to a large, communal relaxation space on the second floor where food and drink may be purchased. The premises' location also has a wide range of outlets nearby for the purchase of food and drink.

The training rooms and other staff rooms can be used as flexible spaces to hold group or small private meetings. In addition, there is access to a conference room for formal meetings.

The administration office allows all staff to undertake their duties effectively. All the necessary administrative resources, such as a secure internet connection, printing facilities and stationery, are provided.

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 Provider's participant recruitment process, which involves information provided on the website, enables participants to fully understand what each course offers and how completion can contribute to their CPD.

LSET provides highly efficient responses to training course enquiries, which supports potential participants in making informed choices that meet their needs and aspirations.

Detailed course information packs ensure that participants have a clear understanding of the training course content.

All staff are committed to providing a professional learning experience for participants, resulting in very positive participant feedback.

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

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

The Provider requests information from participants regarding their intended progression and career path to ensure that it implements appropriate individual support.

The Provider has a training team of highly experienced and knowledgeable staff to ensure that professional standards of training are consistent across all courses.

The training course offer and course materials are regularly and efficiently updated to ensure they meet current demands to support participants' CPD.

Teaching delivery is of a high standard, which provides participants with professional guidance to develop their careers.

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

PARTICIPANT WELFARE

Provider's strengths

A wide range of learning resources allows participants to develop subject-specialist skills independently outside the training session timetables.

The weekly social programme is well planned and includes a range of subject-specific events and activities to encourage networking among staff and participants.

Pastoral support is highly focused on the individual well-being of participants, as well as supporting progression and career aspirations and ensures that participants feel thoroughly supported throughout their courses.

Participants have access to highly experienced subject-expert staff to ensure they are well prepared for employment within their chosen business field.

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

PREMISES AND FACILITIES

Provider's strengths

The Provider has modern, spacious head office premises in a good location that effectively promote a professional learning environment for participants.

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

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that training course materials are provided electronically in addition to hard copies.

It is recommended that the contact details of key staff are included with the participant information pack.

COMPLIANCE WITH STATUTORY REQUIREMENTS

--

THE INSPECTION WAS CARRIED OUT BY:

Lesley Davis	Lead Inspector
--------------	----------------