



## BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

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

**NAME OF PROVIDER:** London Business Training and Consulting

**ADDRESS:** One Lyric Square  
Hammersmith  
London  
W6 0NB

**HEAD OF PROVIDER:** Mr Rohit Chandiramani

**DATE OF INSPECTION:** 7–9 November 2023

**ACCREDITATION STATUS AT INSPECTION:** Accredited

#### DECISION ON ACCREDITATION:

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- Award of accreditation to be withdrawn

DATE: 22 February 2024

### 1. Background to the provider

London Business Training and Consulting (LBTC/the Provider) was established in 2017 as a private limited company with a single shareholder who is LBTC's Chief Executive Officer (CEO), who has many years' experience in managing short course delivery.

LBTC offers business- and management-related training and consultancy services, which are managed and delivered from a serviced office block located in Hammersmith, London in the United Kingdom (UK).

LBTC's vision is to meet the business management training and consultancy needs of individuals and organisations globally, through premier quality courses that adapt and rapidly respond to variations in client demand.

Since 2022, the CEO has been responsible for the day-to-day management of the Provider, including recruiting trainers, managing enquiries, admissions, and financial and business processes. LBTC's CEO is supported by the Digital Marketing Manager and a part-time administrator.

Other operations are outsourced. Courses are delivered by self-employed trainers selected by the CEO based on their reputation and expertise.

### 2. Brief description of the current provision

LBTC offers courses to middle and senior professionals in a range of subjects, including facilities management, human resources, leadership, operational management, strategic management, and accounting, finance and banking. All courses are delivered in person in small groups at the LBTC premises in Hammersmith.

Courses vary in length from a single day to three weeks' duration, and each course is offered once every four months on a rolling schedule published on LBTC's website. Courses do not lead to external awards but aim to meet the Continuing Professional Development (CPD) needs of mid- to senior-level professionals who are sponsored by their employers.

At the time of the inspection, there were 17 participants following courses in accounting, finance and banking, human resources or operations management, with an approximately equal numbers of male and female participants. All participants are aged over 18 years and are from Indonesia, Saudi Arabia, Qatar, Oman, Nigeria, South Korea and the UK.

There are no formal academic entry requirements for courses, but requirements for English language proficiency are made clear on the website as all courses are delivered in English. Enrolments take place throughout the year in line with the published calendar of courses.

### 3. Inspection process

The inspection was undertaken by a single inspector over two and a half days. One day was spent at LBTC's Hammersmith premises, and the rest of the time was spent online. Meetings were held with the CEO, participants and trainers. A range of documentation was scrutinised before and during the inspection. Teaching sessions were observed, and administrative records and systems were reviewed. A tour of the premises was carried out. The Provider co-operated very positively with the inspection process throughout.

### 4. Inspection history

<b>Inspection type</b>	<b>Date</b>
Full Accreditation	22–23 November 2017
Mid-way Probation	14 August 2018
End of Probation	19 December 2018
Interim & Supplementary	16 October 2020

## 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 which is effectively implemented and regularly reviewed.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

LBTC has a clear and documented management structure. The sole proprietor, who is also the CEO, is well qualified and very experienced in managing short-course provision. The CEO's role is clearly stated in the staff handbook, which is provided to all staff and trainers. This ensures that his role is clearly understood.

All duties and responsibilities are clearly set out in job descriptions that provide clear terms of reference for individual staff members. All staff are appropriately experienced and qualified and understand and undertake their roles effectively.

E-mail and other electronic communications are used effectively for sharing information with trainers and administrative staff. All staff are kept up to date with new developments and courses being offered, ensuring transparency across the organisation.

LBTC has a clear statement of its mission and values on its website, which is accessible to all stakeholders and informs the strategic direction of the Provider and its courses. Mission and goals are regularly and effectively reviewed by the CEO, which ensures that they remain current and fit for purpose.

1.5 No written risk management strategy had been developed at the time of the inspection. As a result, it is not clear that all possible risks to the Provider's business have been identified and appropriate mitigation actions put in place.

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

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

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

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

The administrator is well qualified and suitably experienced to undertake the duties and responsibilities set out in their job description, which are carried out effectively. The CEO undertakes some administrative duties alongside the administrator, which is sufficient to support the day-to-day running of the organisation.

The administrative support available to participants and trainers is clearly set out in the joining instructions, the participant handbook and the staff handbook. As a result, trainers, participants and staff are well informed about the administrative support offered.

Administrative policies are regularly reviewed, clearly documented and shared electronically with staff and trainers. This ensures that staff can access the policies as required. Policies are also updated by the senior staff to reflect changes in regulatory guidance and sector-based practices, to ensure that they remain appropriate to the short skills and knowledge based professional development programmes offered.

Data collection and collation systems are effective. Information is stored electronically, with appropriate controls in place to ensure confidentiality, while being easily accessible to authorised personnel, to support the administration of the Provider. All staff and participant records are kept up to date and are regularly checked by the CEO.

A robust security system and information security policy effectively protect participants' and trainers' information.

**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 LBTC staff recruitment policy is clear and includes procedures for the recruitment of appropriately qualified and experienced staff, including self-employed trainers who are required to sign a performance service level agreement.

All references are checked to ensure that staff have the appropriate knowledge and experience to fulfil their roles, and qualifications and experience are recorded and used for the allocation of responsibilities.

Recruitment also involves an in-person interview, where experience and expertise are discussed to inform the allocation of trainers to appropriate courses. As a result, all staff are well qualified for their roles.

No trainers are recruited remotely.

The teaching of all trainers is observed at least biannually and, where appropriate, additional support is provided to enhance trainers' pedagogical skills. All staff on permanent contracts have an annual appraisal with the CEO or their line manager, and appropriate training to meet development needs is arranged, to enhance their performance, including where appropriate on pedagogy and participant support.

Ongoing training is provided through weekly master classes in business administration for permanent staff, and external courses are available for staff to support their career development. As a result, all managerial and administrative staff are appropriately supported in their CPD to ensure they perform their role effectively.

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

This standard is judged to be:

Met  Partially Met  Not Met

**Comments**

The Provider has a bright, attractive and informative website that provides clear and accurate information about LBTC's location and the range of courses and services offered.

The accessible course descriptors provide sufficient information to enable participants and employers to make informed choices as to which courses meet their development needs.

4.3 The majority of key policies are not accessible through the website.

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

5.1	The provider ensures that the specific courses on which participants are registered are likely to meet the participants' expectations and needs.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.2	Entry requirements for each course, including those relating to language ability, where applicable, are set at an appropriate level and clearly stated in the course descriptions read by prospective participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
5.3	A formal application and selection process ensures that participants meet the entry requirements.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
5.4	Applicants are provided with sufficient information to enable them to make a judgement on the suitability of the courses and their delivery methods and can discuss any concerns before registration.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.5	The provider replies to all application enquiries in line with its appropriate target response times, and all stakeholders are briefed properly on the nature and requirements of its programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.6	Overseas recruitment agents are properly selected, briefed, monitored and evaluated.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
5.7	The provider has effective systems to identify participants who have special educational needs and/or disabilities requiring additional learning support or other assistance.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met  Partially Met  Not Met

**Comments**

Course descriptors available on the website provide employers and participants with clear information about course content and learning outcomes in order to assist participants in choosing an appropriate course to meet their identified CPD needs.

There are no formal academic entry requirements for courses as all participants are professional managers selected for their chosen courses as part of their CPD. The website makes clear that courses are delivered in English and that English language proficiency at intermediate level or above is required, which is made clear on the website and in the terms and conditions. Participants are selected by their employers who are aware the English language proficiency requirements.

There is no formal application or selection process for courses.

Participants are provided with clear course descriptors that allow them to make informed choices. They are able to contact LBTC with any questions regarding the provision. All enquiries are promptly responded to, normally within 24 hours, to further assist participants' decision-making.

No agents are used by the Provider to recruit participants.

The Provider's course booking form specifically asks participants to disclose any learning support needs or disabilities so that appropriate support can be provided.

**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**

There is an appropriate policy on participant attendance and punctuality and effective procedures and systems to enforce it. LBTC has a clear attendance and punctuality policy that requires that all participants attend all classes. The attendance requirements are made clear in the terms and conditions, which are part of the booking form and also available on the Provider's website, ensuring that they are available to both participants and their employers.

A daily attendance record is maintained that includes the arrival and departure times for each participant. These are reviewed daily.

In the case of any absence, the CEO is immediately notified and the participant is contacted to check the reason for absence, and to offer advice as needed. Where appropriate, the participant's employers are notified of the absence.

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

**This standard is judged to be:**

Met    Partially Met    Not Met

### Comments

The Provider has formal systems for monitoring and periodically reviewing its performance, as summarised in the LBTC annual report, which includes an analysis of feedback from participants and trainers received at the end of each individual course. In addition, the CEO meets with trainers and participants, thus maintaining effective oversight of all provision, including the identification of areas for development.

Participants complete a detailed feedback form at the end of each course, the results of which are collated and reviewed by the CEO and trainers on a weekly basis. Feedback is also gathered during interactions with participants and trainers on a daily basis to identify any areas for immediate improvement in course delivery.

As a result, the Provider is able to make changes and enhancements quickly, based on the feedback received. This serves to improve the learning experience for all participants.

Where changes are made in response to feedback, e-mails are sent to participants to explain the changes and ensure that they are kept informed. However, there are no formal mechanisms for gather feedback from employers.

A detailed annual report is compiled that analyses LBTC's performance across all areas of its work against its key strategic targets. Data on recruitment and from participant feedback is analysed, and key actions for development are identified.

The resulting action plan is linked to the annual report, kept under review by the CEO, and discussed at weekly and monthly meetings. Therefore, the oversight of progress against actions effectively supports a culture of ongoing development and 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.  Yes  No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

The CEO is an experienced programme manager who has worked for many years in the management training sector. The CEO maintains consistent oversight of the organisation of courses and selection of trainers, with the Operations Manager having day-to-day responsibility for checking on the running of courses and any requirements which trainers may have, including providing copies of additional materials for the participants. The CEO's attention to detail and ongoing monitoring of course delivery result in the smooth running of all LBTC's courses.

All classes are appropriately timetabled in rooms that can comfortably accommodate the number of participants on individual courses, from single participants to larger groups. All rooms are equipped with appropriate technology to support training delivery.

The CEO consistently monitors the quality of the learning experiences offered by observing teaching and talking with participants. This ensures that courses consistently provide a good-quality learning experience for all participants.

There is a clear policy for the acquisition of resources. The trainers also develop and provide their own materials and learning resources. When additional or specialist resources are required, these are approved by the CEO prior to purchase.

All teaching resources are reviewed and approved by the CEO prior to the delivery of each course, which ensures that materials are of the required standard, presented in the approved style and meet the course requirements. This ensures consistency of delivery and resources across all courses so that participants are assured of high-quality provision.

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

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

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

The courses are planned and designed in ways that enable participants to succeed. Courses are designed to meet the requirements of the participants and to reflect current theories and practices within each subject area. All course content is reviewed and updated by individual trainers, who are experts in their fields to ensure course currency. This results in a high level of participant satisfaction, as shown in participant feedback.

All courses are required to include activities that encourage participants to explore their own understanding and to apply their learning. LBTC requires that at least half the course delivery is based around activities that involve the active engagement of participants with the learning materials. This helps participants to understand the applications of the course content and how this will meet their professional requirements. Inspection findings confirm this to be the case.

The courses are not designed for a specific and clearly stated level of study.

All course materials are designed by trainers who are subject and practice specialists, to meet the needs of the participants. The course curriculum and materials are submitted by trainers for the approval of the CEO in advance of course delivery to ensure the quality and consistency of materials and full coverage of all the learning outcomes.

No assessments take place as part of the courses delivered, and there is no involvement of an external awarding and/or examination body.

Participants are encouraged to develop independent learning skills through participation in problem solving tasks set, group debates where positions need to be researched along with consideration of case studies and the formulation of strategies in response to a number of scenarios. Participants confirm that they receive constructive verbal feedback, and inspection findings confirm this to be the case.

The professional backgrounds of participants are provided by employers, and the participants are asked to provide a copy of their Curriculum Vitae (CV) and to identify their particular learning goals. A pre-course registration form asks participants to inform the Provider of any support needs they have, which are then communicated to the trainers to ensure that appropriate adjustments are made. As a result, the trainers are provided with relevant information that informs their planning and course delivery to meet participants' expectations.

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

All trainers are selected and employed based on their subject knowledge, professional experience, their expertise and their ability to develop and deliver courses that meet participants' needs. Trainers' specialist knowledge and prior experience of delivering courses allow them to plan and meet the professional development needs of participants effectively. However, there are very few opportunities for trainers to share identified good practice and to build their own knowledge and pedagogy skills and to enhance the delivery of teaching.

All trainers are self-employed, and ongoing CPD is not provided.

Through a pre-course registration form and other information that is supplied before the course commences, the trainers are provided with useful information on the job roles, learning goals and additional support needs of the individual participants. This allows the trainers to tailor their delivery appropriately in order to meet participants' needs effectively.

LBTC's requirement that at least half of the course delivery is activity-based means that courses deploy active learning strategies that are effective in engaging participants with the content and their learning.

A wide range of activities is used, including case studies, problem-solving, groupwork and quizzes. Participants confirm that they have many opportunities to apply their learning and to test their understanding of concepts and course content. Inspection findings confirm this to be the case.

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

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

**Comments**

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

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

Where participants find that they are not making progress against their own goals, LBTC will offer guidance on alternative courses that may be more suited to their needs and will allow them to transfer or join a later course that is more suitable.

Participants receive feedback on their progress from trainers, particularly in relation to the class-based activities and the case studies and where they may be asked to critique strategies or devise alternative solutions. This assists participants in identifying where they may need some additional guidance or individual explanation, and trainers to

plan and identify resources and activities to meet individual needs. Trainers are also available to participants during breaks and after class to provide additional support on an individual basis. The additional contact with trainers supports participants' learning and session evaluations clearly record where additional support is provided to support group and individual progress.

Participants are not provided with a plagiarism policy as they do not undertake formal assessments. For the same reason, they do not receive information about deadlines or any associated penalties.

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

This standard is judged to be:

Met  Partially Met  Not Met  NA

Comments

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

13.1 There is a clear statement of the level claimed relative to the RQF, CQFW or SCQF and evidence that participants who receive the award meet the stated requirements for that level.  Yes  No  NA

13.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.  Yes  No  NA

13.3 External moderators are involved in the assessment process.  Yes  No  NA

This standard is judged to be:

Met  Partially Met  Not Met  NA

Comments

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

14.1 The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration.  Yes  No  NA

14.2 For internal awards, there are effective systems in place for examination security and administration.  Yes  No  NA

14.3 For internal awards, there are clear procedures for participants to appeal against their marks.  Yes  No  NA

This standard is judged to be:

Met  Partially Met  Not Met  NA

Comments

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

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

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

**Comments**

**INSPECTION AREA – PARTICIPANT WELFARE**

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

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

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

**Comments**

The CEO is the named member of staff responsible for participant welfare. He has undertaken suitable training for the role. As a result, the CEO is able to offer advice to participants, who receive the CEO's contact details as part of induction.

All participants receive clear information about their course before arrival, including the participant handbook and guidance on the Provider's location. Participants confirm that the information they receive is clear and helpful and includes the learning outcomes for their course. Inspection findings confirm this view. The provision of this information ensures that participants have confidence in their course choice and that their expectations will be met.

The formal induction at the start of each course provides participants with essential advice, including information on policies, procedures, course objectives and timetables, so that they are able to engage with their course successfully.

Participants receive an out-of-hours emergency contact number as part of their induction, so that they can access support as needed.

Clear policies and procedures are in place detailing actions that will be taken in the case of any abusive or discriminatory behaviour, including cyberbullying. These are provided to participants in their handbook and covered as part of induction. The Provider makes clear that it has a zero-tolerance approach to any abusive behaviour, and participants confirmed that they understood the procedures for ensuring their well-being.

There are no participants aged under 18 years.

A clear policy and risk assessment are in place to protect participants from the risks associated with radicalisation and extremism, and all staff are trained to recognise signs of radicalisation. However, coverage of the risks associated with radicalisation and extremism are not covered as part of participant induction to ensure that participants are aware of the risks and the Provider's procedures for dealing with any concerns.

The clear terms and conditions provided to all participants clearly articulate guidance on the use of social media. Participants confirm that they receive and understand LBCT's e-policy to protect them from unsuitable online materials and invasion of privacy. This is supported by the inspection's findings.

Participants are asked to provide details of their emergency contact on their pre-course registration form. The information is securely stored by the Provider and is accessible to the CEO both during and outside office hours in case of an emergency.

**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**

All international participants receive clear advice and guidance on travelling to the UK and information on travelling to LBCT's premises.

International participants receive an appropriate induction at the start of their course that includes information on the local area and activities that may be of interest. Staff are available to provide additional information to ensure that participants receive advice and guidance on request.

LBTC takes appropriate account of cultural and religious considerations, including menu items and the provision of prayer rooms. As a result, participants feel that they are well catered for.

**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**

Clear and transparent terms and conditions are published on the LBTC's website and are available to employers and participants. This includes an appropriate cooling-off period. Participants are able to request a change of course should they decide a different course better meets their needs.

A fair complaints procedure is made available to participants in the participant handbook and is also covered as part of induction. Participants are therefore clear as to the procedure, should it be required. Clear reference is made 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 which 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 type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
21.3	Any activities within the social programme have been chosen with consideration for their affordability for the majority of participants.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
21.4	The activities organised by the provider are effectively supervised by a responsible adult representative with suitable qualifications and/or experience.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
21.5	Off-site social activities are subject to an appropriate risk assessment, and suitable safeguards are put in place as a result.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Participants are not provided with a social programme. However, they are made aware of leisure activities and events as well as shopping locations that may be of interest. This ensures that participants are able to make the most of 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 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 possession of its premises through a rolling lease that provides accommodation, facilities and services, including security and internet access.

No external premises are used or required for the delivery of courses.

### 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 serviced office block is appropriately restricted and monitored at reception and by security staff. All participants are issued with an access card that allows them to enter all necessary areas of the premises. All visitors are required to report to reception and are accompanied in the building by a member of staff at all times to ensure the safety of everyone.

The premises are modern, clean and in a good state of repair, providing a comfortable learning and working environment, which participants confirm meets their expectations and requirements.

No hazardous areas are used for course delivery.

The health and safety information is clear and accessible to all visitors, staff and participants. General guidance on health and safety is displayed in all communal areas and in each of the teaching rooms. Participants are advised of health and safety matters, including fire evacuation procedures, as part of their induction, further ensuring their safety.

Signage is clear and appropriate throughout the building, with general information displayed on notice boards providing additional guidance, such as the location of teaching sessions and refreshment and leisure areas.

General circulation areas are spacious, with comfortable seating for receiving visitors and for staff and participants to relax and socialise. The toilet facilities provided on each floor are appropriate in number and regularly cleaned throughout the day. All areas are climate-controlled, providing a comfortable environment all year round.

### 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 are provided to accommodate the number of participants on each course, ensuring that appropriate space is provided for participants to feel comfortable. All rooms are equipped with appropriate Information Technology (IT) equipment and other teaching resources to facilitate individual and group work.

No assessments are conducted as part of the courses.

**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 range of areas in which to undertake private study and group work, including open-plan areas with comfortable seating and free wireless connectivity. This ensures that participants can use their out-of-class time constructively.

Trainers undertake their preparation at home in advance of teaching their courses. However, trainers can relax and make any small adjustments to the course material in the training room or other social spaces during the breaks, if required.

Social spaces are provided throughout the serviced office block, with cafeterias on the teaching floors offering participants refreshments as part of their course. Participants are provided with breakfast and lunch, as well as beverages and snacks throughout the day. A range of restaurants and cafeterias in the local area offer a variety of international cuisines, providing participants with a wide choice to meet individual preferences.

Trainers and support staff are able to access a range of rooms for meetings as required, including additional rooms attached to the Provider’s main management and administration office. The administration office is of an appropriate size and appropriately resourced. This supports the effective administration of courses and marketing activities.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

Declaration of compliance has been signed and dated

Yes  No

## PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

### MANAGEMENT, STAFFING AND ADMINISTRATION

#### Provider's strengths

Weekly briefings ensure that information on courses and developments is provided to all staff and trainers to ensure that they are kept fully informed.

Clear information provided to participants before their course starts allows them to understand how their professional development needs are being met.

Actions required	Priority H/M/L
1.5 The Provider must develop and implement a written risk assessment strategy that includes financial planning.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
4.3 The Provider must ensure that key policies are made available on its website.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Provider's strengths

The currency of courses and the tailoring of delivery ensure that participants' goals and learning needs are met.

The small class sizes and the focus on active learning strategies engage participants and allow them to check their learning.

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

### PARTICIPANT WELFARE

#### Provider's strengths

The CEO meets with participants regularly to provide excellent advice and guidance.

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 well-appointed training rooms and social spaces provide good-quality and spacious accommodation and an environment that is conducive to learning.

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

**RECOMMENDED AREAS FOR IMPROVEMENT**

To be reviewed at the next inspection

The Provider should consider formalising systems for gathering feedback from employers.

The Provider should consider setting up mechanisms for sharing of good teaching practice that has been identified through classroom observations.

The Provider should consider including coverage of the risks of radicalisation and extremism as part of participants' induction.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

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**THE INSPECTION WAS CARRIED OUT BY:**

Miranda Hobart	Lead Inspector
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