

Accredited Learning Support Providers (ALSPs)

Learning Support Recognition – Review/assessment themes and criteria

Theme	Description
<p>1. Accuracy of information</p> <p><i>Information provided to prospective purchasers of the provision is comprehensive, clear and transparent</i></p>	<ul style="list-style-type: none"> Information sets out fully what the learning support consists of in terms of materials provided, hours of learning, length of access, learner support etc. The fee for the provision is clearly stated including whether qualification registration and exam fees payable to The London Institute of Banking & Finance are included and what these are. The nature of the relationship between the provision and the qualification and the provider and The London Institute of Banking & Finance is clear and transparent. The provider's website must make it clear, in a prominent position, that the ALSP's course fee does not include London Institute of Banking & Finance's programme registration/ exam fees. Furthermore, it must provide a direct website link to the relevant qualification page so learners are aware of the total cost of their study and that buying an ALSP course is optional. The London Institute of Banking & Finance trademarks are correctly acknowledged Any regulatory requirements for or job role (e.g. regulated mortgage adviser) are explicitly and comprehensively stated and no misleading claims are made about the learning support providing access to a profession and that statements regarding possible salary/earnings should be realistic and not exaggerated.
<p>2. Comparability to The London Institute of Banking & Finance programmes</p> <p><i>The provision is comparable and/or complementary to additional learning support programmes offered by The London Institute of Banking & Finance</i></p>	<ul style="list-style-type: none"> The provision relates to a qualification listed in the ALSP guidelines, including regulatory qualifications in the UK RQF for regulatory advice, trade finance Content is generally matched in terms of learning outcomes and hours of study to that of The London Institute of Banking & Finance support programmes (though delivery format may differ)
<p>3. Accuracy of content</p> <p><i>The content provided by the support programme is accurate, comprehensive and at the appropriate level</i></p>	<ul style="list-style-type: none"> The content of the provision covers all learning outcomes/ syllabus areas covered by the qualification/module The content is delivered at a level appropriate to the qualification The content is reflective of, and up-to-date with, the latest materials and course information provided to students by The London Institute of Banking & Finance
<p>4. Quality of delivery</p> <p><i>The delivery method is appropriate for the content, enables effective learning and is of sufficient quality</i></p>	<ul style="list-style-type: none"> The structure of face-to-face support is appropriate to the content being delivered in terms of length and encourages effective learning (e.g. suitable number of breaks and variation of activities such as lecturing, case studies, group work, quizzes and tests etc)

	<ul style="list-style-type: none"> • Any face-to-face / physical classroom delivery is held in a suitable venue with adequate facilities. Requirements for physical venues include: <ul style="list-style-type: none"> • were the joining instructions clear, is the venue accessible/easy to find, close to transport links/parking • was the learning environment/room appropriate in terms of space, light, temperature, noise, comfortable seating arrangements • catering facilities: are these available on site or nearby, is drinking water readily available at all times • washroom facilities are nearby and of a good standard • disabled access: is this appropriate and readily available? • Online provision is via a robust website that is easy to use, reliable and responsive and is structured encourage effective learning (e.g. variation of activities such as reading, researching, working with case studies, quizzes and tests etc)
<p>5. Credentials of tutors/trainers/ authors</p> <p><i>Learning is delivered/authored by individuals who can demonstrate a high level of competence and relevant experience</i></p>	<ul style="list-style-type: none"> • Tutors, trainers, authors are appropriately qualified and knowledgeable. They should hold the LIBF qualification in question as a bare minimum and ideally at a higher level. • Tutors, trainers, authors should have appropriate experience and qualifications in training or education • Tutors, trainers, authors can evidence maintenance of knowledge through appropriate CPD activities
<p>6. Procedures for monitoring and review</p> <p><i>Feedback from students is routinely sought, analysed and acted upon</i></p>	<ul style="list-style-type: none"> • An effective system is in place to gather feedback from students • This feedback is regularly reviewed and a process is in place for enhancing the provision accordingly • An effective complaints procedure is in place and clearly communicated to students
<p>7. Commercial information</p>	<ul style="list-style-type: none"> • The fees charged to participants is set at a reasonable level and there is clear information on what the fee covers (and does not cover, i.e. registration with the LIBF) • The LIBF should be notified of any discounts available beyond the standard fees stated on the organisation's website and by what means these are communicated • That all marketing and advertising activities are carried out in a professional manner and are not detrimental to LIBF and the other members of the ALSP scheme • Any advertising is clear, accurate and complete in terms of helping potential participants to make an informed decision on which additional provider to choose • Such advertising, especially where it carries LIBF branding, should only appear on appropriate and reputable platforms.