



Lift-Up Training Centre



02-04 June 2026



Location
Lhassay



Learning Areas
Heavy Industrial and
Construction Machinery



Total Enrolment
328

Overall effectiveness

Satisfactory

Aspect 1:
Assessment and Learners'
Achievement

Aspect 2:
Learners Engagement and
Support for Learning

Aspect 3:
Leadership and
Management

Review Summary

Lift-Up Training Centre (LUTC) offers externally accredited vocational certification programmes in heavy industrial and construction machinery. Training is delivered in a well-resourced, fit-for-purpose environment that supports practical, hands-on learning, enabling learners to acquire the essential knowledge and vocational skills required to obtain their intended certificates and licences. Trainers are certified and demonstrate strong subject-matter expertise, effectively integrating real workplace examples to support learning. However, the overall effectiveness of the provision requires further strengthening. Training and assessment strategies require enhancement to better engage learners and challenge their abilities, particularly in the theoretical components. The admission process needs to be systemised to ensure accurate and consistent placement of learners into appropriate programme tracks. Although appropriate arrangements are in place to monitor staff and trainers' performance, a more systematic and in-depth analysis of learners' performance data is required to support evidence-based decision-making and continuous improvement. In addition, the self-assessment process needs to be more rigorous, with its outcomes more effectively utilised to inform strategic planning and drive improvements in the quality of provision.

VO157-C5-R050

Key Positive Features

- Learners successfully obtain their intended certificates and licences in a timely manner.
- Qualified staff and certified trainers are employed, with appropriate arrangements in place to monitor their performance.
- A well-resourced and fit-for-purpose learning environment is in place to support practical training and hands-on experience.

Recommendations

- Further enhance training and assessment strategies to better engage learners and challenge their abilities, particularly in the theoretical components of the programmes.
- Systemise the admission process to ensure accurate and consistent placement of learners into appropriate programme tracks.
- Strengthen the depth and rigour of the self-assessment process and utilise its outcomes more effectively to inform strategic planning.
- Conduct systematic and in-depth analysis of learners' performance data to drive continuous improvements in the quality of provision.

Assessment and Learners' Achievement

Satisfactory

- LUTC offers externally accredited, competency-based vocational certification programmes in heavy industrial and construction machinery, most of which are of a very short duration. All programmes are delivered in partnership with a single awarding body, the Road Transport Industry Training Board (RTITB).
- Training provision is structured across four tracks: Novice, Refresher, Experienced/Existing, and Conversion. Enrolment is concentrated in key areas, including Excavation and Earthmoving (27% – Tracked 360 Excavators); Lifting and Crane Operations (14% – Slings and Signalling; 10% – Mobile Cranes); and Logistics and Materials Handling (11% – Counterbalance Lift Trucks; 7% – Hydraulic Lorry Loaders), with the remainder covering additional certifications, such as site supervisory programmes and specialised equipment training.
- The Centre follows awarding body guidelines to determine minimum training duration and guided learning hours based on trainer-to-learner ratios and programme tracks. However, this process is not sufficiently systemised or documented to ensure consistency across all programmes and cohorts.
- Summative assessments are implemented across all tracks to evaluate learners' operational knowledge and practical competence in line with programme level and requirements. These include the Associated Knowledge Test and the Practical Test of Basic Operating Skills, both governed by established pass criteria. However, a more structured internal assessment verification process is required to strengthen the robustness of assessment methods in precisely measuring learners' achievement of the intended learning outcomes.
- Assessments are administered and graded by certified trainers, with final assessment decisions overseen by the awarding body. Standardised grading criteria, answer keys, and clear guidelines ensure consistency in marking. However, the quality of feedback to learners is inconsistent and does not always provide specific, actionable guidance for improvement.
- On successful completion of training, learners obtain their intended certificates and licences in line with occupational health and safety requirements. They acquire the knowledge and vocational skills required for their role, enabling progression to job-specific training and workplace familiarisation, where they can apply their learning in real work contexts.
- Learners and employers are satisfied with the outcomes of training, with learners demonstrating a positive attitude towards their learning through regular attendance and timely completion of training activities.

Learners Engagement and Support for Learning

Satisfactory

- The learning environment at LUTC is fit-for-purpose and well-resourced, supporting both theoretical delivery and practical training. Practical training is further enhanced through the use of clients' sites, enabling learners to gain hands-on experience in authentic workplace settings.
- Admission arrangements are appropriate, with learners' eligibility assessed against awarding body and regulatory requirements, including physical fitness and prior experience. Pre-enrolment information is provided to prospective learners through their employers' human resources departments, followed by an induction on the first day of training. However, placement into specific programme tracks – which relies mostly on trainers' discretion – is not supported by a clearly systematised and well-documented process to ensure consistency.
- Trainers are well-qualified and demonstrate strong subject-matter expertise. They provide clear explanations, practical instructions, and relevant workplace examples, effectively utilising awarding body materials and available resources and equipment to support training delivery.
- Training delivery is well-managed, with trainers employing training and assessment-for-learning methods – including discussions, questioning, simulations, and supervised hands-on practice – that adequately engage learners and appropriately assess their understanding and performance. While repetition is used to consolidate learning and support learners with relatively low prior knowledge, the training and assessment-for-learning strategies during theoretical components require further adaptation to better accommodate learners' varying levels and provide sufficient challenge to their abilities. In contrast, assessment-for-learning during practical delivery is more consistently applied, with outcomes informing delivery, supporting learners' skill development, and providing an appropriate level of challenge in line with occupational health and safety requirements.
- Learners receive adequate support throughout their training, consistent with the nature and very short duration of the programmes. This includes verbal guidance, translation support where required, and opportunities to develop hands-on skills using real equipment and machinery in authentic workplace settings. Additional training time and end-of-programme guidance on further supervised workplace practice are provided, where required, to support learners' progression.

Leadership and Management

Satisfactory

- LUTC's strategic direction focuses on delivering industry-relevant training and developing technical workforce skills. Strategic planning is guided by an appropriate self-assessment process utilising tools such as SWOT analysis, learner and trainer feedback, quality review checks, and awarding body audits. While relevant priorities have been identified, actions are not clearly linked to key performance indicators or measurable targets, which undermines the rigour of progress monitoring. Several initiatives – particularly those related to diversifying the training portfolio and integrating technology into provision – remain in progress or are not fully operationalised, with their impact yet to be realised. More analytical depth in the self-assessment process, with its outcomes utilised more strategically, is required to support the precise identification of areas for improvement and targeted action planning.
- LUTC has been listed on the National Qualifications Framework (NQF) since 2024 and maintains an appropriate set of policies and procedures, supported by quality monitoring arrangements aligned with awarding body requirements. However, further development is required to enhance procedural details to accurately reflect and formalise current practices, particularly in relation to assessment verification and moderation, as well as human resources and performance management processes, to ensure consistent and robust implementation across provision.
- LUTC maintains records of learners' enrolment and overall achievement; however, detailed performance data, including assessment results, is not systematically analysed at cohort, programme, or institutional levels, limiting its effective use for informed decision-making and continuous improvement. While external moderation and performance audits are regularly conducted by the awarding body, the internal moderation process requires further strengthening to enhance its rigour and impact on assessment standards.
- LUTC employs a sufficient number of qualified staff, including experienced and certified trainers. Staff and trainer performance is appropriately monitored through appraisals and observations, with relevant professional development opportunities provided, including external certifications that support trainers' competence and alignment with industry standards.

Next Actions

The Institute must submit an Action Plan within 30 days from receiving the draft report.