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# ACCREDITATION GUIDE

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STANDARD ACCREDITATION - Version: 2020.1



The LCS is a  
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## 1.0 INTRODUCTION

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### 1.1 PURPOSE OF THE LCS

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For organisations:

**The LCS offers a solution for an organisation that wants:**

- its continuous improvement training accredited and endorsed
- its staff to be rewarded and recognised for their lean knowledge and practical capability
- reassurance that its lean training approach is robust, technically sound and well managed
- a flexible, university developed, lean qualification framework that offers a universal standard that is adopted widely

For individuals:

**The LCS offers a solution for the continuous improvement practitioner who wants:**

- an acknowledged and relevant lean qualification
- a framework around which his or her lean competency can develop and improve
- access to a practitioner community for networking and peer-to-peer learning
- recognition for his or her lean expertise

### 1.2 GUIDE CONTENT & ACCREDITATION PROCESS OVERVIEW

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This document details the standard accreditation process that results in an organisation's lean training system or programme becoming Lean Competency System (LCS) accredited.

This enables it to hold a two year licence to use the LCS and award LCS Certificates of Lean Competency to learners who successfully complete its LCS aligned training courses.

The process involves the applicant constructing a portfolio of evidence on its lean or continuous improvement training programme or system that is submitted to LCS assessors. It is scrutinised to ensure that it has the capability to deliver effective lean training and meets LCS standards that can be adhered to over the two-year licence period.

This document needs to be used in conjunction with several other LCS documents and information, in such as the Standard Accreditation webpage the LCS General Terms and the [Detailed LCS Level Descriptors](#) (web pages and a PDF download).

Visit the LCS website for general information and to download key documents that support accreditation [www.leancompetency.org](http://www.leancompetency.org)

### 1.3 LEAN TRAINING SYSTEM

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The term **lean training system** is used to describe the interconnected components that are required to deliver effective lean or continuous improvement training to learners.



The system could consist of a programme of just one course, two or three courses or a sophisticated training academy or centre of excellence.

The accreditation process aims to ensure the components of the system are well established and appropriately developed. The applicant's task is to submit a portfolio of evidence demonstrating its system has these components in place and that they are integrated and mutually supportive.

### 1.4 LEAN THINKING SCOPE & DEFINITION

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The LCS definition of lean thinking, developed in the Lean Enterprise Research Centre, is one that promotes a holistic, 'systems' approach to continuous improvement, acknowledging that lean is much more than simply improving processes through the application of tools and prescriptive principles.

Successful lean organisations employ lean strategies, lean leadership and understand the need for an engaged, empowered workforce.

A high level definition of lean used by the LCS is **delivering appropriate customer and stakeholder value with the minimum of resources**.

The LCS uses lean thinking as the umbrella term for a continuous improvement philosophy that encompasses a variety of approaches, that include tools and techniques from the Toyota Production System, Six Sigma, Agile, the Theory of Constraints, quality management and systems thinking.

Other commonly used terms to describe lean thinking include business improvement, service improvement, process excellence, operational excellence, operational effectiveness, systems thinking, business excellence enterprise excellence and Lean Six Sigma.

The LCS takes an **Open Source** approach to lean thinking, considering the lean body of knowledge to be dynamic and evolving, driven by the market and the practitioner community.

The LCS accepts that there are many different continuous improvement methodologies and maintains that different organisations require their own, bespoke implementation solutions for sustained, cultural change – thus adopting a **contingent** approach.

### 1.5 ACCREDITATION ‘DISRUPTOR’ PHILOSOPHY

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The LCS philosophy approach is to empower the organisation to define the standard and quality that it considers is appropriate to its environment and context. Indeed, the LCS accrediting approach accommodates the needs of the organisation’s training system, as much as the training system accommodates the needs of the LCS.

Given the approach lean thinking outlined above, the LCS takes an **outcomes approach to accreditation**: the focus is on the training delivering the right outcomes for learners/practitioners and there is less direction on the precise means the accredited organisation uses to achieve the outcomes.

This non-prescriptive stance allows the LCS to be a flexible model, accommodating the needs of the Learning Organisation.

Once accredited, the organisation is expected to maintain the standard, ensure consistency in delivery, record LCS related data and continually develop and improve its system. The LCS does not undertake periodic audits or checks, while a review of the programme’s development and performance takes place at the two year re-accreditation point.

## 2. OVERALL ACCREDITING PROCESS

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### 2.1 STAGES

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The stages in the process of accrediting a lean training programme or system are as follows:

Stage	Activity	Who
1	Accreditation information accessed on website	LCS
2	Decision to proceed. Registration form sent to LCS	Applicant
3	First invoice raised (50%)	LCS
4	Planning: gap analysis, submission timetable	Applicant
5	Portfolio assembled & reviewed	Applicant/LCS
6	Portfolio submitted	Applicant
7	Accreditation sign off meeting	Applicant/LCS
8	Welcome Pack sent to the applicant	LCS
9	LCS accreditation acceptance form submitted	Applicant

### 2.2 STAGE DETAILS

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#### 2.2.1 PLANNING REGISTRATION FORM, GAP ANALYSIS & TIMETABLE

Once accreditation information has been sent and the decision to proceed made a [Registration Form](#) is completed and submitted to the LCS. An invoice for 50% of the accreditation fee is raised.

The main stage is the development of the submission portfolio, which if necessary can be preceded by the production of a **Gap Analysis**, which compares the components of the applicant's lean training system (if one exists) with the requirements of an accredited system. A **Gap Analysis Template** is available for this task.

This will highlight areas that require development for the standard to be reached and will also enable a realistic estimate to be made of the time required to complete the process. A Gap Analysis will not normally be required for mature or advanced systems.

Note that an organisation can elect to become initially accredited to any level and can add levels at any point once it is accredited. For example, the initial accreditation could cover just Level 1a, or Levels 1a, 1b and 1c.

A submission timetable including a target completion date can be developed during the planning stage.

## 2.2.2 ALIGNMENT MATRIX

The completion of an **Alignment Matrix** is a key component of the submission; this should demonstrate the training programme's degree of alignment with the LCS framework.

To complete the matrix, the applicant lists 'units of learning' (courses, modules etc) in the first column and then assigns a value for each knowledge component of the LCS level, where blank or 0=no coverage, 1=partial coverage and 2=full coverage.

Unit of learning	1a Lean Awareness					Total
	A1	A2	A3	A4	A5	
Course 1	1	2	2	0	1	6
Course 2	1	1	0	2	2	6
Course 3	2		0	1	1	4
						0
<b>Total</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>16</b>

In the example shown below, **course 1** is partially aligned with **A1** (origins and evolution of lean/CI) and **A2** (underpinning and related concepts).

When completed, the matrix will provide a clear overview of the degree of alignment, highlighting areas of strength and any gaps.

1a Lean Awareness Knowledge	
A1	Origins and evolution of lean thinking and continuous improvement
A2	Underpinning and related concepts and approaches
A3	Key lean/CI principles and frameworks
A4	Core elements of lean and CI
A5	Awareness of the human and strategic dimensions of lean thinking

A training system is not required to achieve full coverage in all areas, but it should demonstrate a good breadth of coverage, while also reflecting the methodology, priorities and preferences of the applying organisation.

The matrix is available in MS Excel or MS Word versions and both can be downloaded from the Submission Form and subsequently completed and uploaded to the form.

## 2.2.3 LEAN TRAINING SYSTEM SUBMISSION FORM

The **Submission Form** contains information about all aspects of the training programme being accredited, as detailed in section 2.3 below.

Completing the form is the main task in the accrediting process and the time taken to complete this will depend on several factors, such as the degree to which the training system components already exist and the availability of a dedicated resource to manage the activity.

The **LCS Portfolio Submission Form** is an online form which can be accessed via [this web page >>>](#).

The applicant adds information to each field, many of which include guidelines for completion; detailed instructions are also in Section 2.3 below.

The form contains several templates that can be downloaded, completed and then uploaded to the form. Supporting material, such as example training course presentations and assessments, can also be uploaded to the form.

If necessary, the form can be partly completed, saved and returned to later and updated forms can be submitted. Note that the applicant should be signed in as a Guest or Practitioner Member when completing the form to allow it to be saved as a draft.

When a form is submitted, the applicant receives a confirmatory email message and a copy of the completed form.

After the accrediting process has been completed, key documents and material relating to the accredited system are stored in a cloud-based folder, to which the accredited organisation has access. This folder aims to represent the current state of the accredited system and will be



updated periodically, usually during re-accreditation or if major changes are made to the system during the two year period.

Note that if it is not possible to complete the submission form online, then an MS Word version is available to download from the [Complete an Accreditation Submission Form](#) webpage.

## 2.2.4 SUBMISSION REVIEW

After each form submission (either draft or final) the LCS assessor provides feedback via a **Progress Checklist**. This shows the overall status of the accreditation, highlighting any outstanding actions or queries.



### Accreditation Progress Checklist

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**Organisation name**      xxxx

**Date Completed**        13-May-2020

**Planning**

Registration Form	100%	21-Nov-2019	
Forms and guides sent	100%	22-Nov-2019	
Invoice 1 raised	n/a		
Sign off meeting date	100%		TBA
Accreditation type	100%	Standard	

**Material Submitted to Date**

- Submission Form (SF)
- Registration Form
- LCS Alignment Matrix
- LCS Levels, Courses, Assessment Summary
- Delivery Resource Capability Assessment
- Trainer Biogs x2
- Presentations, other material x9
- Assessment material x6
- Evaluation feedback documents x2

**Organisation & Background**

Organisation background information	50%	Ref SF 1.7, 1.8	Organisation background and use of LCS clear	
Overall training structure & role	100%	Ref SF 2.1	Structure & role clearly described	Overall CI strategy noted & central CI team role. Some external use
LCS Levels to which system/programme will align	100%	Ref SF 2.2	L1a-L1b-L1c	
Estimate of certificates issued over the accreditation period	100%	Ref SF 2.3	200	

The review process can include physical or web meetings, emails and phone calls.

Note that the process does not move on to the sign off stage until all items in the checklist are marked as 100%.

The length of time for the whole process is usually between one and four months.

## 2.2.5 ACCREDITATION SIGN OFF MEETING

Once the submission is completed, there is an **accreditation sign off meeting**, which marks the formal end of the submission process.

The agenda includes a summary of the main points of the submission, a discussion of ongoing responsibilities, opportunities for collaboration, current LCS developments, an explanation of practitioner membership and the information required for the certificate templates. This meeting usually takes place online or at the applicant's offices.

## 2.2.6 ACCREDITATION WELCOME PACK

Following the sign-off meeting, and assuming there are no outstanding issues, a **welcome pack** is sent to the applicant, which contains the formal confirmation letter, terms and conditions, the organisation's certificate, the personal certificate template, practitioner membership details and general communication material.

## 2.3 INFORMATION REQUIRED IN THE SUBMISSION

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Information on the training programme or system should be provided using the online [Submission Form](#), the sections of which are shown below.

Guidance on the information requirements for each section is shown below and in the online submission form.

- Questions that will be asked in the LCS assessment are shown for each section in this style

### 2.3.1 ORGANISATION & BACKGROUND

- Is the organisation background clear?
- Is it clear where the training system/programme sits in the overall organisation?
- Is there a clear lean training overview?
- How will accredited training be used?
- To what levels is the training to be aligned?
- How many certificates will be issued (estimated)?

#### SUBMISSION INFORMATION REQUIRED

- i) Provide the organisation entity that will be accredited. This could be the organisation itself or a specific department or entity, such as a training academy or function.
- ii) State the person responsible for writing the submission and to whom feedback can be sent.
- iii) Provide a brief description of the organisation, indicating main activities and relevant strategic information. List any relevant existing accreditations, awards or quality standards the organisation already has.

- iv) State how the organisation will use the LCS – eg own staff training, external training etc
- v) Provide an overview of the programme - its position in the organisation, management responsibility, strategic linkage, the role it plays in the context of CI strategy, areas of the organisation served or role in delivering services to customers. Note that course details are collected elsewhere in the form.
- vi) Indicate the LCS levels to which the programme will align. Note that you can plan to increase the number of levels over time as the training system matures.
- vii) Provide an estimate of certificates to be issued over the two year accreditation period

### 2.3.2 COURSE INFORMATION

- Are all courses delivered listed and described clearly?
- Are aims and learning outcomes clearly defined, with appropriate topics that link to the learning outcomes?
- Does the learning time align to recommended levels?
- Are knowledge assessments appropriate in terms of the number of questions, question complexity, time allowance, pass mark, resit policy?
- Does the knowledge assessment ensure that the learning outcomes have been achieved?
- Are there mechanisms to update or refresh test questions?
- Are any online tests robust in terms of structure and controls?
- Is it clear how the practical element of the assessment will be managed and delivered?
- Is the practical application of knowledge in the workplace assessed effectively?
- Are appropriate mechanisms used to record practical application?
- Are the mechanisms and processes used to assess Level 2 practical competency appropriate, with leadership and strategic dimensions?

#### Note on Assessments

Learners need to demonstrate both knowledge and practical capability for each LCS level through which they progress, except for Level 1a, where only the knowledge aspect applies. Demonstrating knowledge is typically achieved through a test (often multiple choice), while there are several ways to demonstrate practical capability.

For LCS levels 1b and 1c, evidence of a learner's practical capability can be in a variety of formats. The learner should have played a meaningful role in the activity, usually as part of a team with a specific role or on an individual basis. The evidence should be endorsed by an appropriate manager/stakeholder to signify it is an accurate account of what happened.

For LCS Level 2, the evidence of practical capability should be more formal and multi-dimensional, as the practitioner should clearly demonstrate capabilities such as leadership, planning and advanced lean knowledge. In addition, Level 2 projects should have a strategic dimension.

The overall assessment approach should be consistent with key assessment LCS principles:

1. There should be a knowledge test for each LCS level where a certificate is awarded.

2. There should be implementation evidence linked to courses (except 1a).
3. An appropriate training course should be delivered for each LCS level where a certificate is awarded.

#### **SUBMISSION INFORMATION REQUIRED**

- i) For each face-to-face course you deliver, list its title, aims, learning outcomes, topics covered, LCS level alignment, learning hours and assessment methods. Courses elements delivered online can be recorded in Section 5, E Learning. You can add more courses by clicking the **+ Add** button at the foot of the section. Number each course submitted using the number field (1, 2, 3 etc).
- ii) Describe the overall assessment approach used, explaining how knowledge is assessed to ensure that learning outcomes have been achieved and how practical competence is demonstrated.
  - Learning outcomes are statements about what participants should know and/or be able to do at the end of the course. See the **LCS Guide to Developing Learning Outcomes**.
- iii) Indicate the course learning time. This can include class based face-to-face teaching, web based learning, post course activities, assessments, self-study, follow up reading and research, and work based learning.
  - Indicative learning time for typical courses aligned to LCS levels are indicated below, though these should be used as a guide only due the outcomes based approach the LCS takes:
    - LCS 1a: 3 to 6 hours (the latter typically with activities, simulations)
    - LCS 1b: 40 hours
    - LCS 1c: 40 hours
    - LCS 2a: 50 hours
    - LCS 2b: 25 hours
- iv) Indicate the type of knowledge assessments used, such as multiple choice tests - open or closed book, online, essay exams, case studies, interviews/oral exam.
- v) If a multiple choice test is delivered, indicate the number of questions, time allowance, pass mark, whether open or closed book, whether it is classroom based or online.
  - The number of questions in a multiple choice test will depend on several factors, including the type of question, question difficulty and the scope of the test. The final number will be one that adequately covers all learning outcomes and key topics. A typical Level 1a multiple choice test is between 15 and 25 questions, a 1b test around 30 to 40 questions and a Level 1c test around 50 questions.
  - Time allowance per question: for standard multiple choice questions in an open book test, one minute per question is recommended. More complex questions and closed book tests may have a longer allowance per question.
  - Marking scheme: there are three options: all questions attract the same mark with no partial marking, all questions attract the same mark with partial marking, and variable marking depending on question complexity. The first option is recommended.
- vi) List the type of practical assessment mechanisms used, such as A3 reports, project reports, workbooks, project portfolios, diaries, interviews
- vii) Indicate the policy relating to pass marks and re-sitting tests after test failure.

- The pass mark for a typical multiple choice test, where one option is selected from four options (without negative marking), should be at least 66%, though higher pass marks can be used if preferred. This assumes there is no negative marking – ie taking marks off for incorrect answers.
  - After failing a multiple choice test a learner should be allowed one further attempt. If that is failed, then the learner should be required to have further training or support before a third attempt is permitted.
- viii) Describe how knowledge tests are administered, for example, invigilated at the end of the course
- ix) Describe the approach taken to question banks for knowledge tests.
- It is good practice for the training programme to contain a bank of test questions for use in multiple choice tests and questions should be rotated on a regular basis.
- x) If applicable, describe the methods used to record and assess Level 2 implementation. For LCS Level 2, the evidence of practical capability should be more formal and multi-dimensional, as the practitioner should clearly demonstrate capabilities such as leadership, planning and advanced lean knowledge. In addition, Level 2 projects should have a strategic dimension.

### 2.3.3 MATERIAL & ALIGNMENT

- Is there a clear account of how the training material has been developed and sourced?
- Have sufficient examples of training material been provided?
- Is the training material understandable, of good format and presentation quality and enable the achievement of the learning outcomes?
- Has an LCS Alignment Matrix been completed and Is there effective alignment between the lean training programme and the LCS levels?
- Has a Levels, Courses Assessment & Learning Hours Summary been completed that demonstrates sufficient learner input for each certification level?

#### SUBMISSION INFORMATION REQUIRED

- i) Indicate how material was sourced and developed.
- ii) Provide examples of training material, such as presentations, workbooks, guides. These can be uploaded to the form.
- iii) Provide examples of assessments, such as multiple choice questions and answers, exam questions, interview guides, project templates etc. These can be uploaded to the form.
- iv) Briefly describe how the course(s) aligns with one or more of the levels of the LCS.
- v) Complete an **LCS Alignment Matrix**. The matrix shows how closely courses align with the LCS framework. There is a link to download a template that can be completed and then uploaded to the form.
- vi) **Complete a Course assessment & learning hours summary**. This shows the input required to complete each level. There is a link to download a template that can be completed and then uploaded to the form

### 2.3.4 TEACHING & STAFF

- Are the teaching methods adequately described and suitable for the target audience?
- Is there a class size approach that is geared towards small group teaching?
- Are details of practical activities provided that indicate a participative and interactive approach?
- Do appropriately qualified and experienced staff deliver training?
- Has a delivery capability assessment been produced?
- Is the training too reliant on external delivery resources?

#### SUBMISSION INFORMATION REQUIRED

- i) Indicate the teaching methods used – such as classroom based teaching, workshops, online, self-study, workplace based teaching
- ii) Describe the practical activities, simulations, interactions used in teaching
- iii) Describe the approach taken to class sizes, including the expected number in groups.
- iv) Complete a **Delivery Capability Assessment**.
  - This indicates the capability of the delivery staff across the key LCS knowledge levels and can be produced through a staff self-assessment exercise. A template can be downloaded, completed and then uploaded to the form.
- v) Provide biographical information for delivery staff. A template for this can be downloaded, completed and then uploaded to the form.
- vi) Provide a statement of the policy towards using external delivery resources (if applicable).

### 2.3.5 E-LEARNING (IF APPLICABLE)

- Is the eLearning platform clearly described?
- Is the material appropriate for the Level to which it is aligned?
- Is the online element sufficiently long enough?
- Is it clear how the online test operates and the path followed by learners?
- Are eLearning assessments robust with appropriate controls in place?

If elements of your course(s) are delivered online, complete this section.

#### SUBMISSION INFORMATION REQUIRED

- i) Detail which parts of the training are delivered online.
- ii) Detail the platform used to deliver the training, such as the learning management system, software, or e-learning provider.
- iii) Detail the learning management system, software, or e-learning provider used for e-learning.
- iv) Provide an outline of how learners progress through the e-learning. For example, course entry, interaction with material, navigation through specific modules, specific activities undertaken, tests taken

- v) Estimate the number of hours it will typically take a learner to complete the online element.
- vi) Provide access to the course web page (if available).
- vii) Provide examples of online material (if access to the website is not available).
- viii) If there are online tests, describe the process for taking the test, its format and what communication and actions takes place when the test has been completed.
- ix) Indicate key elements of the test, including the number of questions, question distribution, pass mark, resit policy, time allowance, whether open or closed book.

### 2.3.6 QUALITY ASSURANCE & CONTINUOUS IMPROVEMENT

- Are there mechanisms in place for evaluation of the training?
- Has an evaluation questionnaire been seen?
- Are there clearly defined selection criteria so that appropriate participants attend courses?
- Is there an appropriate feedback process to participants and delivers?
- Is there evidence of pre-delivery testing and continuous improvement activity after courses have been delivered and evaluated?
- Is there appropriate control over the training system when it is used on an international basis?

#### SUBMISSION INFORMATION REQUIRED

- i) Describe the approach taken to reviewing and continuously improving courses and assessments – eg method/process, frequency, who involved, etc. These could be formal or informal.
- ii) Describe the approach to selecting participants for courses, for example, the prerequisites required, experience, role and qualifications (If applicable).
- iii) Indicate how training is evaluated by course participants
- iv) Provide examples of evaluation questionnaires
- v) Detail the measures, controls or policies that are in place to ensure accredited training is delivered in remote areas in a consistent manner with adherence to standards.

### 2.3.7 TRAINING SUPPORT & ORGANISATION

- Are training facilities appropriate?
- Is there evidence of appropriate training management and support?
- Are there appropriate resources available to support learners?
- Is there an effective database system in place to record individuals' training history?
- Is there a system for unique certificate referencing?

#### SUBMISSION INFORMATION REQUIRED

- i) Describe the facilities that will be used for training. This may not be applicable to training companies that use client facilities.

- ii) Describe how training is managed and supported – EG: from which department or function, key roles undertaken by dedicated resources or the use of other resources, such as HRM.
- iii) Indicate any learner resources that are available, such as in intranet, physical library, mentoring/guidance, networks
- iv) Describe how records are stored so that there is a secure history of a learners training history (EG: name, date courses taken, assessments taken, certificate reference, levels awarded, etc.)
  - An example spreadsheet is [available to download](#).
- v) Indicate the method used to give each certificate a unique reference
  - Each LCS certificate issued should contain a unique reference that will allow traceability and authentication. Indicate the proposed reference structure to be used. The LCS recommends that the reference includes the organisation name, date of issue and a person identifier - for example, ABC1803JS1, where ABC refers to the organisation, 1803 is the year/month and JS are the initials of the individual.



### 3. ACCREDITATION RESPONSIBILITIES, BENEFITS & TERMS

#### 3.1 CERTIFICATES



Under Standard Accreditation, accredited organisations are responsible for issuing Certificates of Lean Competency to those who successfully complete their training programmes. **These will not be issued by the LCS organisation.**

The LCS will provide a certificate template that must be used by the organisation (and not altered); this will contain LCS visual identity and the LCS authoring signatory. The accredited organisation's logo may be placed on the certificate, along with an authorising signatory. See the web page [The Anatomy of the LCS Personal Certificate >>>](#)

The certificate must always indicate the LCS level attained (i.e. 1a, 1b, 1c etc.) and may also include the organisation's specific level nomenclature (if it has one), such as Yellow Belt, Green Belt, Bronze, Silver, Practitioner, Expert, etc.

Details of those who receive certificates may be requested periodically by the LCS organisation or recruitment companies undertaking background checks, so appropriate training records must be maintained.

Suitable security measures should be in place to ensure that blank certificate templates cannot be accessed by unauthorised personnel and certificates that are sent electronically must be as PDF files with no copying or editing rights.

The organisation will receive a certificate which indicates its status as an **Accredited Certifier of Lean Competency**, which includes its logo.

#### 3.2 COMMUNICATION

The accredited organisation is free to communicate its status to staff, customers and other stakeholders via marketing channels (eg brochures, website, PR, social media etc.) and use the LCS logos where appropriate. Prior approval must be obtained from Cardiff University for any use of the University logo. See the **LCS General Terms** document for further information.

The accredited organisation will be issued with two special *accredited status* insignia – effectively, the LCS 'stamp of approval' that it can display on training material and in promotional media.

### 3.3 ACCREDITATION CONDITIONS

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Accredited organisations need to abide by certain conditions while accredited – see the document **LCS General Terms for Standard Accreditation**.

### 3.4 PERIOD OF ACCREDITATION & SYSTEM CHANGES

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Accreditation is valid for two years and the expiry date is shown on the organisation's certificate. The period starts after the Welcome Pack has been sent.

It is likely that the training system will undergo continuous or incremental change over the period, for example, because of new organisational needs, participant feedback, knowledge advances, new initiatives, etc. There is no requirement to inform the LCS organisation of these changes.

However, if major changes are made then the organisation should inform LCS management and update its cloud based Accreditation Folder to ensure that it remains up to date.

There is not a strict definition of what constitutes a major change; examples include wholesale course material changes, extending to higher LCS levels, expanding the system's geographical scope, revision of the assessment approach, major changes to learning outcomes, etc.

The organisation can renew its accreditation after two years, following successful completion of a re-accreditation review questionnaire.

There is a [Resources for Accredited Organisations web page](#) containing links to useful resources and information for accredited organisations.

### 3.5 ONGOING COMMUNICATION & INTERACTION WITH THE LCS

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The LCS does not undertake inspection visits or the like over the licence period, though will welcome opportunities for *Gemba* visits which, for example, could involve observing the training system in operation, or undertaking specific supporting activities or projects, such as performance reviews, process confirmation, material development or investigatory research.

There is also an opportunity for collaboration with the Lean Enterprise Research Centre and Cardiff University in several areas, which can be discussed during the accrediting process.

### 3.6 PRACTITIONER MEMBERSHIP

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Recipients of LCS certificates are eligible to join the LCS *practitioner member* community free of charge through the LCS website, which provides a platform to encourage lean practitioners to continue their personal and professional development.



Level: 2A

The facility promotes peer-to-peer learning and includes teaching resources, topical articles, networking facilities, collaboration groups, discussion forums and events signposting.



Level: 3A

The LCS provides the accredited organisation with a **Practitioner Membership** flyer for distribution to certificate holders that details information on its features and benefits, as well as registration instructions.

Note that managers and administrators of accredited systems are also eligible for membership of the LCS community.

A range of promotional and recognition insignia is available for members' use, including the digital signature badges illustrated above, as well as enamel pin badge versions. See the [Resources for Accredited Organisations web page](#).

## 4. FEES

### 4.1 FEE STRUCTURE

There are two standard accreditation fee schedules – one for **commercial** businesses and one for **public service** organisations. The re-accreditation fee is lower than the initial accreditation fee for both.

In the Commercial schedule, there is one rate for training systems used for in-house employee training (internal) and another for systems primarily used to train the public or other organisations' employees (external).

The fee is based on the forecast number of certificates at **Level 1b and above** to be issued over the two year accreditation period and there are six fee bands from which to select. This forecast is made at the start of accreditation and a move to a higher band can be made at any point, with a pro-rata fee payable. In addition, Level 1a certificates can be purchased on a per unit basis when a move to a higher fee band is not required.

In addition to Level 1b and above certificates issued, the accredited organisation can issue an **equivalent volume of Level 1a certificates at no additional cost**.

### 4.2 FEES (COMMERCIAL ORGANISATIONS)

#### 4.2.1 FEE SCHEDULE - UK£

The table below shows the accreditation fees in six bands for Standard accreditation for commercial organisations. Note that there is a ready reckoner style [fee calculator](#) on the LCS website that can be used to work out the fee for a variety of certificate volume permutations.

NEW OR RE-ACCREDITATION	INTERNAL OR EXTERNAL*	MAXIMUM NUMBER OF CERTIFICATES ISSUED AT LEVEL 1B AND ABOVE (over 2 years)					
		A 200	B 400	C 600	D 1,000	E 1,500	F 2,000
New two year accreditation	External	£4,950	£6,350	£7,900	£10,550	£13,700	£16,700
	Internal	£4,250	£5,400	£6,700	£8,950	£11,650	£14,200
Two year re-accreditation	External	£4,000	£5,100	£6,300	£8,450	£11,000	£13,350
	Internal	£3,400	£4,350	£5,350	£7,150	£9,350	£11,350

#### 4.2.2 COMPARISONS

The table below shows the comparative annual cost and the minimum potential cost per certificate for all levels:

	COMPARISON: COST PER YEAR						
New accreditation	External	£2,475	£3,175	£3,950	£5,275	£6,850	£8,350

	Internal	£2,125	£2,700	£3,350	£4,475	£5,825	£7,100
Re-accreditation	External	£2,000	£2,550	£3,150	£4,225	£5,500	£6,675
	Internal	£1,700	£2,175	£2,675	£3,575	£4,675	£5,675
<b>COMPARISON: MINIMUM COST PER CERTIFICATE for all levels</b>							
New accreditation	External	£12.38	£7.94	£6.58	£5.28	£4.57	£4.18
	Internal	£10.63	£6.75	£5.58	£4.48	£3.88	£3.55
Re-accreditation	External	£10.00	£6.38	£5.25	£4.23	£3.67	£3.34
	Internal	£8.50	£5.44	£4.46	£3.58	£3.12	£2.84

\* see note 7 below

### 4.2.3 NOTES

1. Fees shown are exclusive of VAT.
  - Note: VAT will not normally be applicable when the accredited organisation is based and provides services outside the UK.
2. An organisation accredited to LCS Levels 1b and above, can issue LCS Level 1a Certificates at **no additional fee** up to the number of Level 1b and above certificates it plans to issue. For example, an organisation that intends to issue up to 200 Level 1b (and above) certificates per year, can also issue 200 Level 1a certificates per year at no charge.
3. If an accredited organisation wants to issue more than its permitted number of no-charge Level 1a certificates, it can do so and must **pay a fee for each Level 1a certificate issued**. The charge will be **£2.00** (plus VAT) for the first **2,500** Level 1a certificates and **£1.00** (plus VAT) thereafter for over **2,500** Level 1 certificates.
4. The two-year fee is payable when accreditation has been granted. Fees for pay-for-issue Level 1a certificates can be paid up-front with the accreditation fee or at the time when the facility needs to be utilised. Any unused additionally purchased 1a certificate allowance can be carried over to the following accreditation period after two years.
5. There are no fees payable other than the accreditation fee and, where applicable, fees for pay-for-issue Level 1a certificates. If the applicant requests work from the LCS that is outside the scope of usual accrediting activity, then a day rate will be charged for the agreed work at £950 per day (plus VAT and expenses).
6. Fees are payable in UK Pound Sterling.
7. **Internal** refers to a system that is dedicated to training in-house employees. **External** refers to a system that primarily trains members of the public or other organisations' employees, usually on a commercial basis.
8. For newly accrediting organisations, **50%** of the accreditation fee is payable immediately after registration.
9. These fees shown above are applicable to **commercial organisations**, defined as those organisations that are geared toward making a profit from their business activities. Separate fee schedules are available for SMEs and for public service organisations. The

LCS defines public service organisations as those that are not commercially oriented and deliver services for the benefit of the public or society on a not-for-profit basis.

10. Training systems that exclusively deliver **online training** are subject to a separate accreditation process.
11. Fees are reviewed periodically and may change without notice.