

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

College Reaccreditation Inspection

INSTITUTION: Le Cordon Bleu London Limited

ADDRESS: 15 Bloomsbury Square
London
WC1A 2LS

HEAD OF INSTITUTION: Mr Emil Minev

DATE OF INSPECTION: 26 - 27 October 2016

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

- Reaccreditation to be awarded for the full four-year period.
- Decision on accreditation deferred.
- Accreditation to be withdrawn.

Date: 15 Dec 2016

1. Background to the institution

The London school, Le Cordon Bleu London (LCBL / the School), a limited company, became fully part of the Le Cordon Bleu group in 1990 with other schools opening in Tokyo, Ottawa and Sydney. Today there are thirty-five schools in twenty countries world-wide. In 1984, a member of the family who owned the Remy Martin Cognac and Cointreau Liqueur companies, became owner, President and CEO of Le Cordon Bleu. This acquisition resulted in the curriculum being strengthened by introducing the Le Cordon Bleu Classic Cycle; some of the most experienced chefs of French cuisine and patisserie being recruited as teachers and the relocation of the Paris school to larger premises.

In 2015, Le Cordon Bleu celebrated its 120th anniversary of teaching experience as a global provider of culinary, wine and hospitality education. Le Cordon Bleu has its origins in a 19th century French weekly publication, La Cuisiniere Cordon Bleu, which established a school in Paris in 1896. In 1933, a former student helped to open a school under the Le Cordon Bleu name in London. The London school reopened after the second World War in Marylebone Lane before relocating to a larger building at 114 Marylebone Lane. Then in 2012 the school moved to a brand new long-leased premises at 15 Bloomsbury Square. The building ranges over 7 floors with a roof garden. There is a cafe on the ground floor that is open to the public as well as the School's attendees.

LCBL is part of part of the main group, Le Cordon Bleu International BV, that is registered in Holland. Since the Interim Visit LCBL has a new Head (Culinary Arts Director) who took up his post in early July 2016.

2. Brief description of the current provision

The LCBL offers several short gourmet and specialist cookery courses in areas including cake decoration and wine master classes. Since the last inspection, Le Cordon Bleu London (LCBL) has rapidly expanded along with the group adding courses in culinary arts, restaurant management, food and wine. Entrepreneur degrees and a Masters in Business Administration are offered at some of the overseas institutions, where there are links with local universities. LCBL has very recently introduced a three-month diploma in Gastronomy and Nutrition and Food Trends and in the New Year a further newly developed course, the Diplôme de Boulangerie will receive its first students.

The School is currently running nine courses consisting of three levels in either cuisine, or pâtisserie or both. Each level consists of 11 weeks of study with continuous assessment, concluding with an examination. Completion of the three levels (basic, intermediate and superior) results in the Diplôme de Cuisine or Diplôme de Pâtisserie. The combination of both subjects resulting in the Grand Diplôme. There are four intakes of students each year. Not all students take all of the levels or indeed both courses. The courses are delivered by chef lecturers (teaching chefs) through a series of demonstrations, theory and considerable practical work with formative and summative assessments. Certain of the courses are delivered as intensive, cutting back from three to two terms with at least thirty hours of study each week, Monday to Saturday.

Currently there are 372 full time students all aged over 18 years. Most of the students are in their twenties but a significant number are older having sought a career change. Many of the students are on Tier 4 or Tier 2 visas. The student make-up is 17 percent UK and 17 percent EU, the remainder coming from 52 other countries with a strong bias towards females, the percentage being 66 percent.

LCBL is subject to educational oversight by the Quality Assurance Agency for Higher Education; the most recent monitoring visit has just been concluded (14th October 2016), stating 'commendable progress in monitoring, evaluation and enhanced higher education'. Alongside this oversight LCBL holds an "Investing in Quality" licence from NCFE with whom the School shares the responsibility for monitoring the quality of its higher education and learning and which validates the content of its principal courses at Qualifications and Credit Framework (QCF) levels 3 and 4. The licence was first awarded in 2010, since when NCFE has undertaken a cycle of twice yearly monitoring and approval visits. Their advisors have been consistently complimentary about the School's academic policies and procedures; the latest being in August 2016 signifying a level of 'excellence'.

LCBL is a registered centre for the Chartered Institute of Environmental Health and students study the Level 2 award in Food Safety in catering as part of the basic level courses and Level 3 as part of the Diploma in Culinary Management.

3. Inspection process

The inspection was undertaken over two days by two inspectors. A tour of the premises was conducted with LCBL's Academic Director and the Academic and Compliance Manager. The inspectors held discussions with staff responsible for staff recruitment, student admissions, student welfare, marketing and sales, examinations and with a group of chef lecturers and a cross section of students. Six teaching sessions were observed covering, theory, demonstrations, practical cuisine and pâtisserie, and Professional Kitchen Management: Intermediate Cuisine and Superior Cuisine, Superior Pâtisserie, Diploma in Culinary Management.

Feedback was given to the Head of the Institute, the Culinary Arts Director, and the Academic Development and Compliance Manager. Throughout the inspection there was excellent support from the LCBL staff, good exchange of views conducted in convivial, and business like atmosphere.

4. Inspection history:

Inspection type	Date
Full Accreditation	29 - 30 October 2008
Interim	1 March 2010
Full Accreditation	2 - 3 December 2013
Interim	27 July 2015

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 institution.

INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

1. The institution 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="radio"/> Yes <input type="radio"/> No |
| 1.2 | The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.3 | There are clear channels of communication between the management and staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

There are strong lines of communication with numerous opportunities for feedback through meetings at various levels.

2. The administration of the institution is effective

- | | | |
|-----|--|---|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.5 | Data collection and collation systems are effective. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The administrative team are highly effective, and from evidence seen, most meticulous. Information is well documented in the Staff Handbook, the Student Academic and Administrative Policies and Procedures Manual and in the Quality Manual. With highly developed systems care needs to be exercised to ensure that there is sufficient cover should a key member of staff be absent.

3. **The institution employs appropriate managerial and administrative staff**

- 3.1 There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. Yes No
- 3.2 Experience and qualifications claimed are verified before employment. Yes No
- 3.3 There is an effective system for regularly reviewing the performance of staff. Yes No

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

Comments

There is an excellent staff appraisal system that is to be enhanced in the near future with a half year review.

In view of development of the School, and number of personnel now involved at various levels, it has been suggested that consideration be given to employing a Human Resources Manager either full or part time.

4. **Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of the institution and its curriculum**

- 4.1 Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered. Yes No
- 4.2 Information on the courses available is comprehensive, accurate and up to date. Yes No

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

Comments

The promotional material is of high quality and commensurate with the high standing of the School within the industry.

It is recommended, for transparency, that BAC's name/logo is used on promotional material in relation to LCBL.

5. **The institution takes reasonable care to recruit and enrol suitable students for its courses**

- 5.1 Entry requirements for each course are set at an appropriate level and clearly stated in the course descriptions seen by prospective students. Yes No
- 5.2 A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified. Yes No
- 5.3 Students are properly briefed on the nature and requirements of the courses for which they apply, and all application enquiries responded to promptly and appropriately. Yes No
- 5.4 Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. Yes No NA
- 5.5 Students receive a proper initial assessment which includes language ability to confirm their capability to complete the courses on which they are enrolling. Yes No

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

Comments

The recruitment procedure is extremely rigorous. The use of agents is an element in the international recruitment drive, not just for the UK students, but for LCB worldwide. This aspect is controlled through an officer working out of the London School.

6. **There is an appropriate policy on student attendance and effective procedures and systems to enforce it**

- 6.1 There is a clear and published policy on student attendance and punctuality, requiring that they attend at least 80% of their scheduled classes. Yes No NA
- 6.2 Accurate and secure records of attendance and punctuality at each session are kept for all students, collated centrally and reviewed at least weekly. Yes No NA
- 6.3 Student absences are followed up promptly and appropriate action taken. Yes No NA

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

Comments

Attendance is monitored by the School with strict adherence to the student guidelines. Unacceptable absence triggers automatic email communications with the student whereby staff also intervene with the student to clarify the reason for the absence.

In view of the maturity of the student cohort, and their responsibility to own their learning, there could be a case for their individual attendance record being available through their personal student portal.

7. **The institution regularly obtains and records feedback from students and other stakeholders and takes appropriate action where necessary**

- 7.1 The institution has effective mechanisms for obtaining feedback from students and other stakeholders (such as staff, partner institutions and employers) on all aspects of the institution's provision, including formal student representation where appropriate. Yes No
- 7.2 Feedback is obtained, recorded and analysed on a regular basis. Yes No
- 7.3 The feedback is reviewed by management and action is taken where necessary. Yes No
- 7.4 There is a mechanism for reporting on the institution's response to the feedback to the student body. Yes No

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

Comments

LCBL has excellent systems of feedback from students and other stakeholders that is analysed and well documented with action taken as appropriate.

One area that might be considered is to ask students to comment on the quality of their student accommodation, in order to inform advice to future students.

8. **The institution has effective systems to review its own standards and assess its own performance with a view to continuing improvement**

- 8.1 There are effective systems for monitoring and periodically reviewing all aspects of the institution's performance. Yes No
- 8.2 Reports are compiled at least annually which present the results of the institution's reviews and incorporate action plans. Reports include analysis of year-on-year results on student satisfaction, retention, achievement, examination results and completion rates. Yes No
- 8.3 Action plans are implemented and regularly reviewed, with outcomes reported to the management. Yes No

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

Comments

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

9. Academic management is effective

- | | | |
|-----|---|---|
| 9.1 | There is a suitably qualified and experienced academic manager or academic management team with responsibility for teaching, learning and assessment. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.3 | The allocation of teachers to classes provides for a consistent learning experience. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of academic resources. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

There is very considerable expenditure on new resources in terms of capital equipment, with a regular programme of updating resources. The School sources only high quality ingredients for use in the preparation of culinary and patisserie dishes in the training kitchens.

10. The courses are planned and delivered in ways that enable students to succeed

- | | | |
|------|--|---|
| 10.1 | Courses are designed and delivered in ways that allow students to develop the knowledge and skills which will be required for final examinations or assessments. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.2 | Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.4 | Students are encouraged and enabled to develop independent learning skills. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.5 | Full-time courses requiring students to attend for 15 hours or more per week are time tabled over at least three days. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.6 | Any required coursework and revision periods are scheduled in advance. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.7 | The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

New courses are thoroughly tested over many months before they are incorporated into the culinary teaching programme. Students with disabilities are accommodated wherever feasible, but this is limited by the constraints of the kitchens and equipment needed for teaching of this type.

11. **Teachers are suitable for the courses to which they are allocated and effective in delivering them**

- 11.1 Teachers are appropriately qualified and experienced. Yes No
- 11.2 Teachers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively. Yes No
- 11.3 The appraisal procedures for teaching staff incorporate regular classroom observation. Yes No
- 11.4 Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students. Yes No
- 11.5 Teachers respond to different learning needs of students where appropriate, taking various learning styles into account in their planning and delivery of lessons. Yes No
- 11.6 Teachers employ effective strategies to involve all students in active participation and to check their understanding of concepts and course content. Yes No

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

Comments

New lecturers are given a well-structured induction and shadow their mentor to gain appreciation of their roles within the School's pattern of delivery. From feedback this is well received. Teaching chefs have substantial industry experience at a high level.

Lecturers are supported by the School enabling them to gain teaching qualifications as necessary.

12. **The institution provides students and teachers with access to appropriate resources and materials for study**

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

Comments

There is a Learning Manual for each course, complemented by a Teaching Manual. These documents provide all the basic information needed for the practical side of the course, and are supplemented by online resources. The manuals ensure that there is consistency across the programmes.

13. **Students receive appropriate assessment and feedback on their performance and progress, which are effectively monitored**

- 13.1 Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to students and teachers. Yes No
- 13.2 Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention where appropriate. Yes No
- 13.3 Students are made aware of how their progress relates to their targeted level of achievement. Yes No
- 13.4 The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders. Yes No
- 13.5 Additional support or advice on alternative courses is provided to students who are judged not to be making sufficient progress to succeed. Yes No
- 13.6 Oral and written feedback is given to individual students on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery. Yes No
- 13.7 Students have appropriate access outside class time to teachers or personal tutors for academic support. Yes No

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

Comments

There is a mid-term review for all students; should they be judged to have been struggling at any stage then their chef tutor will instigate a personal review. The student success rate currently stands at 98 percent.

14. **The institution offers courses leading to accredited awards granted by recognised awarding bodies wherever appropriate**

- 14.1 For courses leading to the award of a UK degree, the institution has a formal agreement with a recognised UK degree-awarding body. Yes No NA
- 14.2 For courses leading to other UK awards, the awarding body is recognised by the relevant regulator. Yes No NA
- 14.3 For courses leading to the award of an overseas degree, the institution has a formal partnership agreement with the overseas degree-awarding body, which is itself accredited by a recognised national agency. Yes No NA

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

Comments

15. **There is a clear rationale for courses leading to unaccredited or internal awards**

- 15.1 There is a clear statement of the level claimed relative to the NQF/QCF and evidence that students who receive the award meet the stated requirements for that level. Yes No NA
- 15.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. Yes No NA
- 15.3 External moderators are involved in the assessment process where appropriate. Yes No NA

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

Comments

The syllabus, assessment and criteria of Le Cordon Bleu courses around the world are equivalent, enabling students, should they wish, to move from school to school in a seamless progression. Le Cordon Bleu is concerned to retain control of its own course content and to protect its intellectual property. It has decided not to take on an external accredited awarding body as none is considered suitable; moreover, it has also chosen not to become an Ofqual awarding body itself. The qualifications that Le Cordon Bleu offers have been verified against RQF and are regularly validated by NCFE, this on a half-yearly review basis.

The LCBL qualifications are accepted by establishments world-wide and diploma students are much in demand

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

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

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

Comments

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

- 17.1 Students have access to advice from appropriate staff member on further study and career opportunities. Yes No
- 17.2 If the institution offers courses preparing students for higher education, they have access to prospectuses and to advice from a designated staff member both on selecting courses and institutions and on the application process. Yes No NA

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

Comments

For students wishing to continue with their qualifications to degree level through Le Cordon Bleu it is necessary for them to move on from the UK to an International LCB school.

LCBL has a good rapport with industry and is constantly looking for ways to assist students find employment.

INSPECTION AREA - STUDENT WELFARE

18. Students receive pastoral support appropriate to their age, background and circumstances

- | | | | |
|------|---|--------------------------------------|--------------------------|
| 18.1 | There is at least one named staff member responsible for student welfare who is suitably trained, accessible to all students and available to provide advice and counselling. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 18.2 | Students receive appropriate advice before arrival. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 18.3 | Students receive an appropriate induction and relevant information upon arrival. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 18.4 | Students are issued with a contact number for out-of-hours and emergency support. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 18.5 | The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

Comments

The grievance and discrimination policy is currently being reviewed with the aim of further clarification.

19. International students are provided with specific advice and assistance

- | | | | |
|------|--|--------------------------------------|--------------------------|
| 19.1 | International students receive appropriate advice before their arrival on travelling to and staying in the UK. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 19.2 | International students receive an appropriate induction upon arrival covering issues specific to the local area. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 19.3 | Information and advice specific to international students continues to be available throughout the course of study. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 19.4 | Provision of support takes into account cultural and religious considerations. Where possible, students have access to speakers of their own first language. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

Comments

The School is about to introduce a buddy system for new students. However, a meet and greet policy for international students might be considered as a further service to support those unfamiliar to the UK.

20. **The fair treatment of students is ensured**

- 20.1 Students apply for and are enrolled on courses under fair and transparent contractual terms and conditions. Yes No
- 20.2 Students have access to a fair complaints procedure of which they are informed in writing at the start of the course. Yes No
- 20.3 Students are advised of BAC's own complaints procedure. Yes No

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

Comments

The School has run an annual scholarship since 2012, to allow one student to be enrolled without payment of fees. The School is also developing an internship programme to provide students with work experience opportunities.

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

- 21.1 Any residential accommodation is clean, safe and of a standard which is adequate to the needs of students. Yes No
- 21.2 Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where students under 18 are accommodated. Yes No NA
- 21.3 Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for security of students and their property. Yes No
- 21.4 A level of supervision is provided appropriate to the needs of students. Yes No
- 21.5 Separate accommodation blocks are provided for students under 18. Yes No NA

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

Comments

22. **Where home-stay accommodation is organised, the welfare of students is ensured and the institution's relationship with hosts is properly managed**

- | | | | |
|------|--|---------------------------|--------------------------|
| 22.1 | Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for students and is appropriately located for travel to the institution and back. | <input type="radio"/> Yes | <input type="radio"/> No |
| 22.2 | Any home-stay accommodation is inspected before students are placed and is subject to regular re-inspection by a responsible representative or agent of the institution. | <input type="radio"/> Yes | <input type="radio"/> No |
| 22.3 | The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. | <input type="radio"/> Yes | <input type="radio"/> No |
| 22.4 | Appropriate advice and support is given to both hosts and students before and during the placement. | <input type="radio"/> Yes | <input type="radio"/> No |
| 22.5 | Clear monitoring procedures are in place with opportunities for student feedback and prompt action taken in the event of problems. | <input type="radio"/> Yes | <input type="radio"/> No |

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

Comments

23. **The institution provides an appropriate social programme for students and information on leisure activities in the area**

- | | | | | |
|------|--|--------------------------------------|--------------------------|-------------------------------------|
| 23.1 | Students are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 23.2 | The social programme is responsive to the needs and wishes of students. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 23.3 | Any activities within the social programme have been chosen with consideration for their affordability by the majority of students. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 23.4 | Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |

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

Comments

Although the School does not offer formal social programmes, it does however offer numerous internal functions for the students to attend as part of their training and they are also encouraged to visit food fairs.

INSPECTION AREA - PREMISES AND FACILITIES

24. The institution has secure possession of and access to its premises

24.1 The institution has secure tenure on its premises. Yes No NA

24.2 Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature. Yes No NA

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

Comments _____

25. The premises provide a safe, secure and clean environment for students and staff

25.1 Access to the premises is appropriately restricted and secured. Yes No

25.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No

25.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to students, staff and visitors. Yes No NA

25.4 General guidance on health and safety is made available to students, staff and visitors. Yes No

25.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information. Yes No

25.6 There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors. Yes No

25.7 There are toilet facilities of an appropriate number and level of cleanliness. Yes No

25.8 There is adequate heating and ventilation in all rooms. Yes No

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

Comments _____

25.5 Overall the signage well placed and adequate; the only shortcoming is the lack of fire exit signs in all the rooms and this must be addressed.

26. Classrooms and other learning areas are appropriate for the courses offered

- 26.1 Classrooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them. Yes No
- 26.2 Classrooms and any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course. Yes No
- 26.3 There are facilities suitable for conducting the assessments required on each course. Yes No NA

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

Comments

Kitchen equipment is state of the art and constantly enhanced as innovation dictates.

27. There are appropriate additional facilities for students and staff

- 27.1 Students have access to sufficient space and suitable facilities for private study, including library and IT resources. Yes No
- 27.2 Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation. Yes No
- 27.3 Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. Yes No NA
- 27.4 Students and staff have access to storage for personal possessions where appropriate. Yes No NA
- 27.5 There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. Yes No
- 27.6 Administrative offices are adequate in size and resources for the effective administration of the institution. Yes No

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

Comments

There is a staff common room and a smart cafe on the ground floor and in the yard behind the building. It is available for student, staff and the public and serves food prepared on site.

As LCBL continues to grow the administrative offices on the fifth floor are becoming crowded with little room to accommodate more staff, a matter that is accepted and will need to be addressed.

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

Institution's strengths

There is a very knowledgeable team of administrators underpinning a complex turnover of students with, four intakes each year, varying course selection criteria, room requirements and the collation of data and analysis.

The publicity material is eye-catching, with well presented information, functional and easy to read.

The School makes good use of social media in reaching their target audience.

Actions required	Priority H/M/L
	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

The chef lecturers bring hands-on commercial experience as well as practical expertise in culinary education.

Actions required	Priority H/M/L
	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

STUDENT WELFARE

Institution's strengths

Students demonstrate a level of maturity in their feedback through the Student Representative Group.

Conversely the School management give every indication that they listen to students' concerns as the School continues to develop new courses and effects other changes.

Actions required	Priority H/M/L
	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

PREMISES AND FACILITIES

Institution's strengths

The purpose built premises are of a very high specification as are the kitchens, demonstration rooms and other specialist areas. The whole place is immaculately clean, and is subject to quarterly audits.

Actions required	Priority H/M/L
Fire exit signs must be displayed in all rooms.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

With the increase in staff numbers and in view of the multiplicity of staff matters it is suggested that thought be given to introducing a Human Resources officer.

It is recommended, for transparency, that BAC's name and logo is used on LBCL's promotional material.

It is considered that in view of the maturity of the student cohort, and their responsibility to own their learning, there could be a case for their individual attendance record being available through their personal student portal.

Notwithstanding the fact that student accommodation is through third parties, occasional feedback as to its standard would be helpful.

Consideration be given to a meet and greet policy for students arriving by air at London's airports.

It is accepted that LCBL undertakes career development for students but further opportunities to develop work experience might be considered.

Currently the administration area, including chef lecturers is tight for space and whilst there are benefits with working closely more room would be helpful for staff productivity, including consideration of a separate office for the Principal.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Satisfactory following a very recent external health and safety review.