

## BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

### Short Course Provider Full Inspection

**ORGANISATION:** Ashburton Cookery School Ltd

**ADDRESS:** Old Exeter Road  
Ashburton  
Devon  
TQ13 7LG

**HEAD OF ORGANISATION:** Stella West Harling

**DATE OF INSPECTION:** 14-15 Jan. 2013

**ACCREDITATION STATUS:** Unaccredited

#### DECISION ON ACCREDITATION:

- Accreditation awarded for the full four-year period.
- Decision on accreditation deferred.
- Award of accreditation refused.

Date: 11 Feb 2013

### 1. Background to the Organisation

The Ashburton Cookery School dates back to 1992 when its founder, a restaurateur and organic cook, began delivering small residential weekend courses in her home in Ashburton, a small town on the southern fringe of Dartmoor. The courses grew in popularity and in 2003 she engaged a professional chef tutor to cope with growing demand and develop new courses. By 2006 the Ashburton Cookery School had two purpose-built training kitchens, employed four full-time Chef Tutors, offered seven en-suite rooms for residential participants and was running a range of one- to five-day courses seven days a week. Its market was primarily enthusiastic home cooks but it also began to develop intensive vocational training programmes for professional chefs. In 2009 it opened a purpose-built cookery school building on the edge of Ashburton to provide three additional training kitchens and other work and recreational space for course participants and staff. The new building (and some temporary portacabins for staff use behind) freed up further rooms in the School's two town centre houses for residential participant accommodation.

Today the School occupies three sites. The new main building, set on a small industrial estate, is modern and attractive and fitted out to a very high standard. Two of the 'state of the art' training kitchens are equipped for 16 students and the third for eight. There are also meeting rooms, a dining room, offices and stores. In the centre of town are the school's original premises and another period house. One has a training kitchen for ten students, a dining room and six en-suite bedrooms; the second provides a further five bedrooms, two flats and a kitchen and dining rooms for course participants staying in both houses. Further residential accommodation is provided in three lodges on a holiday park ten miles away. All the residential accommodation is comfortable and well-maintained. The school sees its ability to offer accommodation as one of its strengths. As a new venture, the school is planning to run a few off-site cookery courses at another cookery school, The Cooking School at Dean Clough, a converted former textile mill near Halifax.

At the start of 2012, the school launched its first 20-week Professional Culinary Diploma course, and later that year a similar six-week Certificate course. These courses for professional chefs include external awards and are separately branded as 'Ashburton Chefs Academy' in order to distinguish them from the short, largely recreational courses of the Ashburton Cookery School. The School's ambition is to establish a reputation as an international culinary academy and it sees these professional training courses for chefs as its principal area for future growth. Despite its new main building, the school is already short of space and plans to extend it in spring 2013 to provide an enlarged capacity third training kitchen, and additional work and recreational facilities for course participants and staff. In 2012, the Ashburton Cookery School won the Cookery School of the Year award from Food and Travel Magazine and the British Cookery School Awards for Best Large Cookery School and Best English Cookery School.

### 2. Brief description of the current provision

The School runs courses seven days a week throughout the year. In the six months to November 2012 there were 2,140 participants. All courses are practical and kitchen-based, and follow detailed plans and schemes of work. The 20-week Professional Culinary Diploma includes kitchen management and leadership skills and study visits to food producers. Participants on all courses are provided with relevant notes and eat what they cook. Each course is limited to sixteen participants and is delivered by one or two Chef Tutors supported by a Chef Assistant and a Kitchen Porter.

The teaching staff is experienced, well-qualified and stable. A Chef Director, a Chef Manager and six permanent Chef Tutors form the core academic staff, supported by ten permanent Kitchen Porter/Chef Assistants. Part-time specialists are brought in to deliver particular additional skills. The senior management team comprises the Founder/CEO, the Managing Director, the Chef Director and the Finance Director. Customer Services and Operations Managers lead strong teams. Course participants are recruited from throughout the UK and beyond through publicity and word of mouth. A significant number are returners. The School does not employ agents. Most Chefs Academy participants are in their 20s and 30s; for the short recreational course there is a broader age-range. The minimum age for all courses is 18.

### 3. Inspection process

This inspection involved one inspector for two days. He interviewed the directors, the Customer Services and Operations managers, and the Chef Director and the Chef Manager in their roles as academic managers. He scrutinised a range of documents, especially those relating to student feedback, customer services and staff management, and spot checked statutory compliance. He had meetings with two groups of course participants, a group of Chef Tutors and some members of the ancillary staff. He observed segments of five teaching sessions: the introductory session to a new six-week course, part of a three-day food safety course and three cookery lessons. He visited all three school premises including the residential accommodation, and one of the holiday lodges used for accommodation off-site.

## 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 provider.

### INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

#### Minimum standards 1 - 8

##### 1. The provider is effectively managed

- |     |   |                                      |                          |
|-----|---|--------------------------------------|--------------------------|
| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body.                 | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 1.2 | The head of the provider and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 1.3 | There are clear channels of communication between the management and staff and those working at the delivery venue/s.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

Comments \_\_\_\_\_

##### 2. The administration of the provider 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 provider.   | <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 provider.          | <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 |
| 2.6 | Administrative offices are adequate in size and resources for the effective administration of the provider.     | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

Comments \_\_\_\_\_

3. **The provider employs appropriate staff**

- |     |  |                                      |                          |
|-----|--|--------------------------------------|--------------------------|
| 3.1 | There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 3.2 | Experience and qualifications claimed are verified before employment.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 3.3 | There is an effective system for regularly reviewing the performance of staff.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

**Comments**

3.3 There is a highly effective appraisal system for all staff. The process, documentation and records for Chef Tutor appraisals are particularly good, encouraging detailed reflection, positive but honest feedback and the setting of specific realistic targets.

4. **Publicity material gives a comprehensive, up-to-date and accurate description of the provider and its programmes**

- |     |  |                                      |                          |
|-----|--|--------------------------------------|--------------------------|
| 4.1 | Text and images provide an accurate depiction of the provider's location, premises, facilities and the range and nature of resources and services offered. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 4.2 | Information on the courses available is comprehensive, accurate and up to date.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

**Comments**

The school's print and web publicity, produced by the Managing Director who has a background in advertising, is attractive and informative and raises entirely realistic expectations, a view confirmed by the students interviewed.

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

- |     |  |                                      |                          |                                     |
|-----|--|--------------------------------------|--------------------------|-------------------------------------|
| 5.1 | Entry requirements for each course, including those relating to language ability, are set at an appropriate level and clearly stated in the course descriptions seen by prospective participant's. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA            |
| 5.2 | A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA            |
| 5.3 | The provider replies to all application enquiries promptly and appropriately and briefs all stakeholders properly on the nature and requirements of its programmes.                                | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA            |
| 5.4 | Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.   | <input type="radio"/> Yes            | <input type="radio"/> No | <input checked="" type="radio"/> NA |

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

**Comments**

There are no formal entry requirements for the courses but all applicants for the Professional Culinary Diploma course must have an extensive telephone interview with the Chef Director and/or the Chef Manager and are strongly encouraged to visit the School before they complete their application for the six-month course.

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

- |     |   |                                      |                          |
|-----|---|--------------------------------------|--------------------------|
| 6.1 | There is a clear and published policy on participant attendance and punctuality.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 6.2 | Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and reviewed. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 6.3 | Participant absences are followed up promptly and appropriate action taken.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

**Comments**

---

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

- |     |   |                                      |                          |
|-----|---|--------------------------------------|--------------------------|
| 7.1 | The provider has effective mechanisms for obtaining feedback from participants and other stakeholders (such as staff, partner providers and employers) on all aspects of the provider's provision, including formal participant representation where appropriate. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 7.2 | Feedback is obtained, recorded and analysed on a regular basis.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 7.3 | The feedback is reviewed by management and action is taken where necessary.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 7.4 | There is a mechanism for reporting on the provider's response to the feedback to the participant body.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

**Comments**

---

Written feedback is sought from all course participants, with a particularly detailed form for those enrolled on longer courses. Questionnaires probe satisfaction with all aspects of the courses. The Chef Director analyses feedback and produces a written report which is discussed at a monthly Customer Feedback Meeting of the directors and managers.

8. **The provider 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 provider's performance.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 8.2 | Reports are compiled at least annually which present the results of the provider's reviews and incorporate action plans. Reports include analysis of year-on-year results on participant satisfaction, retention, achievement, examination results and completion rates. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 8.3 | Action plans are implemented and regularly reviewed, with outcomes reported to the management.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

**Comments**

---

The Professional Culinary Certificate and Diploma courses have not been in existence long enough for analyses of year-on-year results. However, there have been meetings of the chef-tutor teams at the end of the long courses completed so far to review participant feedback, with a written summary and evidence of action taken.

---

**INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT**

Minimum standards 9-16

**9. Programme management is effective**

- |     |  |                                      |                          |
|-----|--|--------------------------------------|--------------------------|
| 9.1 | There is a suitably qualified and experienced programme manager or management team with responsibility for teaching, learning and assessment and the management of the body of trainers. | <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 and delivery is monitored to ensure consistency.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of teaching and learning resources.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

**This standard is judged to be:**  Met  Partially Met  Not Met**Comments** \_\_\_\_\_**10. The courses are planned and delivered in ways that enable participants to succeed**

- |      |  |                                      |   |
|------|--|--------------------------------------|---|
| 10.1 | Courses are designed and delivered in ways that allow participants to develop the knowledge and skills which will be required for final examinations or assessments or which meet stakeholders' requirements | <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 <input type="radio"/> NA |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No <input type="radio"/> NA |
| 10.4 | Participants are encouraged and enabled to develop independent learning skills.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No <input type="radio"/> NA |
| 10.5 | The academic backgrounds and particular needs of participants are taken into account in the classroom delivery of the course.  | <input type="radio"/> Yes            | <input type="radio"/> No                          |

**This standard is judged to be:**  Met  Partially Met  Not Met**Comments** \_\_\_\_\_

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 trainers 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 participants.  Yes  No
- 
- 11.5 Teachers respond to different learning needs of participants 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 participants 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** \_\_\_\_\_

12. **The provider provides participants and trainers with access to appropriate resources and materials for study**

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

**Comments** \_\_\_\_\_

13. **Participants 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 participants and trainers.  Yes  No  NA
- 13.2 Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention where appropriate.  Yes  No
- 13.3 Participants are made aware of how their progress relates to their targeted level of achievement.  Yes  No
- 13.4 Additional support or advice on alternative courses is provided to participants who are judged not to be making sufficient progress to succeed.  Yes  No  NA
- 13.5 Oral and written feedback is given to individual participants on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.  Yes  No
- 13.6 Participants have appropriate access to trainers outside class time.  Yes  No

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

**Comments**

13.1 Course descriptions, schemes of work and assessment criteria are provided at the start of courses or before for the Professional Culinary Certificate and Diploma course participants. Short courses are simply described and participants are provided with a course plan or menu. There is an excellent system of tutorials for participants on the Diploma course: each participant has tutorials with their two Chef Tutors together at the start of their second and third terms, with feedback on their scores for unit assessments. Opportunities are provided to rectify areas of weakness.

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

**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 participants 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**

Participants on all courses receive a Certificate of Course Completion but this does not purport to be a statement of level relative to NQF/QCF levels, although the School's publicity grades course levels at Foundation, Intermediate or Advanced. The Chefs Academy Professional Culinary courses include components leading to accredited external awards.



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

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

16.2 For internal awards, there are effective systems in place for examination security and administration, and clear procedures for participants to appeal against their marks.  Yes  No  NA

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

Comments \_\_\_\_\_

---

**INSPECTION AREA - PARTICIPANT WELFARE**

Minimum standards 17-22

17. **Participants receive pastoral support appropriate to their age, background and circumstances**

17.1 There is at least one named staff member responsible for participant welfare who is suitably trained, accessible to all participants and available to provide advice.  Yes  No  NA

17.2 Participants receive appropriate advice before the start of the programme.  Yes  No

17.3 Participants receive an appropriate induction and relevant information at the start of the programme.  Yes  No

17.4 Participants are issued with a contact number for out-of-hours and emergency support.  Yes  No

17.5 The provider has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.  Yes  No

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

Comments \_\_\_\_\_

The Chef Director and the Chef Manager give their own mobile numbers to participants on Chefs Academy courses.

18. **International participants are provided with specific advice and assistance**

- 18.1 International participants receive appropriate advice before their arrival on travelling to and living in the UK.  Yes  No
- 18.2 International participants receive an appropriate induction upon arrival covering issues specific to the local area.  Yes  No
- 18.3 Information and advice specific to international participants continues to be available throughout the course of study.  Yes  No
- 18.4 Provision of support takes into account cultural and religious considerations. Where possible, participants have access to speakers of their own first language.  Yes  No

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

Comments \_\_\_\_\_

19. **The fair treatment of participants is ensured**

- 19.1 Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions.  Yes  No
- 19.2 Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course.  Yes  No

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

Comments \_\_\_\_\_

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

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

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

Comments \_\_\_\_\_

21. **Where home-stay accommodation is organised, the welfare of participants is ensured and the provider's relationship with hosts is properly managed**

- |      |   |                           |                          |
|------|---|---------------------------|--------------------------|
| 21.1 | Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back. | <input type="radio"/> Yes | <input type="radio"/> No |
| 21.2 | Any home-stay accommodation is inspected before participants are placed and is subject to regular re-inspection by a responsible representative or agent of the provider.                               | <input type="radio"/> Yes | <input type="radio"/> No |
| 21.3 | The provider 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 |
| 21.4 | Appropriate advice and support is given to both hosts and participants before and during the placement.   | <input type="radio"/> Yes | <input type="radio"/> No |
| 21.5 | Clear monitoring procedures are in place with opportunities for participant 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 \_\_\_\_\_

22. **The provider provides an appropriate social programme for participants and information on leisure activities in the area**

- |      |  |                           |                          |
|------|--|---------------------------|--------------------------|
| 22.1 | Participants are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. | <input type="radio"/> Yes | <input type="radio"/> No |
| 22.2 | The social programme is responsive to the needs and wishes of participants.  | <input type="radio"/> Yes | <input type="radio"/> No |
| 22.3 | Any activities within the social programme have been chosen with consideration for their affordability by the majority of participants.                    | <input type="radio"/> Yes | <input type="radio"/> No |
| 22.4 | Any activities organised by the provider are supervised by a responsible representative with suitable qualifications and experience.                       | <input type="radio"/> Yes | <input type="radio"/> No |

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

Comments \_\_\_\_\_

---

**INSPECTION AREA - PREMISES AND FACILITIES**

Minimum standards 23 - 26

**23. The provider has secure possession of and access to its premises**

- |      |  |                                      |                          |                                     |
|------|--|--------------------------------------|--------------------------|-------------------------------------|
| 23.1 | The provider has secure tenure on its premises.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA            |
| 23.2 | Where required, the provider has access to suitable external premises for training purposes of a temporary or occasional nature. | <input type="radio"/> Yes            | <input type="radio"/> No | <input checked="" type="radio"/> NA |

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

**Comments** 

---

**24. The premises provide a safe, secure and clean environment for participants and staff**

- |      |  |                                      |   |
|------|--|--------------------------------------|---|
| 24.1 | Access to the premises is appropriately restricted and secured.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No                          |
| 24.2 | The premises are maintained in an adequate state of repair, decoration and cleanliness.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No                          |
| 24.3 | There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to participants, staff and visitors. | <input checked="" type="radio"/> Yes | <input type="radio"/> No <input type="radio"/> NA |
| 24.4 | General guidance on health and safety is made available to participants, staff and visitors.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No                          |
| 24.5 | There is adequate signage inside and outside of the premises and notice boards for the display of general information.                                 | <input checked="" type="radio"/> Yes | <input type="radio"/> No                          |
| 24.6 | There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors.           | <input checked="" type="radio"/> Yes | <input type="radio"/> No                          |
| 24.7 | There are toilet facilities of an appropriate number and level of cleanliness.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No                          |
| 24.8 | There is adequate heating and ventilation in all rooms.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No                          |

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

**Comments** 

---

All courses place great emphasis on the need for hygiene and safe practices in the kitchen. All Chef Tutors are first aid trained and all participants are instructed on safe practices at the start of their courses.

25. **Training rooms and other learning areas are appropriate for the courses offered**

- 25.1 Training rooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them.  Yes  No
- 25.2 Training rooms 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
- 25.3 There are facilities suitable for conducting the assessments required on each course.  Yes  No

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

Comments \_\_\_\_\_

26. **There are appropriate additional facilities for participants and staff**

- 26.1 Participants have access to sufficient space and suitable facilities for private study, including library and IT resources.  Yes  No
- 26.2 Trainers have access to sufficient personal space for preparing lessons, marking work and relaxation.  Yes  No
- 26.3 Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.  Yes  No  NA
- 26.4 Participants and staff have access to storage for personal possessions where appropriate.  Yes  No  NA
- 26.5 There are individual offices or rooms in which trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings.  Yes  No

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

Comments \_\_\_\_\_

---

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

Declaration of compliance has been signed and dated.  Yes  No

## PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

### MANAGEMENT, STAFFING AND ADMINISTRATION

#### Provider's strengths

The management team has a clear vision of the school's future and leads a staff of experienced, well-qualified and enthusiastic professionals. Publicity is attractive, accurate and raises entirely realistic expectations. The provider's quality management systems are well developed and effective.

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

### TEACHING, LEARNING AND ASSESSMENT

#### Provider's strengths

The various course programmes are very well designed and documented, and the school constantly strives to improve them. Tutors provide course participants with ongoing feedback on their performance and progress, and help to rectify any areas of weakness. For students on the Diploma course there is an excellent formal system of tutorials, and on all courses participants receive a good level of individual attention.

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

### PARTICIPANT WELFARE

#### Provider's strengths

The residential accommodation offered is appropriate and attractive.

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

### PREMISES AND FACILITIES

#### Provider's strengths

All the school's premises are well-maintained and smartly decorated. They provide an excellent professional environment for course participants and staff. The training kitchens are exceptionally well-equipped and the new main building is designed, fitted and furnished to a very high standard.

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

**RECOMMENDED AREAS FOR QUALITY IMPROVEMENT**

Arrange an all-staff meeting at least once a year.  
Ensure that customer service staff are systematically updated with the ongoing developments in course design.  
Try to ensure that, despite pressure of work, the monthly board meetings always take place.  
Further develop the structure of teaching observations and facilitate peer-observation to share best practice.  
Add an out-of-hours emergency contact number to the student handbook.  
Advise participants of the availability of the BAC complaints procedure.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**