

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

College Reaccreditation Inspection

INSTITUTION: Leiths School of Food and Wine

ADDRESS: 16-20 Wendell Road
London
W12 9RT

HEAD OF INSTITUTION: Camilla Schneideman

DATE OF INSPECTION: 16 and 17 March 2015

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- Accreditation to be withdrawn.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: 16 Apr 2015

1. Background to the institution

Leiths School of Food and Wine (the School) was founded in 1975 by chef Prue Leith. Its aim was to provide a professional training for career cooks and short courses for amateurs and enthusiasts. In 1994 it was acquired by two new owners, one of whom is the current Chairman and the other had been the founding Principal of the School. Leiths is a limited company and has a Managing Director and a Deputy Managing Director to support the owner. The founding Principal remains as a non-executive Director and is not involved in the day-to-day operations of the school. In 2007, the school relocated to its own premises in Chiswick, West London. A supplementary inspection took place in February 2008 to view the new premises and the report considered the accommodation to be well furnished and noted that Leiths is a leader in the field. The mission statement is "To provide the skills, knowledge and confidence to embark on a life long love of food."

2. Brief description of the current provision

The School's main programme is a full-time professional diploma in Food and Wine. Other courses offered include a 4-week professional course and amateur courses which run throughout the year from a half-day to one week. Training is both theoretical and practical enabling qualifying students to enter the competitive food and wine industry and to be able to launch a career with an esteemed qualification. Whilst there is an ongoing commitment to classical cooking techniques and methods, the School also ensures students are knowledgeable about current cooking trends and techniques with a fresh modern approach. There are close links to restaurants, food magazines and food businesses, enabling students to benefit from internship and job opportunities. Short and evening courses are run throughout the year for interested enthusiasts of all ages, as well as specialist or one day workshops on weekdays and Saturdays.

The Leiths Diploma in Food and Wine can be achieved either in two or three terms depending on the student possessing enough knowledge about cookery. The Foundation Certificate in Food and Wine is a one-term autumn course for committed amateurs and potential professionals. The Intermediate Certificate in Food and Wine is a one-term winter professional cookery course suited to those with a sound knowledge of cooking who wish to improve their skills. The Advanced Certificate in Food and Wine is a one-term spring cookery course for proficient cooks wishing to enhance their knowledge, find inspiration and optimise their cooking career. Other professional courses include the Essential Certificate in Practical Cookery and Food Writing and Food Styling.

There are 96 students enrolled on the Leiths Diploma course and variable numbers of students enrolled on short amateur courses throughout the year. Leiths Diploma students are also enrolled on the Level 4 Diploma in Culinary Arts accredited by the Confederation of Tourism and Hospitality (CTH). This qualification does not require students to take additional examinations. The majority of students are from the UK or the EU. At the time of the inspection, only five students were requiring the Tier 4 student visa. Professional courses are full and amateur courses are generally full. Leiths also offers a range of services for external businesses. These include Kitchen Hire, Corporate Hospitality and Bespoke Classes, Franchises in Schools and Leiths List, which is an employment agency. Over the years Leiths School of Food and Wine has created a number of comprehensive cookery books which have been published by Quadrille and Bloomsbury. Leiths operates a site where it works in partnership with Asda supermarket developing food products.

3. Inspection process

The inspection was conducted over two days by one inspector. Six classes were observed, including food and wine demonstrations, and a range of practical sessions conducted in the kitchens. Documentation was scrutinised prior to and during the inspection. Meetings were held with the Managing Director, the Deputy Managing Director, the Principal, the teaching staff, students and administrative staff.

4. Inspection history:

Inspection type	Date
Full Accreditation	22 Jan 2002
Interim	4 Nov 2005
Re-accreditation	12 Jun 2007
Supplementary	5 Feb 2008
Interim	2 Sep 2009
Re-accreditation	10-11 Feb 2011
Interim	22 Mar 2013

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 is a clear organogram showing lines of reporting, responsibility and accountability. Staff contracts and job descriptions outline roles and responsibilities. Key documentation, ie. copies of passports, CVs and references, is held in staff files. Senior management team meetings are held monthly and a staff news email is distributed monthly to convey information. Staff meetings are held annually and minutes of the minutes were seen. Interviews were held with the Director, Deputy Director and Principal.

The Managing Director runs the business side of Leiths, including the short amateur courses, while the Principal manages the Diploma programme and academic aspects with responsibility for the curriculum, teaching staff and day-to-day running of the School.

A new communications policy document has been written. This has yet to be fully embedded in the school's operating system.

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

There are three administrators with differing job roles and responsibilities.

A weekly meeting takes place between the Director, the Buyer, the administrative and marketing staff. Every morning, teaching staff meet to ensure that a consistent and standardised approach is adopted to the curriculum for that day. Policies and procedures are currently being reviewed for validity and effectiveness. A major policy review is currently being undertaken by the Deputy Director.

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

Recruitment of staff is done by departmental heads with assistance and guidance from Human Resources. References are taken and verified prior to employment. Most staff members are ex-students and have been with the school for a number of years. There is a very low staff turnover. Appraisals are held annually with six-monthly reviews, and appraisal and developmental review documentation was seen by the inspector.

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 website makes available all relevant information regarding the courses on offer, including photographs and a video showing the kitchens in use. A prospectus is produced for the professional courses and a brochure for all courses on offer is produced three times a year.

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

Leiths courses are designed for those who have a passion for food and have demonstrated a desire to learn. Open days are held for prospective students. Formal interviews are held, during which the student has to prove his/her commitment to the programme of study. Interviews are conducted by the Managing Director or Director and guidance is given during the interviews on the structure and demands of the course and the student's rights and responsibilities as a learner. Thus prospective students are able to make appropriate choices about the course or further study.

Information about specific student learning requirements are passed on by the interviewer to the class tutor. Language ability is also assessed during the interviews and students are required to hold an equivalent to 6.5 IELTS academic score. Meetings with students and tutors confirmed the need to evidence commitment, alongside cooking knowledge and experience.

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

The Student Handbook contains information on course attendance and students are also informed about the requirements during Induction. Further information is available on the School's website.

Registers are held both manually and electronically, with a clear policy of a minimum of 80% attendance. Absences are followed up promptly as students are required to gain sufficient practical class experience in order to obtain their certificate of competence.

Procedures are in place to monitor students' participation and prompt action is taken to identify any challenges.

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

Feedback is obtained both formally and informally. However, the process of reviewing and reporting on the institution's response is largely informal.

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

8.2, 8.3 The School has systems to monitor and review performance. However, the analysis of data on performance and progress, either from externally validated assessments or internal progress reporting, needs to be formalised and evidenced in order to either reflect on the improvement of quality of education or the maintenance of existing high standards.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

9. Academic management is effective

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|-----|---|---|
| 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

The Principal closely supervises and manages all teaching staff and the teaching kitchens on a daily basis. Rotas are in place for all staff and kitchens. The Principal plans the scheme of work for each term and produces a weekly planning sheet which includes a schedule of all demonstrations and recipes to be cooked.

Kitchen equipment replacement is sanctioned by the Principal or by a member of the senior management team.

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

Curriculum planning is undertaken thoroughly with attention to detail. The curriculum also details information for both students and teachers, sufficient for them to prepare for classes and including information for scheduled coursework.

Teachers meet every morning before the classes start to clarify the plans for the curriculum for the day. Planning sheets state the learning outcomes and detail the skills that will be assessed during each practical session. Assessments are ongoing as a regular part of daily practice. They are fairly and accurately carried out by teaching staff in the kitchens.

Student progress is recorded and students are helped to understand during the tasting session how well they are progressing and what they need to do in order to improve. Assessment processes follow regulatory body guidelines.

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

Teachers have good subject knowledge, are highly skilled and are competent in the delivery of practical sessions in the kitchens. They are supported by the Principal. The teachers are all formally-trained cooks and have the first PTLLS certificate (Preparing to Teach in the Lifelong Learning Sector). Demonstration and practical lessons are very well planned, with all the ingredients prepared beforehand.

The staff-student ratio is 1:8. Professional demonstrations are conducted by two teachers and teachers are encouraged to feedback to each other at the end of each session. The good use of teaching activities and kitchen cooking activities fully motivates and engages all students, whatever their age or background. The teaching styles employed encourage students to become reflective and independent.

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

The demonstration room and teaching kitchens are fully equipped. A storeroom department manages and organises ingredients which are all available to the students. Materials, resources, kitchens, library and other specialist materials are of very good quality and are adapted and used safely and effectively. The demonstration room benefits from cameras and monitors.

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

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|------|---|---|
| 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.2 | Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention where appropriate. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.3 | Students are made aware of how their progress relates to their targeted level of achievement. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.4 | The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders. | <input checked="" type="radio"/> Yes <input type="radio"/> 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. | <input checked="" type="radio"/> Yes <input type="radio"/> 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.7 | Students have appropriate access outside class time to teachers or personal tutors for academic support. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Class objectives and assessment criteria are discussed at the beginning of each day. Students are given information on the skills to be assessed. Student performance is assessed daily in the practical sessions and marks are maintained weekly by class teachers. The feedback provided by the teachers is of a very high standard. Students are able to review their marks weekly.

Teaching and assessment in the kitchens on a daily basis generally develops the students' resilience, confidence and independence. In the third term, students produce a portfolio of their own work. These may be used to obtain employment upon completion. Appropriate arrangements are in place to support individual students or those requiring additional support.

Individual learning plans are used effectively to support teaching and learning, and student progress is monitored on a regular basis.

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

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| 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. | <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> NA |
| 14.2 | For courses leading to other UK awards, the awarding body is recognised by the relevant regulator. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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. | <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

All Diploma students are offered the opportunity to complete the CTH Level 4 Diploma in Culinary Arts, regulated by People First.

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 Leiths Diploma has been delivered on a yearly basis since 1975. It is widely accepted in the UK as a leading qualification and is held in high regard in the food industry. The Diploma also qualifies students for the CTH Level 4 Diploma in Culinary Arts. There is ample evidence to prove that a high proportion of students qualifying with the Diploma are able to secure employment in the food industry.

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

Assessment procedures follow regulatory body requirements. Clear policies and procedures are in place for the security and administration of exams and for students to appeal against their marks.

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

A dedicated member of staff runs Leiths List, an employment advice and guidance service. Sessions are held on a weekly basis. There is clear evidence that students make very good progress during their time at Leiths and progress to further or higher education or into employment. The vast majority of students achieve the Diploma and progress onto food related careers.

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. Yes No
- 18.2 Students receive appropriate advice before arrival. Yes No
- 18.3 Students receive an appropriate induction and relevant information upon arrival. Yes No
- 18.4 Students are issued with a contact number for out-of-hours and emergency support. Yes No
- 18.5 The institution 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

18.4 The Principal and class tutors offer advice and guidance in accordance with the needs of the student. There is an open door policy, and students have contact details for their class tutor and are encouraged to communicate with him/her at any time, even in exceptional circumstances. Informal assistance is available if required and students are given emergency contact numbers for doctors, etc. This provision seems to be sufficient, but the School should consider providing a central contact number for out-of-hours and emergency support, particularly for students from overseas.

Measures to guard against bullying and discrimination are effective.

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. Yes No
- 19.2 International students receive an appropriate induction upon arrival covering issues specific to the local area. Yes No
- 19.3 Information and advice specific to international students continues to be available throughout the course of study. Yes 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. Yes No

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

Comments

The Principal and the Bookings Manager deal with all queries relating to international students. Induction is thorough and covers most aspects of life and living in UK. Ongoing help and advice is available throughout the course of study.

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

Students sign Leiths' specific terms and conditions applicable for professional and amateur courses at the start of the course.

The Student Handbook is comprehensive and contains all policies and procedures of the School, including the complaints procedure.

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. Yes 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. Yes No
- 22.3 The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. Yes No
- 22.4 Appropriate advice and support is given to both hosts and students before and during the placement. Yes No
- 22.5 Clear monitoring procedures are in place with opportunities for student feedback and prompt action taken in the event of problems. Yes 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. Yes No
- 23.2 The social programme is responsive to the needs and wishes of students. Yes No NA
- 23.3 Any activities within the social programme have been chosen with consideration for their affordability by the majority of students. Yes No NA
- 23.4 Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience. Yes No NA

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

Comments _____

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

The School premises are owned by Leiths. A second site, Leiths Portobello, not used ordinarily for the Diploma is available if necessary.

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

The building is maintained to a very high standard. A maintenance company looks after the building under the supervision of the Managing Director and the Buyer. Contract cleaners are employed to clean daily.

There is a designated Health and Safety officer in the building.

All Health and Safety policies and procedures are in place, with audits undertaken regularly. Records of inspections, audits and assessments are available. The School conforms to first aid and fire safety regulations. All necessary measures are taken to reduce risk from fire and other hazards, and the buildings provide a safe learning environment.

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

The demonstration rooms and teaching kitchens are suitably sized and equipped for the delivery of courses and assessments. They are designed to enable the monitoring of students while they are at work, with two tutors responsible for each group of students. New equipment is purchased as and when necessary in order to maintain the high standard. The School has four kitchens; three of which are for full-time students, and the fourth is used for recipe development, corporate courses, private bookings, short courses and filming.

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 student dining area, a library well stocked with books and journals, student lockers and changing rooms. The student dining area has a water fountain, a kitchen and a PC available for open access. There is wi-fi access throughout the building.

A large staff room is available on the top floor which consists of a lounge area, a meeting and dining area and a kitchenette.

A large open plan office is available on the second floor with PCs and desk space. Additional office space for administrative staff is located on the ground floor near the reception.

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

Leadership and Management is effective in providing clear educational direction, as reflected in the quality of education. This has enabled the School to sustain the Leiths brand and the distinctive character of the School.

Actions required	Priority H/M/L
8.2, 8.3 The School must formalise some of the approaches to reviewing its own standards and assessing its own performance by setting clear targets for improvement that are successfully implemented and are used effectively by management as a means to identify priorities for improvement.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

Teaching, Learning and Assessment is excellent with a strong, motivated and experienced team of managers, teachers and ancillary staff. A very well planned and challenging curriculum that results in students becoming highly reflective, confident and independent. Outcomes for students are excellent.

Actions required	Priority H/M/L
None.	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

STUDENT WELFARE

Institution's strengths

Staff members provide effective advice and guidance that quickly introduces students to the structure and demands of their course.

Actions required	Priority H/M/L
18.4 The School should consider providing a central contact number for out-of-hours and emergency support, particularly for students from overseas.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low

PREMISES AND FACILITIES

Institution's strengths

Very good facilities with excellent arrangements for ensuring the health and safety of students and staff.

Actions required	Priority H/M/L
None.	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

Policy reviews that are currently being undertaken should be monitored for effectiveness and be evidenced as part of the quality audit.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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