



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

College Re-accreditation Inspection

NAME OF INSTITUTION: Le Cordon Bleu Limited

ADDRESS: 15 Bloomsbury Square
London
WC1A 2LS

HEAD OF INSTITUTION: Mr Emil Minev

DATE OF INSPECTION: 15–17 June 2021

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

- Re-accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation to be withdrawn

DATE: 8 October 2021

PART A – INTRODUCTION

1. Background to the institution

Le Cordon Bleu (LCB/the Institution) is a private educational institution located in Bloomsbury in central London. It offers courses in the culinary arts. LCB is a limited company and is part of the international network of Le Cordon Bleu schools. The parent company is Le Cordon Bleu International BV, which is registered in the Netherlands.

The Institution moved to its current premises in Bloomsbury Square in 2012. It occupies seven floors, including a roof garden. The cafeteria and boutique on the ground floor are open to the general public as well as to students.

LCB aims to inspire students to develop a passion for the culinary arts, wine and management under the direction of their Chef Instructors.

The Institution is led by a team of senior directors, who report to a supervisory council that is a committee of Le Cordon Bleu International. The senior directors include the Culinary Arts Director/Head of School, the Finance Director and the Sales and Marketing Director. The senior directors are supported by the Academic Director, academic managers, administrators and student welfare staff.

Le Cordon Bleu was founded as a culinary arts school in Paris in 1895. In 1933, a former student helped to open a school under the Le Cordon Bleu name in London. This was closed during the Second World War, but reopened after the end of the war, in Marylebone in central London. Since it was established, the international reputation of Le Cordon Bleu group has spread rapidly and it now has a presence in 20 countries, with 35 international schools, attended by 20,000 students a year. Students are taught by a team of chefs and lecturers, the majority of whom have extensive experience in the culinary and hospitality industry, including at Michelin-starred restaurants and luxury hotels. BAC accreditation is for the school in London only.

Since the last inspection, the Institution has launched a Diploma in Plant-Based Culinary Arts and a Master of Science degree in Culinary Science jointly with Birkbeck, University of London in October 2019.

2. Brief description of the current provision

LCB offers a wide range of in-person programmes in culinary arts, wine, management and hospitality. The majority of courses are delivered over a period of three months. The Diplôme de Cuisine is an integrated programme composed of three certificates at basic, intermediate and superior levels, each of which takes three months.

Other integrated programmes are offered, including in Culinary Management, with internship pathway options that take up to 15 months in total to complete. The Grand Diplôme is the most prestigious culinary qualification offered by Le Cordon Bleu, combining study of the Diplôme de Cuisine and the Diplôme de Pâtisserie. This accredited professional chef diploma can be completed in nine months of full-time study.

LCB also offers short programmes of one day to two weeks across the year. These include programmes such as Wine Essentials, Cuisine Techniques and Mastering Macaroons.

At the time of the inspection, there were 228 full-time students and 25 part-time students enrolled. All students are aged over 18 years and the majority are female. The average age is 28 years and there are currently 63 nationalities represented, with the largest groups being from the United Kingdom (UK), United States of America (USA), India, Hong Kong, Russia and China.

Students enrol in January, March, June and September each year, and are required to have a level of English at an appropriate level on the Common European Framework of Reference for Languages (CEFR).

3. Inspection process

The inspection was carried out remotely over three days by one inspector. The inspector held discussions with the Culinary Arts Director/Head of School, the Academic Director, the Sales and Marketing Manager, academic managers, head chefs, senior administrators and student welfare officers. Meetings were held with a group of students and a group of staff. A cross-section of lessons were observed and a wide range of electronic documentation was scrutinised. A virtual tour of the premises was undertaken. The Institution was extremely well prepared for the inspection and co-operated fully with the inspector.

4. Inspection history

Inspection type	Date
Full Accreditation	29–30 October 2008
Interim	1 March 2010
Re-accreditation	2–3 December 2013
Interim	27 July 2015
Re-accreditation	26–27 October 2016
Interim and Supplementary	7 December 2018

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="checkbox"/> Yes	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No
1.3	There are clear channels of communication between the management and staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution is very well managed. A detailed and well-developed management structure is in place, which ensures that individual roles and specific responsibilities are well documented, clear and fully understood by staff.

Members of LCB's leadership team act as the governing body and are fully involved in the work of the Institution and are known to, and work closely with, managers and staff.

Leaders and senior managers are highly experienced, very well qualified and fully understand their areas of responsibility. They carry out their roles effectively and work well as a team to ensure the smooth running of the Institution.

Clear procedures for communication are set out in the Institution's quality manual. As a result, regular meetings are held to facilitate interdepartmental communication and to allow leaders to inform staff of any changes in strategic direction, any operational issues, and to provide an opportunity for staff to raise any concerns that they might have. Consequently, all staff have a good understanding of the Institution's priorities.

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="checkbox"/> Yes	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No
2.3	The administrative support available to the management is clearly defined, documented and understood.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.4	Policies, procedures and systems are well documented and effectively disseminated across the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.5	Data collection and collation systems are effective.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Administrative support is highly effective. The administration team is appropriate in number and administrators are well qualified and suitably experienced.

Formal job descriptions ensure that administrators understand their responsibilities and duties. As a result, a wide range of well-defined and documented support is provided to managers, and administrators are highly effective in supporting the day-to-day running of the Institution.

A wide range of administrative policies, procedures and systems is in place. These are implemented, regularly updated, and effectively shared with staff and students. As a result, staff though such documents as the staff handbook have a very clear understanding of the Institution's policies.

Systems for the collection of data and its collation are effective and support the administration of the Institution well. As a result, detailed student records, including of attendance and academic achievement, are maintained and regularly updated.

3. The institution employs appropriate managerial and administrative staff

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The process for the recruitment of new staff is excellent. A wide range of policies and procedures ensures that staff are very well qualified, experienced and suitable to meet the needs of the Institution.

Procedures to ensure that the experience and qualifications of potential staff are verified before employment are excellent. A comprehensive checklist is used to ensure all claimed experience and qualifications are verified.

A well-developed system is in place for regularly reviewing the performance of staff. Formal appraisals take place and include the opportunity for self-reflection. Action or developmental plans are completed and used effectively to bring about improvement.

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

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|-----|---|---|-----------------------------|
| 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.2 | Information on the courses available is comprehensive, accurate and up to date. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution's website provides clear information, including comprehensive, accurate and up-to-date information on the courses offered, their assessment and an accurate description of the premises and facilities.

The information that is provided enables potential students to make fully informed choices about the course they would like to study.

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

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|-----|--|---|-----------------------------|
| 5.1 | Entry requirements for each course are set at an appropriate level and clearly stated in the course descriptions seen by prospective students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
|-----|--|---|-----------------------------|

5.2	A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.3	Students are properly briefed on the nature and requirements of the courses for which they apply, and all application enquiries are responded to promptly and appropriately.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.4	Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Entry requirements for each course are set at an appropriate level and clearly detailed in the course descriptions on the Institution's website, marketing literature and its application forms.

A rigorous application and initial assessment process is in place and ensures that students meet the entry requirements and that all claimed qualifications are verified. All applications are assessed by an Admissions Jury to ensure that applicants are appropriately qualified for the courses.

The Institution's website provides comprehensive information on courses and further information is provided to students by staff on arrival. Consequently, students confirm that they are fully aware of what courses are available and the nature and requirements of the course for which they have applied. Inspection findings confirm this view.

All enquiries are responded to promptly and appropriately.

Overseas recruitment agents are properly selected and briefed, and monitored and evaluated, annually.

Students receive an appropriate initial assessment which is effective in placing them on a course that meets their needs and capabilities. Applicants who speak English as an additional language must provide proof of their English language competence. Recognition of prior learning and reasonable adjustments are considered at this stage and acted upon accordingly.

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

6.1	There is an appropriate, clear and published policy on student attendance and punctuality.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.3	Student absences are followed up promptly and appropriate action taken.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Procedures for enforcing and monitoring attendance and punctuality are excellent. The attendance and punctuality policy is appropriate, clear and detailed in the student handbook, and made known to students during their induction session.

Attendance is monitored through a bespoke software package that sends automatic alerts to relevant staff, with a standard letter sent out to students through the central records management system.

Accurate and secure records are kept and used effectively by staff to track attendance and punctuality. This data is collated centrally, and regularly reviewed, with any required action being taken promptly. As a result, punctuality and attendance on all courses are excellent.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.2	Feedback is obtained, recorded and analysed on a regular basis.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.3	The feedback is reviewed by management and action is taken where necessary.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.4	There is a mechanism for reporting on the institution's response to the feedback to the student body.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Comprehensive mechanisms for obtaining feedback from students and other stakeholders are in place and are used effectively to monitor performance and bring about change where necessary.

Student feedback is obtained through a regular survey carried out at the end of each term. Student representatives meet with senior management every term to discuss all aspects of the provision. The student representatives have a Chair, whose responsibility it is to collate the feedback and attend the Academic Board at the end of the term.

All feedback is reviewed and analysed by senior management and used to bring about improvement where necessary. Feedback relating to courses is shared at team meetings.

Feedback and minutes arising from student representative group meetings are posted on the student portal, and student representatives are briefed on any changes arising from the student feedback.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.3	Action plans are implemented and regularly reviewed, with outcomes reported to the management	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Systems for monitoring and reviewing the Institution's performance are highly effective.

A comprehensive process of self-evaluation ensures that leaders and managers are aware of the Institution's strengths and areas for improvement. Leaders and managers attend regular meetings to review the Institution's performance, with the Academic Board and its subcommittees effectively monitoring and reviewing quality and standards.

A comprehensive action plan is maintained by the academic team, which is reviewed annually by the Academic Board. The plan forms an annual evaluation report and includes data from student satisfaction surveys, as well as enrolment, completion and graduation rates. It includes analysis of year-on-year results.

The development of the plan, together with other reports, ensures that management is kept fully informed of the Institution's performance to support the continuing high standards of the provision.

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="checkbox"/> Yes	<input type="checkbox"/> No
9.2	Classes are timetabled and rooms allocated appropriately for the courses offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
9.3	The allocation of teachers to classes provides for a consistent learning experience.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
9.4	There is an appropriate policy and effective procedures for the acquisition of academic resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Programme management and course development are excellent. The academic management team is very well qualified and highly experienced. It provides clear and effective oversight of the delivery and development of the curriculum.

Timetabling, room allocation and the allocation of teachers are appropriate, very well managed and ensure the smooth running of the courses, as well as providing a consistent learning experience for the students.

A clear policy and effective procedures are in place for the acquisition of academic resources, with requests for resources very effectively managed to ensure their availability for practical teaching session.

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 that will be required for final examinations or assessments.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No
10.3	Formative assessments appropriately reflect the nature and standards of summative examinations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.4	Students are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.5	Any required coursework and revision periods are scheduled in advance.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.6	The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The course structure is very well planned so that learning outcomes are linked effectively to assessment. The lesson content is devised to be progressive, and introduces subtle repetition of techniques to ensure effective learning takes place.

In practical sessions, the assessment is progressive and contributes to a student's final grade. Lessons have clear intended learning objectives and defined outcomes. Formative assessments appropriately reflect the nature and standard of future summative assessments.

Students are encouraged effectively within lessons to develop independent learning skills. In particular, students develop independent skills through tasks set in practical sessions.

All assessments and periods of revision are scheduled in advance and detailed in the students' programme of study.

Lessons are well planned and take into account the needs and academic backgrounds of students. In most cases, the courses are taught from first principles.

Where a student is identified as having particular special requirements, reasonable adjustment is requested and approved by the Academic Director. As a result, students report very high levels of satisfaction with the quality of their learning.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.2	Teachers have a level of subject knowledge, pedagogic and communicative skill that allows them to deliver the content of courses effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.3	The appraisal procedures for teaching staff incorporate regular classroom observation.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.4	Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.6	Teachers employ effective strategies to involve all students in active participation and to check their understanding of concepts and course content.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Teachers are very well qualified, highly experienced and have an in-depth understanding and knowledge of their subject. Where teachers do not hold a teaching qualification, they are supported by the Institution to gain a qualification within their first year.

A comprehensive appraisal system, which includes peer lesson observations, is in place and effectively implemented. Sharing of practice is actively encouraged by the Institution. Teachers are well supported by the wide range of Continuing Professional Development (CPD) opportunities made available by the Institution.

Lessons are very well planned and include the requirements set out in the relevant module descriptors and fully cover the stated learning outcomes.

In practical sessions, teachers are highly effective in using appropriate activities to engage students, maintain their interest and meet the different learning styles and needs of their students effectively. The high expectations of teachers ensure that all students are challenged effectively and well supported to meet their learning goals.

The use of technology to enhance learning in the classroom is highly developed and stimulates students well to explore ideas and further develop their understanding of the subject and their practical skills. Students are fully engaged in their learning. Teachers use effective strategies to check their progress and understanding.

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 Institution is very well resourced and provides excellent facilities and materials for the teachers and students to fulfil the requirements of the course. A highly effective system ensures that all requests for teaching resources are reviewed and actioned in a timely manner to ensure their availability for practical teaching sessions.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No
13.3	Students are made aware of how their progress relates to their targeted level of achievement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.4	The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No
13.7	Students have appropriate access outside class time to teachers or personal tutors for academic support.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

All assessment criteria and dates are available in advance to the students through a course manual and, where appropriate, a separate assessment guide.

Progressive assessment takes place throughout the course and provides data for the student and teacher to monitor progress, with timely interventions should a student be making unsatisfactory progress. Students' performance is discussed in one-to-one tutorial meetings at mid-term, and in group mentoring at other points during the term.

All assessment scores are recorded electronically and available on the Institution's electronic learning platform.

Appropriate policies and procedures are in place to discourage academic misconduct, including plagiarism, and students are provided with clear information. Appropriate advice is given to all students who fail to meet the academic requirements of a course, and alternatives are offered where applicable.

Spoken feedback regarding their progress is provided to students after every practical session and appropriate written feedback following assessment.

Students have access to mentoring from the teaching team outside classes. For example, there are two organised mentor sessions and an individual tutorial, plus a post-examination debrief scheduled for each term. Students report that they have excellent access to their teachers for academic support.

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

The Institution has a formal agreement with Birkbeck, University of London for the joint delivery of two of its degree courses.

The Institution's courses have been verified against the Regulated Qualifications Framework (RQF) and are accredited as customised qualifications by the national awarding organisation, NCFE.

This allows for a clear understanding of the levels of courses for employment purposes or for moving to another course, including within the Le Cordon Bleu group.

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 RQF 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

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

Secure arrangements for the administration of assessments are in place and fully implemented. They comply with awarding body and partner university requirements.

Students who fail academically can appeal in writing. Appeal processes are clearly laid out and students report that they are aware of their rights to contest assessment decisions.

There is a further right of appeal to the Office of the Independent Adjudicator for Higher Education.

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 an 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

Appropriate advice about further study and career opportunities is available from a number of staff members. In addition, a dedicated team provides support regarding career development and internships.

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

18.6 Effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe. Yes No NA

18.7 Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

Pastoral support is excellent and meets the needs of the students effectively. Staff members responsible for student welfare are clearly identified, suitably trained and accessible to all students for advice and counselling.

Students receive comprehensive course information and details about living in London before arrival. An online orientation programme provides detailed information about the course, the Institution, welfare provision and relevant student policies, including policies and procedures related to discrimination and undesirable behaviour.

On arrival, students receive a detailed induction that ensures all students fully understand the requirements of their chosen course, key policies and procedures, and the Institution's expectations for attendance and punctuality. A buddy peer mentoring scheme is also used to encourage more established students to help new students settle in.

Students are made aware of the support available in the case of an emergency.

Students report that they are highly satisfied with the information provided both before their arrival and through induction and support given by staff. Inspection findings confirm this view.

The Institution has appropriate policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.

Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism. An appropriate policy is in place and a detailed risk assessment has been completed. Staff have undergone relevant training to recognise and address radicalisation and extremism.

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 continue to be available throughout the course of study. Yes No

19.4 Provision of support takes into account cultural and religious considerations. Yes No

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

Comments

Comprehensive advice is provided to international students regarding travelling to, entering and staying in the UK before their arrival.

On arrival, the student induction covers effectively issues specific to living in London.

Advice continues to be offered during the course and takes into account cultural and religious considerations. International students report that they feel very well supported.

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 Institution's terms and conditions are made clear in the application form. An appropriate complaints procedure is in place and made known to the students at the start of their course. As a result, students are well informed about what to do if they have a complaint.

Appropriate reference is made to the British Accreditation Council (BAC) complaints procedures during student induction.

However, no reference is made to it in the Institution's student manual. As a result, students' awareness of the complaints procedure and how to access it is limited, with the vast majority of students reporting that they were not aware of the BAC complaints policy or how to access it.

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 that is adequate to the needs of students. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.2 | Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where students aged under 18 are accommodated. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> 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. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.4 | A level of supervision is provided that is appropriate to the needs of students. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.5 | Separate accommodation blocks are provided for students under 18. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> 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

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|------|---|------------------------------|-----------------------------|
| 22.1 | Due care is taken in selecting home-stay accommodation that both provides a safe and comfortable living environment for students and is appropriately located for travel to the institution and back. | <input type="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.4 | Appropriate advice and support are given to both hosts and students before and during the placement. | <input type="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> 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 that may be of interest.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
23.2	The social programme is responsive to the needs and wishes of students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
23.3	Any activities within the social programme have been chosen with consideration for their affordability by the majority of students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
23.4	Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

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

Comments

Appropriate information is provided to students on opportunities for participation at events and other leisure activities that may be of interest, and that reflect their needs and wishes.

A student social event is scheduled each term at no cost to the students. Additional guest lectures and demonstrations are scheduled regularly to enhance the learning experience.

Events are affordable and are appropriately supervised by a suitably qualified and experienced member of staff.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> 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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA

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

Comments

The Institution's premises are held on an appropriate lease.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.3	There are specific safety rules in areas of particular hazard (e.g. science laboratories), that are made readily available to students, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
25.4	General guidance on health and safety is made available to students, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.5	There is adequate signage inside and outside the premises and notice boards for the display of general information.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.7	There are toilet facilities of an appropriate number and level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.8	There is adequate heating and ventilation in all rooms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

The provision for health and safety and security is excellent. The premises are highly secure, very well maintained and in an excellent state of repair, decoration and cleanliness.

An on-site facilities manager supervises all maintenance matters and works with the Health and Safety Officer to ensure that all parts of the building are safe for students to use. Entry to the premises is controlled using electronic gates, with each student and staff member being issued with a card or using a fingerprint to gain entry.

Students, staff and visitors are provided with appropriate general health and safety guidance, including on health and safety risks in the kitchens. General health and safety guidance is provided to students and staff during their induction and to visitors on arrival at the premises. Students are briefed on the equipment they will be using during the courses, and observation of health and safety by students is monitored throughout.

Appropriate signage is in place throughout the premises and ensures that staff and students know where to go in the case of an emergency evacuation. Classrooms have evacuation routes and procedures clearly signed. Notice boards in classrooms allow for the display of general information to keep students briefed.

There is adequate circulation space for the number of students and staff, and areas for receiving visitors. Toilet facilities are appropriate for the number of staff and students and kept clean. Heating and ventilation in rooms are good.

As a result, students and staff report that the Institution provides a safe, secure and comfortable environment in which to learn and work.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 26.2 | Classrooms and/or any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level that allows for the effective delivery of each course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 26.3 | There are facilities suitable for conducting the assessments required on each course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Classrooms and other learning areas provide excellent spaces for teaching, learning and assessment.

The Institution's demonstration rooms and kitchens are furnished to extremely high standards and effectively support delivery of courses.

The kitchens are very well equipped, with industry-standard resources that allows for the effective delivery and assessment of each course.

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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 27.2 | Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 27.3 | Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 27.4 | Students and staff have access to storage for personal possessions where appropriate. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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

Students have good access to space and suitable facilities for private study, including access to an appropriate library and excellent IT resources.

Teachers have a suitable space in which to prepare lessons, mark work or relax. The cafeteria on the ground floor provides a suitable environment for staff and students to consume food.

Students and staff have appropriate access to storage for personal possessions.

Academic staff and senior management have access to appropriately sized rooms to hold private meetings, including whole-staff meetings. Administrative offices are adequate in size and have appropriate resources for the effective administration of the Institution.

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

Strong and focused leadership guides the Institution and supports continuous improvement of the standards of provision.

A highly effective administrative team ensures the smooth running of the Institution for the benefit of students and staff.

Comprehensive quality systems are in place for the collection, collation and analysis of data, providing management with a clear understanding of the provision.

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

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

Teaching is highly effective and results in high levels of student progress.

Teaching staff are very knowledgeable and highly experienced and deliver high-quality lessons.

High-quality learning resources ensure that students develop their skills and knowledge very well.

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

STUDENT WELFARE

Institution's strengths

The comprehensive pastoral system supports students effectively prior to and on arrival and during their stay at the Institution.

Prompt action is taken to address any student issues, so contributing to very high levels of satisfaction.

A comprehensive induction helps students to settle quickly into their course and to adjust to living and studying in a foreign country.

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

PREMISES AND FACILITIES

Institution's strengths

The highly secure premises have excellent teaching and learning facilities.

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

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that the BAC complaints policy, and how to access it, is more clearly highlighted to students.

COMPLIANCE WITH STATUTORY REQUIREMENTS