BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: Ashburton Chefs Academy

ADDRESS: Old Exeter Road

            Ashburton

            Devon

            TQ13 7LG

HEAD OF PROVIDER: Stella West-Harling

DATE OF INSPECTION: 5–7 July 2022

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

☒ Re-accreditation awarded for the full four-year periods

☐ Probation accreditation

☐ Decision on accreditation deferred

☐ Award of accreditation to be withdrawn

DATE: 28 September 2023

1. Background to the provider

Ashburton Chefs Academy (the Academy/the Provider) was established in 2012. It is part of the Ashburton Group Limited. The Academy focuses on vocational study and delivers accredited qualifications to aspiring chefs. The Academy became a not-for-profit limited company in 2016.

The Academy is based in purpose-built premises in the village of Ashburton on the edge of Dartmoor National Park in Devon in the United Kingdom (UK). There are six participant residential lodges based at Finlake Holiday Park, ten miles from the Academy, with capacity for three participants per lodge.

The aim of the Academy is to provide world-class training in the culinary arts, serving those participants who are looking for an alternative route to success than that offered in state-funded catering colleges.

The day-to-day management of the Academy is the responsibility of the Managing Director (MD), the Finance Director (FD) and the Chef Director (CD), who together form the senior management team (SMT). The MD is responsible for the business strategy, marketing and customer service, the CD oversees governance, operations and teaching, supported by two Chef Managers and the FD manages finance, legal and human resources matters. The SMT reports to the Board, which is led by the Academy's Founder and Chief Executive Officer (CEO), who is also the proprietor.

Since the 2019 Interim Inspection, one Chef Tutor has left the business and has been replaced. At the time of inspection, the Academy was in the process of interviewing for an additional Chef Tutor. The Academy Administrator left the business in October 2021 and was replaced by a new administrator. The Yacht Chef Certificate is a new programme and consists of an additional non-accredited specialised module for participants wishing to become chefs on yachts.

2. Brief description of the current provision

The Academy offers a variety of culinary courses that have all been developed in-house and are delivered in person. The courses incorporate qualifications that are regulated by the Office of Qualifications and Examinations Regulation in order to create a training programme that leads to one or more industry-recognised qualifications.

The Certificate in Culinary Arts is a four-week chef foundation programme. It incorporates a Level 2 Award in Cookery Skills and is awarded by the Confederation of Tourism and Hospitality (CTH). It includes a Level 2 Award in Food Safety, awarded by Highfield Awarding Body for Compliance (HABC). The Provider also offers a Level 3 Diploma in Patisserie. This is a 14-week course that is awarded by Innovate Awarding. It also includes an HABC-accredited Level 2 Award in Food Safety.

The Academy also offers a Level 4 Diploma in Culinary Arts. This is a 16-week course and is accredited by CTH. It also includes an HABC-accredited Level 3 Award in Food Safety. In addition, an Advanced Diploma in Cuisine and Patisserie is also offered. This is a 30-week course that consists of a combination of the Level 3 Diploma in Patisserie and the Level 4 Diploma in Culinary Arts and includes the option of a three-month work placement in a commercial restaurant kitchen. There is also a non-accredited module called the Yacht Chef Certificate.

Participants also take part in a variety of enrichment opportunities, including visits to local farms and a fish market. Specialist tutors offer lessons in subjects such as cured and smoked food, foraging, allergy cooking and a chocolate masterclass.

At the time of the inspection, 18 participants were studying at the Academy. All were aged 18 or over. The male-to-female ratio is approximately equal. The participants are from the UK, the United States of America, Canada, Australia, India, Portugal, Nigeria, Antigua and France. Participants were aged between 18 and 50, with the large majority being 20–30 years old.

Entry requirements include evidence of academic achievement in English for Speakers of Other Languages (ESOL), and candidates are required to demonstrate their confidence, independence and motivation. The Chef Foundation Programme does not have any formal entry requirements as it is a practical course and is designed to be open access. The programmes at Levels 3 and 4 include a recruitment interview to assess prospective participants' professional and educational backgrounds, their English language level and motivation. There are set start dates for each course throughout the year.

3. Inspection process

The inspection was carried out over two and a half days by one inspector. Meetings took place with the MD, CD, FD, Operations Manager (OM), Customer Service Manager (CSM), Academy Administrator and the Internal Quality Assurance Officer. Classes were observed. The inspector also met with three Chef Tutors and a group of participants. The premises were inspected, the Academy's residential accommodation was visited, and various documentation was scrutinised. The Provider's staff co-operated very well throughout the inspection process.

4. Inspection history

Inspection type	Date
Full Accreditation	14–15 January 2013
Interim	4 March 2014
Re-accreditation	7–8 November 2016
Interim	16 January 2019

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 organisation.

INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

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.	☒ Yes	☐ 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.	☒ Yes	☐ No
1.3	There are clear channels of communication between the management and staff including those working at the delivery venue or remotely.	☒ Yes	☐ No
1.4	The provider has a written statement of its mission and goals that effectively guides its activities, is communicated to all stakeholders and is effectively implemented and regularly reviewed.	☐ Yes	☒ No
1.5	The provider has a written risk management strategy, which includes financial planning and is effectively implemented and regularly reviewed.	☒ Yes	☐ No

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

Comments

The management structure is clearly documented and is communicated to staff through staff handbooks. There are clear definitions of roles and responsibilities, which include overlaps to ensure that key team members can cover for one another. The extent of the authority of the Directors and how they report to the CEO and proprietor are clear.

The members of the management team have extensive experience and appropriate qualifications and are, therefore, very well placed to be able to carry out their responsibilities effectively. They are highly experienced in areas including management, communications, administration, finance and the culinary arts. They work together as a highly co-ordinated team, ensuring that the Provider is effectively managed.

There are effective channels of communication, through frequent informal conversations as well as formal recorded daily staff meetings, quarterly director meetings and annual shareholder meetings. As a result, effective communication takes place with both staff working on site and remotely.

The Provider has a clear mission, which is communicated to staff and participants via the Academy's publicity, notice boards and handbooks. In addition, the Academy has developed goals to guide its activities and underpin its mission.

1.4 However, these goals are not communicated to staff and participants to ensure that all stakeholders understand and can contribute to the Academy's objectives.

The Provider has assessed risks to the business and has developed a clear risk management strategy that is regularly reviewed in recorded meetings of the Board. As a result, risks are clearly identified and plans for mitigation are in place. Risk management is regularly reviewed.

2. The administration of the provider is effective

2.1	Administrators are suitably qualified and/or experienced, understand their specific responsibilities and duties and are effective in carrying them out.	☒ Yes	☐ No

2.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider.	☒ Yes	☐ No
2.3	The administrative support available to the management is clearly defined, documented and understood.	☒ Yes	☐ No
2.4	Administrative policies, procedures and systems are up-to-date, thorough, well-documented and effectively disseminated across the provider.	☒ Yes	☐ No
2.5	Data collection and collation systems are effective in supporting the administration of the provider.	☒ Yes	☐ No
2.6	Participants' and trainers' personal records are sufficiently detailed and regularly updated.	☒ Yes	☐ No
2.7	The provider has a robust security system with policies in place for protecting the data of its participants and trainers.	☒ Yes	☐ No

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

Comments

Members of the administrative team have a clear understanding of their responsibilities and the roles of other staff. The roles are clearly defined and team members' responsibilities are allocated appropriately. There is capacity for team members to cover for one another and share responsibility for the administration of the organisation, which is appropriate.

The size of the team is sufficient for the current volume of the business. The team ensures that participants are well looked after throughout their course and covers all aspects of administration effectively.

There are detailed job descriptions that have been developed to match the needs of the organisation. The administrative structure is clearly communicated to staff through handbooks.

The Provider has excellent administrative policies, procedures and systems. These are disseminated effectively through handbooks and new staff shadow more experienced colleagues to ensure that team members know what is expected of them.

Data collection is effective. Detailed participant information is kept up to date on a cloud-hosted database, which offers efficient scope for data collection and retrieval. The system is secure and robust and appropriate policies are in place regarding data protection.

Trainers' personal records are kept on file and are up to date. Data is stored securely, and is aligned with the Provider's robust data protection policy and practices.

3. The provider recruits appropriate staff

3.1	There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff which include, for self-employed staff, the development of a signed performance service level agreement.	☒ Yes	☐ No	
3.2	Experience and qualifications are appropriately checked and verified before recruitment and records are accurately maintained.	☒ Yes	☐ No	
3.3	The recruitment process for trainers working remotely includes a face-to-face online interview.	☐ Yes	☐ No	☒ NA
3.4	There is an effective system for regularly reviewing the performance of all staff, which, for trainers, includes regular, scheduled course delivery observations.	☒ Yes	☐ No	
3.5	Managerial and administrative staff are appropriately supported in their continuing professional development.	☒ Yes	☐ No	

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

Comments

Staff recruitment is managed by the SMT and follows appropriate policies and procedures. Staff and trainers are suitably experienced. All staff, including freelancers, sign a code of conduct, which ensures that the Provider's professional standards are made clear to them.

Experience and qualifications are reviewed and verified by the SMT through checking staff's Curriculum Vitae, in-person interviews, and by sight of original certificates, as well as carrying out reference checks. Full details are kept in staff files, ensuring that there are complete records evidencing staff suitability.

There is an effective appraisal system in place to ensure that all staff performance is effectively monitored and supported. Non-teaching staff receive annual performance reviews, while trainers are observed and given feedback at least once a year, resulting in effective reviews of their teaching and performance.

Management and administrative staff are effectively supported in their Continuing Professional Development (CPD). They are offered access to online and external professional development covering a range of areas. It is recommended that CPD details are formally recorded in staff files and in a central organisation-wide format to ensure that it is monitored effectively.

4.	**Publicity materials, both printed and online, provide a comprehensive, up-to-date and accurate description of the provider and its courses**	
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.	☒ Yes ☐ No
4.2	Information on the courses available is comprehensive, accurate and up to date.	☒ Yes ☐ No
4.3	The provider's key policies are accessible through the website.	☒ Yes ☐ No

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

Comments

The Academy's publicises its course through the main website, and brochures for the certificate, diploma and patisserie courses.

The website and brochures are attractive and easy to navigate and provide accurate depictions of all aspects of the facilities and courses on offer. The information on the courses is comprehensive and up to date and includes accurate details of location, costs and content.

The Provider's key policies are accessible through the website.

5.	**The provider takes reasonable care to recruit and register suitable participants for its courses**	
5.1	The provider ensures that the specific courses on which participants are registered are likely to meet the participants' expectations and needs.	☒ Yes ☐ No
5.2	Entry requirements for each course, including those relating to language ability, where applicable, are set at an appropriate level and clearly stated in the course descriptions read by prospective participants.	☒ Yes ☐ No ☐ NA
5.3	A formal application and selection process ensures that participants meet the entry requirements.	☒ Yes ☐ No ☐ NA
5.4	Applicants are provided with sufficient information to enable them to make a judgement on the suitability of the courses and their delivery methods and can discuss any concerns before registration.	☒ Yes ☐ No

5.5	The provider replies to all application enquiries in line with its appropriate target response times and all stakeholders are briefed properly on the nature and requirements of its programmes.	☒ Yes ☐ No
5.6	Overseas recruitment agents are properly selected, briefed, monitored and evaluated.	☐ Yes ☐ No ☒ NA
5.7	The provider has effective systems to identify participants who have special educational needs and/or disabilities requiring additional learning support or other assistance.	☒ Yes ☐ No

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

Comments

The registration of participants is managed very closely by the CD and CSM, ensuring that participants' needs are matched to the courses for which they are registered.

Comprehensive course and module descriptions are published on the website and in brochures, with very clear entry criteria for participants.

There is a clear and personalised application and selection process. The process is formalised and transparent, with prescribed steps that participants must complete in order to enrol. Applicants are advised individually on their suitability for and choice of programme during conversations with relevant staff.

Participants commented on the prompt response time to enquiries. Excellent general information and personalised advice and support are available at the application stage, ensuring an effective customer service. This was confirmed by examples of application enquiries and responses observed and by participants' feedback.

The Provider asks participants to declare any additional needs on the application form, and all participants have interviews where learning support or additional learning needs can be identified or discussed. This ensures that participants' needs are identified and planned for.

6.	**There is an appropriate policy on participant attendance and punctuality and effective procedures and systems to enforce it**	
6.1	There is a clear policy on participant attendance and punctuality, which is communicated to all participants and other stakeholders.	☒ Yes ☐ No
6.2	Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and regularly reviewed.	☒ Yes ☐ No ☐ NA
6.3	Participant absences are followed up promptly and appropriate action is taken.	☒ Yes ☐ No ☐ NA

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

Comments

The Academy has a clear and documented attendance policy, which is communicated to participants during their induction. There is also an appropriate reference to participant attendance and punctuality in the terms and conditions.

There is an appropriate daily registration process and records are stored securely. Participants' attendance data is effectively monitored.

Unexplained absences are rare. When they occur, they are followed up appropriately by the CSM.

7.	The provider has effective systems to monitor its own standards and assess its own performance with a view to continuous improvement	
7.1	There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance.	☒ Yes ☐ No
7.2	The provider has effective mechanisms for obtaining feedback from participants and other relevant stakeholders, such as staff, partners and employers, on all aspects of the provider's provision, including formal participant representation where appropriate.	☒ Yes ☐ No
7.3	Feedback is obtained, recorded and analysed on a regular basis.	☒ Yes ☐ No
7.4	The feedback is reviewed by management and appropriate action is taken.	☒ Yes ☐ No
7.5	There is a mechanism for reporting to the participants what the provider has done in response to their feedback.	☐ Yes ☒ No
7.6	Reports are compiled at least annually, which include the results of the provider's performance reviews, an analysis of appropriate data, including participant feedback, and action plans.	☒ Yes ☐ No
7.7	Action plans are implemented and regularly reviewed with outcomes reported to management.	☒ Yes ☐ No

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

Comments

The Academy reviews its performance effectively on an ongoing basis through standardisation meetings, which take place at the end of each course. Performance is then discussed more formally during recorded meetings of the Board.

The Academy has effective mechanisms for obtaining feedback from participants and other relevant stakeholders. It collects feedback from participants at the end of their course and staff feedback is collected through conversations with staff and during annual appraisal meetings. Whilst participants may raise any issues informally when they arise, participant feedback is not collected formally while courses are in progress. This would enable any issues to be systematically identified and resolved as early as possible.

All participant feedback data is reviewed and analysed by the SMT to direct future improvements. Appropriate action is taken accordingly.

7.5 There is no mechanism in place for reporting to participants what has been done in response to their feedback, meaning that participants do not always see the impact of their feedback.

The Board discusses performance reviews and analyses feedback data, finances and the action plans at its quarterly meetings. The records of these meetings include action plans and provide the outcomes of the staff's review of progress against the actions. Individual action plans are implemented by members of the SMT. However, there is no separate, organisation-wide action plan to facilitate effective monitoring across the provision.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

8.	Course management is effective	
8.1	There is a suitably qualified and/or experienced course manager or management team with responsibility for course delivery and the management of the trainers.	☒ Yes ☐ No
8.2	Training sessions are timetabled and rooms are allocated appropriately for the courses offered.	☒ Yes ☐ No
8.3	The allocation of trainers to courses provides a consistent learning experience and delivery is monitored to ensure consistency across all provision.	☒ Yes ☐ No
8.4	The commissioning of individual course materials is managed effectively and the content and style of the materials are checked to ensure standardisation across the provision.	☒ Yes ☐ No

8.5	There are appropriate policies and procedures for the acquisition of teaching / training and learning resources, which ensure that all trainers have access to the appropriate quantity and quality of resources on the day(s) of the course for the benefit of the participants.	☒ Yes ☐ No

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

Comments

There is a highly effective academic management team. The structure of the team includes the CD and two Chef Managers, as well as administrative staff to support the academic programme. All members of staff are suitably qualified and highly experienced to manage the courses and tutors.

All courses are very clearly timetabled well in advance and are planned effectively, with appropriately allocated start and finish times. While timetables are fixed, they can also be flexible to adapt to tutor and participant needs where appropriate.

Tutors are allocated to particular courses and modules according to their skills and experience. Tutors are allocated for particular weeks of a course, depending on availability, preference and specialities. When a new trainer is allocated to a course, they have opportunities to shadow an experienced tutor and will then be closely monitored and supported in the delivery of their first course.

Course materials are managed and checked by the Chef Managers and the CD, ensuring a high quality of resources. Participants are provided with an extensive set of materials at the beginning of the course, as well as specific materials that are ordered by tutors every day.

Tutors submit their plans and recipes with the required ingredients in advance. Consumable resources are replenished on a daily basis. This system is effective and ensures that the provision of resources meets course aims and objectives and participant and tutor needs.

9. The courses are planned and designed in ways that enable participants to succeed

9.1	The courses' design and content reflect current knowledge and practice and are regularly reviewed and revised.	☒ Yes ☐ No
9.2	Courses are designed in ways that allow participants to develop the knowledge and skills required for final examinations and/or assessments or which meet the needs of their employers.	☒ Yes ☐ No ☐ NA
9.3	Course materials are designed for a specific and clearly stated level of study and include appropriate support material.	☒ Yes ☐ No ☐ NA
9.4	Course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives.	☒ Yes ☐ No
9.5	Teaching/training sessions maintain an appropriate focus on any assessment objectives or statement of intended learning outcomes established by the awarding and/or examination body.	☒ Yes ☐ No ☐ NA
9.6	The courses are designed so that participants are encouraged and enabled to develop independent learning skills.	☒ Yes ☐ No ☐ NA
9.7	The academic and/or professional backgrounds and particular support needs of participants are taken into account in the planning and design of the course.	☒ Yes ☐ No

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

Comments

Training courses are developed by the Academy, although they are based on the requirements of external awarding bodies. The CD, Chef Managers and the Chef Tutors are all experts in their fields and are responsible for reviewing and revising courses, ensuring that these reflect current standards and practices.

Course design is based around outcomes, which are set by the academic team. These outcomes reflect the skills and knowledge required by the culinary industry and the external awarding bodies.

Course materials are made up of a participant handbook and daily handouts for specific recipes. Materials are well presented and comprehensive. Participants reported that the course materials are extremely useful and enable them to meet the course objectives. Inspection findings support this view.

Modules are clearly focused on specific and detailed learning outcomes, which are based on assessment objectives and clearly communicated to participants. Assessment objectives are stated in a marking scheme that is made available to all participants. In addition, they receive individual spoken feedback during every class, as well as written feedback for written work. This ensures that all participants receive a personalised assessment of their achievement in relation to the course objectives.

Courses objectives are clearly focused on the skills and knowledge required to work independently within the culinary industry. Participants learn specific recipes, as well as techniques that support them in developing their practice independently.

Participants are asked about their specific needs during the application process. They spend much of their classes working independently practising what they have learned and receive personalised feedback. This ensures that any personal needs and requirements are well supported.

10. Trainers are suitable for the courses to which they are allocated and are effective in their delivery

10.1	Trainers have a level of subject knowledge, and pedagogic and communication skills which allows them to deliver courses effectively.	☒ Yes ☐ No
10.2	Trainers are supported in their continuing professional development and are enabled to develop further pedagogic techniques to enhance the learning of participants.	☒ Yes ☐ No ☐ NA
10.3	Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the teaching/training sessions.	☒ Yes ☐ No
10.4	Trainers 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

All tutors are highly experienced chefs. There are excellent systems in place for the induction and monitoring of new tutors, ensuring that they have suitable skills that are required to deliver courses effectively.

Tutors maintain and update their subject knowledge and pedagogic skills through training and working collaboratively. They further develop their pedagogic skills through regular observations, with written feedback, from the one of the Chef Managers. As a result, their CPD is supported appropriately.

Tutors ensure a highly personalised approach to participants' learning. High-quality, individualised constructive feedback during every class ensures that tutors can attend to participants' particular support needs. Participants reported that they felt that the approach to learning was sensitive and personalised, and that their individual needs were met.

Tutors frequently use effective questioning strategies to ensure individual participants' engagement and to check understanding during demonstration stages of classes. However, the questioning techniques that are used do not always give a sense of the whole group's understanding of a skill or concept.

During the practical stages, participants receive ongoing guidance, feedback and questioning, to check on their understanding of concepts and content.

11.	**Participants receive appropriate assessment and feedback on their performance and progress, both of which are effectively monitored**			
11.1	Courses include a schedule of assessments, the procedures and criteria for which are available in writing and are provided in advance to participants and trainers.	☒ Yes	☐ No	☐ NA
11.2	Ongoing assessments appropriately reflect the content and standards of final assessments.	☒ Yes	☐ No	☐ NA
11.3	Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention takes place if required.	☒ Yes	☐ No	☐ NA
11.4	Participants are made aware of how their progress relates to their target level of achievement.	☒ Yes	☐ No	☐ NA
11.5	Additional support and/or advice on alternative programmes are provided to participants who are judged not to be making sufficient progress.	☒ Yes	☐ No	☐ NA
11.6	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	
11.7	Participants have appropriate access to trainers outside the scheduled course delivery time.	☒ Yes	☐ No	☐ NA
11.8	The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders.	☒ Yes	☐ No	☐ NA
11.9	Realistic deadlines are set and communicated well in advance to participants and any required coursework and revision periods are scheduled in advance.	☒ Yes	☐ No	☐ NA
11.10	Prompt action is taken when participants miss deadlines or when the work submitted is not of a satisfactory standard.	☒ Yes	☐ No	☐ NA

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

Comments

All training courses are planned to include a schedule of assessments that are available in writing and distributed to participants in advance.

Ongoing assessment is integral to the courses and includes developmental personalised feedback and, on the 16-week course, a mid-course tutorial. These assessments appropriately reflect the content and standards of the final assessments and are clearly framed through the content and standards of the overall course assessments.

Assessment outcomes are monitored by tutors and the Chef Managers using a standardised system. This, combined with high levels of individual attention, ensures the early identification of participants who are not making satisfactory progress. In these cases, prompt intervention is made by the tutor in the form of additional support, including one-to-one meetings with tutors.

Participants have numerous assessments, ensuring that they have a clear understanding of how their progress relates to their targeted level of achievement. They also receive daily, high-quality individual spoken feedback. This approach to providing effective feedback is central to the Academy's teaching and learning methodology.

Tutors are available to participants throughout the day, ensuring excellent access to them outside the scheduled course delivery times.

Participants receive full guidance directly from tutors and there is also clear and effective guidance in the participant handbook to prevent and discourage cheating and plagiarism.

Practical activities and tasks are set within the period of one day or part-day. For written assignments, participants receive clear and regular guidance and instructions on what work needs to be completed and any relevant deadlines.

When work is not complete or is unsatisfactory, tutors take prompt action, offering additional feedback to support participants and to quickly rectify the situation.

---

12.   The provider offers courses leading to accredited awards granted by recognised awarding bodies

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

Comments

Structured, accredited courses have been developed by the Academy with the assistance of recognised awarding bodies.

---

13.   There is a clear rationale for courses leading to unaccredited or internal awards i.e. awards that are made on the basis of the outcomes of formal internal assessment methods

13.1	There is a clear statement of the level claimed relative to the RQF, CQFW or SCQF and evidence that participants who receive the award meet the stated requirements for that level.	☐ Yes	☐ No	☒ NA
13.2	There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.	☒ Yes	☐ No	☐ NA
13.3	External moderators are involved in the assessment process.	☐ Yes	☒ No	☐ NA

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

Comments

No claims are made about the levels of unaccredited internal qualifications or courses.

The Provider monitors and records the career pathways of its alumni to ensure that its internal awards meet the requirements of employers.

Assessment is carried out internally by trainers.

---

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

14.1	The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration.	☒ Yes	☐ No	☐ NA
14.2	For internal awards, there are effective systems in place for examination security and administration.	☒ Yes	☐ No	☐ NA
14.3	For internal awards, there are 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

Annual inspections carried out by awarding bodies confirm that all examination security and administration requirements are complied with. Inspection findings confirm this.

Clear and effective systems are in place for examination security and administration and include the ability of participants to appeal their marks for internal awards, where appropriate.

15.	**There is appropriate provision of advice for participants intending to proceed to employment or higher/further education**	
15.1	Participants have access to advice from an appropriate staff member on further study and career opportunities.	☒ Yes ☐ No ☐ NA
15.2	If the provider offers courses preparing participants for higher/further education, they have access to prospectuses and 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　☐ NA

Comments

All Chef Tutors are professional chefs and give guidance on career opportunities should a participant enquire about these.

The Chef Managers are well connected in the industry and recommend participants to pursue particular career opportunities. In addition, the Academy has an arrangement with a catering job club that has a representative available to speak to participants when required.

INSPECTION AREA – PARTICIPANT WELFARE

16.	**Participants receive welfare support appropriate to their age, background and circumstances**	
16.1	There is at least one named staff member responsible for participant welfare who is suitably trained and/or experienced, accessible to all participants and available to provide advice.	☒ Yes ☐ No
16.2	Participants receive appropriate information, advice and guidance before the start of the course.	☒ Yes ☐ No
16.3	Participants receive an appropriate induction and relevant information at the start of the programme.	☒ Yes ☐ No
16.4	Participants are issued with a contact number for out-of-hours and emergency support.	☒ Yes ☐ No ☐ NA
16.5	The provider has policies to avoid discrimination and a procedure for dealing with any abusive behaviour, including cyberbullying, and these are effectively implemented.	☒ Yes ☐ No
16.6	Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed.	☐ Yes ☐ No ☒ NA
16.7	A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	☒ Yes ☐ No
16.8	There is an e-policy in place that references any existing staff and participant codes of conduct and covers participants' on-site use of social media and devices such as mobile telephones, tablets and cameras.	☒ Yes ☐ No ☐ NA
16.9	The provider collects contact details for participants and their next of kin and appropriate staff can access the information quickly and easily, in and out of normal operating hours.	☒ Yes ☐ No

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

Comments

The management and customer services teams, led by the CD, take responsibility for participant welfare. Team members are suitably experienced and trained and are accessible to participants, who reported that they felt very well looked after.

Pre-course information is detailed, comprehensive and personalised. Participants have an opportunity to speak directly with a member of the customer services or chef manager teams with any questions they have. Participants commented that pre-course information and guidance were very good and inspection findings confirm this.

Participants receive a full and thorough induction at the start of the course, ensuring that they have the relevant information to be able to start their course. Participants reported that the induction was very useful and met their needs at the start of the course.

Participants are provided with a telephone number for out-of-hours and emergency contact.

The Academy has clear and documented policies in place to avoid discrimination, to deal with inappropriate behaviour and to set out clear expectations of the participants. These are clearly accessible in the participant and staff handbooks and in the terms and conditions.

Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. These are clearly documented in the relevant policies and associated handbooks. The arrangements include carrying out a risk assessment and training for staff, as well as highlighting risks, for example in the code of conduct and in the participant handbook.

There is a detailed staff code of conduct and guidance in the participant induction pack covering the appropriate use of social media and technology.

Participants' next-of-kin details are collected and stored securely online. The customer services and chef manager teams can access the contact details either on site or remotely.

---

17. International participants are provided with specific advice and assistance

17.1	International participants receive appropriate advice before their arrival on travelling to and living in their host country.	☒ Yes ☐ No
17.2	International participants receive an appropriate induction upon arrival covering issues specific to the local area.	☒ Yes ☐ No
17.3	Information and advice specific to international participants continues to be available throughout their course of study.	☒ Yes ☐ No
17.4	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

Most participants are from the UK, with a minority coming from abroad. They receive appropriate general pre-arrival information. Joining instructions for international participants also include pertinent information and advice on arrival in the UK, travel arrangements and additional advice on staying in Ashburton.

The induction programme offers international participants support and guidance that are specific to the local area.

Information for participants is ongoing through tutors and the management team, who are available to participants during their breaks and lunchtimes, as well as through emails.

The Academy places great emphasis on diversity to ensure that participants are prepared for work in diverse environments and able to cater for diverse dietary requirements. It also ensures that participants' cultural and religious needs are met.

18. The fair treatment of participants is ensured

18.1	Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions, which include appropriate refund arrangements and a cooling-off period.	☒ Yes	☐ No
18.2	Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course.	☒ Yes	☐ No
18.3	Participants are advised of BAC's complaints procedure.	☒ Yes	☐ No ☐ NA

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

Comments

Terms and conditions are fair and transparent and published on the Provider's website. These include appropriate arrangements for refunds.

The complaints procedure is fair and is clearly described in the terms and conditions. It includes reference to BAC's complaints procedure.

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

19.1	Any residential accommodation is clean, safe and of a standard that is adequate to meet the needs of participants.	☒ Yes	☐ No
19.2	Any residential accommodation, where participants under 18 are accommodated, is open to inspection by the appropriate authorities, including Ofsted.	☐ Yes	☐ No ☒ NA
19.3	Clear rules regarding fire safety and other health and safety procedures are in place and appropriate precautions are taken for the security of participants and their property.	☐ Yes	☒ No
19.4	A level of supervision is provided which meets the needs of participants.	☒ Yes	☐ No
19.5	Appropriate measures are in place to ensure that participants under the age of 18 and those over the age of 18 are separated when allocating accommodation.	☐ Yes	☐ No ☒ NA

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

Comments

Residential accommodation is clean, safe and comfortable. Participants commented very favourably on the accommodation.

19.3 While there are clear rules regarding fire and health and safety in place, there was no formal fire risk assessment of the residential accommodation, and some fire safety equipment checks were not up to date.

The level of supervision is suitable for the participants, who are all aged over 18. However, staff do not make regular visits to the residential accommodation specifically to check the participants' well-being, which would enhance the participants' experience whilst studying at the Provider.

20. The welfare of participants in home-stay accommodation is ensured and the provider's relationship with the hosts is properly managed

20.1	Due care is taken in selecting home-stay accommodation that both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back.	☐ Yes ☐ No
20.2	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.	☐ Yes ☐ No
20.3	The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.	☐ Yes ☐ No
20.4	Appropriate advice and support are given to both hosts and participants before and during the placement.	☐ Yes ☐ No
20.5	Clear monitoring procedures are in place with opportunities for participant 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

21. Participants have access to an appropriate social programme and information on leisure activities in the local area

21.1	Participants are provided with appropriate information on opportunities for participation at events and other leisure activities that may be of interest.	☒ Yes ☐ No
21.2	The social programme is responsive to the needs and wishes of participants.	☐ Yes ☐ No ☒ NA
21.3	Any activities within the social programme have been chosen with consideration for their affordability for the majority of participants.	☐ Yes ☐ No ☒ NA
21.4	The activities organised by the provider are effectively supervised by a responsible adult representative with suitable qualifications and/or experience.	☐ Yes ☐ No ☒ NA
21.5	Off-site social activities are subject to an appropriate risk assessment and suitable safeguards are put in place as a result.	☐ Yes ☐ No ☒ NA

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

Comments

There is no formal social programme but participants receive information about local events and other leisure activities through advice provided on the notice boards. This is appropriate to meet the social needs of the participants.

INSPECTION AREA – PREMISES AND FACILITIES

22. The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises

22.1	The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises.	☒ Yes ☐ No
22.2	The provider has access to suitable external premises of a temporary or occasional nature for training purposes.	☐ Yes ☐ No ☒ NA

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

Comments

The Academy has a secure long-term lease in place on its highly suitable premises, which were purpose built for its needs. The Academy does not require additional space or premises.

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

23.1	Access to the premises is appropriately restricted and secured.	☒ Yes ☐ No
23.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	☒ Yes ☐ No
23.3	There are specific safety rules in hazardous areas, for example, science laboratories, which are readily accessible to participants, staff and visitors.	☒ Yes ☐ No ☐ NA
23.4	General guidance on health and safety is made available to participants, staff and visitors.	☒ Yes ☐ No
23.5	There is adequate signage inside and outside of the premises and notice boards for the display of general information.	☒ Yes ☐ No
23.6	There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors.	☒ Yes ☐ No
23.7	There are toilet facilities of an appropriate number and level of cleanliness.	☒ Yes ☐ No
23.8	There is adequate heating and ventilation in all rooms.	☒ Yes ☐ No

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

Comments

The premises are safe and secure and are only accessed by staff and participants. Access to the front entrance is monitored by the customer services team, and all staff, participants and visitors report to reception upon arrival. The facilities are effectively maintained and are cleaned meticulously all day by a permanent cleaning and hygiene team. All spaces are redecorated periodically and maintenance is effectively managed by the OM. The Provider has clearly documented guidelines for staff, participants and visitors that outline the health and safety requirements, including those for hazardous activities or materials. Visitors' attention is drawn to fire and health and safety information when they sign in upon arrival. There are clear notices regarding fire and health and safety procedures throughout the premises. Notice boards display relevant general information in common areas, and more specific information in the kitchen and classroom spaces. There is good signage both inside and outside the premises. The facilities are of a very good size to offer sufficient space for participants and staff, as well as for receiving visitors. There is ample space for staff and participants to relax. There are appropriately allocated toilet facilities that are cleaned on an hourly basis. Heating and ventilation systems, including central heating, air-purifying and extraction systems and air conditioning, ensure that spaces are appropriately ventilated and heated.

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

24.1	Training rooms and other learning areas provide adequate accommodation for the teaching/training sessions allocated to them.	☒ Yes	☐ No
24.2	Training rooms and any specialised learning areas, for example, laboratories, workshops and studios, are equipped to a level that allows for the effective delivery of each course.	☒ Yes	☐ No
24.3	There are facilities suitable for conducting the assessments required for each course.	☒ Yes	☐ No ☐ NA

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

Comments

Kitchens and dining rooms, which make up the learning areas in the Academy, provide excellent accommodation for the number of participants enrolled and for the nature of the courses that are running.

Learning spaces are very well equipped, with up-to-date, appropriate equipment and resources to ensure that courses are delivered effectively, and that participants are exposed to industry-standard facilities.

Learning spaces effectively accommodate both teaching and assessment activities. Participants and tutors reported that the learning areas are well maintained and effective for all course delivery and assessment requirements. Observations confirmed that learning spaces were very well resourced and used very effectively for conducting ongoing assessments.

25. There are appropriate additional facilities for participants and staff

25.1	Participants have access to sufficient space, which could include a library and suitable Information Technology (IT) facilities so that they can carry out their own private work and/or study.	☒ Yes	☐ No
25.2	Trainers have access to sufficient personal space for preparing teaching/training sessions, marking work and relaxation.	☒ Yes	☐ No ☐ NA
25.3	Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink, including facilities that are located outside the premises.	☒ Yes	☐ No
25.4	There are individual offices or rooms in which teachers/trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings.	☒ Yes	☐ No
25.5	Administrative offices are adequate in size and are resourced for the effective administration of the provider.	☒ Yes	☐ No

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

Comments

There is a small library available for participants to borrow books. Participants do not need IT to carry out their own work or study, but some bring their own devices.

Tutors prepare most of their practical classes in the kitchen or classroom. As most sessions are practical, this provides adequate space for preparing teaching. In addition, there is a staff room for relaxation.

Staff and participants have access to relaxation areas in unused dining rooms, as well as outdoors.

There is a designated meeting room that provides sufficient space to hold private meetings and full staff briefings.

The Provider has one administration office and an office in reception. These are of an adequate size and provide good resources to aid the effective administration of the Provider.

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

There are excellent administrative policies, procedures and systems in place, ensuring that team members have a very clear understanding of what is expected of them.

There is a very clear and personalised application and selection process, ensuring that applicants are very well matched to courses.

Excellent general information and personalised advice and support available at the application stage, as well as excellent response times to enquiries, ensure highly effective customer service.

Actions required	Priority H/M/L
1.4 The Provider must communicate its goals to staff and participants.	☐ High ☒ Medium ☐ Low
7.5 The Provider must put a mechanism in place for systematically reporting to participants what has been done in response to their feedback.	☐ High ☒ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

The system for ordering and replenishing resources is highly effective and ensures that these meet course aims and objectives and participant and tutor needs.

Course materials are very well presented, providing participants with comprehensive practical notes to accompany teaching.

Participants receive regular, high-quality individual spoken feedback, ensuring that they understand their levels or progress and achievement in reference to course objectives.

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

PARTICIPANT WELFARE

Provider's strengths

Pre-course information is detailed, comprehensive and personalised, ensuring that participants are able to make informed decisions about their course choices.

Actions required	Priority H/M/L
19.3 The Provider must carry out a fire risk assessment for the residential accommodation and ensure that all fire safety equipment checks are up to date.	☒ High ☐ Medium ☐ Low

PREMISES AND FACILITIES

Provider's strengths

The facilities are regularly cleaned meticulously by a permanent cleaning and hygiene team.

Kitchens and dining rooms provide excellent accommodation for the number of participants enrolled and for the nature of the courses running.

Learning spaces are very well equipped with up-to-date, appropriate equipment and resources to ensure that courses are delivered effectively.

Learning spaces are very well resourced and used very effectively for conducting ongoing assessments.

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that CPD details are formally recorded in staff files and in a central, organisation-wide format.

It is recommended that the Academy considers collecting participant feedback while courses are in progress.

The SMT should consider developing a written organisation-wide action plan.

It is recommended that the Academy considers ways of developing Chef Tutors' questioning techniques.

It is recommended that the OM regularly visits participants in accommodation to check their well-being.

COMPLIANCE WITH STATUTORY REQUIREMENTS

THE INSPECTION WAS CARRIED OUT BY:

Stuart Pollard	Lead Inspector