Le Cordon Bleu London

Review for Educational Oversight by the Quality Assurance Agency for Higher Education

February 2012

Key findings about Le Cordon Bleu London

As a result of its Review for Educational Oversight carried out in February 2012, the QAA review team (the team) considers that there can be **confidence** in how the provider manages its stated responsibilities for the standards of the awards it offers on behalf of NCFE.

The team also considers that there can be **confidence** in how the provider manages its stated responsibilities for the quality and enhancement of the learning opportunities it offers on behalf of this awarding organisation.

The team considers that **reliance can** be placed on the accuracy and completeness of the information that the provider is responsible for publishing about itself and the programmes it delivers.

Good practice

The team has identified the following **good practice**:

- the opportunities for students to develop professional skills through taking on industry roles as, for example, sous-chefs, in active catering situations (paragraph 2.6)
- comprehensive use is made of learning journals to record formative feedback and promote reflective practice (paragraph 2.10)
- the exemplary embedded tutorial and responsive mentoring processes (paragraph 2.11)
- the well equipped kitchens, demonstration areas and teaching rooms provide quality facilities, which allow students to attain the highest professional standards (paragraph 2.16)
- clear and consistent course manuals and other teaching materials (paragraph 3.3)
- branded publicity and teaching materials which are produced to a high standard with content strictly controlled and professional responsibilities clearly designated (paragraph 3.5).

Recommendations

The team has also identified a number of **recommendations** for the enhancement of the higher education provision.

The team considers that it is **advisable** for the provider to:

- fully implement the proposed policies and practices for moderation and to develop independent external scrutiny arrangements (paragraph 1.4)
- bring forward and implement the draft policies and procedures to underpin higher education standards, including external moderation, assessment and higher education review (paragraph 1.5)
- ensure that publicity materials contain full and accurate information detailing support available for disabled students (paragraph 3.6).

The team considers that it would be **desirable** for the provider to:

- formalise input from industry experts to support the further development and enhancement of its higher education provision (paragraph 2.3)

- develop and fully implement the new library plans to provide appropriate support for higher education studies (paragraph 2.17)
- develop a virtual learning environment, including access to course materials and additional resources to support teaching and learning (paragraph 2.18)
- provide students with regular published feedback on outcomes of actions arising from student surveys and meetings with staff (paragraph 3.4).

About this report

This report presents the findings of the [Review for Educational Oversight](#)[1] (REO) conducted by [QAA](#) at Le Cordon Bleu London (the provider; the School). The purpose of the review is to provide public information about how the provider discharges its stated responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to programmes of study that the provider delivers on behalf of NCFE. The review was carried out by Ms Helen Corkill, Mr Martin Eayrs and Ms Hayley Randle (reviewers) and Mrs Mandy Hobart (coordinator).

The review team conducted the review in agreement with the provider and in accordance with the *[Review for Educational Oversight: Handbook](#)*.[2] Evidence in support of the review included the awarding organisation's agreements, quality assurance documents, policies, handbooks and minutes of meetings supplied by the provider and the awarding organisation, and meetings with staff and students.

The review team also considered the provider's use of the relevant external reference points:

- NCFE Quality Statements and Performance Criteria linked to the Credit and Qualifications Framework
- La Fondation Quality Assurance Framework of Le Cordon Bleu International.

Please note that if you are unfamiliar with any of the terms used in this report you can find them in the [Glossary](#).

A culinary school was established in London in 1933 under Le Cordon Bleu name. The School became fully part of Le Cordon Bleu group in 1990. Le Cordon Bleu London delivers vocational education programmes to level 4, and has recently gained accreditation from NCFE. A new level 5 Professional Diploma in Culinary Management will be introduced in 2012-13, with plans to introduce the level 6 Advanced Professional Diploma in Culinary Management for delivery in 2013. The philosophy of achieving excellence through constant practice and refinement has remained unchanged.

Le Cordon Bleu International has strengthened the culinary curriculum through the introduction of the Le Cordon Bleu Classical Cycle for cuisine and patisserie. Le Cordon Bleu International continues to expand its courses in the culinary arts with the introduction of restaurant management degrees and master's degrees in business administration and in gastronomy validated through universities overseas. Le Cordon Bleu schools can be found in Japan, South East Asia, the USA, Europe, South America and Australia. An internal quality management system covers all operational aspects as well as administration and education at Le Cordon Bleu London. The London school has 100 students enrolled on the superior level 4 programmes covering both cuisine and patisserie.

At the time of the review, the provider offered the following higher education programmes, listed beneath their awarding organisation:

NCFE
- Level 4 Cuisine Diploma (Superior Cuisine)
- Level 4 Patisserie Diploma (Superior Patisserie)
- Level 4 Le Grand Diplôme

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[1] www.qaa.ac.uk/InstitutionReports/types-of-review/tier-4.
[2] www.qaa.ac.uk/publications/informationandguidance/pages/reo-handbook.aspx.

The provider's stated responsibilities

All programmes are accredited by NCFE based on their six quality statements which cover all aspects of academic and quality standards and sit within the Qualifications and Credit Framework (QCF) accreditation and quality management criteria. Operational delivery of programmes is reviewed and updated through a continuous improvement cycle which complies with both NCFE and Le Cordon Bleu's own framework for standards and quality assurance.

Recent developments

The School relocated to new premises in Bloomsbury Square in January 2012. The new premises feature excellent kitchen and classroom facilities offering students the latest and most innovative opportunities in culinary education, through access to cutting edge industry standard equipment to develop their skills. Le Cordon Bleu is also negotiating with the University of Lancaster for accreditation and delivery at Lancaster's main campus through a joint programme leading to the award of the Le Cordon Bleu Degree in Management.

Students' contribution to the review

Students studying on higher education programmes at the School were invited to present a submission to the review team. The student written submission was compiled with the assistance of Le Cordon Bleu London based on student perceptions gathered from surveys completed by 48 per cent of the student population. The written submission was forwarded with the self-evaluation document and portfolio. The team found the student submission helpful and explored the content in preparatory and review visit meetings with students to gain a clear picture of the student learning experience.

Detailed findings about Le Cordon Bleu London

1 Academic standards

How effectively does the provider fulfil its responsibilities for the management of academic standards?

1.1 The School operates within a defined management structure and lines of academic reporting are clearly identified. The School has a formalised committee and deliberative meeting structure, which oversees the management of academic standards. The Curriculum Committee reviews academic standards and the Executive Committee considers operational matters, including admissions and examinations. The Academic Committee reviews and evaluates the academic content of programmes, taking account of feedback from students, graduates and industry professionals. The management structure has also clearly identified governance arrangements and reporting lines to the international corporate body. The responsibility for overseeing and managing all matters of accreditation and compliance lies with the Academic Director (Compliance and Culinary Arts). To further enhance the management of academic standards for higher education, the School is developing a range of articulated policies and procedures.

1.2 The School has a rigorous policy of employing experienced and qualified members of staff who meet both exacting vocational and teaching requirements. New higher education appointments are expected to have appropriate industry knowledge and expertise, as well as academic credentials. All staff are made aware of the qualification standards through the course manuals and standards documentation.

1.3 The School has well defined responsibilities to various external parties. It is responsible to its international overarching body, La Fondation, in respect of quality assurance systems for the management of its awards. The School also has to manage responsibilities for maintaining the academic standards of its awarding organisation. The School is responsible for maintaining the excellence of the Le Cordon Bleu brand and, as such, has to manage academic standards in respect of its current and past students, and industry stakeholders.

1.4 The School has clear procedures for the assessment, internal verification and moderation of student work. Reviews of existing programmes are undertaken on a regular basis alongside the formal approval of new awards. Panels include external reviewers who assess the validity of the proposed new material. There is evidence of a robust system for observing and monitoring staff carrying out assessment of student work. However, the team found little evidence of existing systems for the external scrutiny of student work. It is understood that a new system of assessment moderation is to be introduced in September 2012, involving staff from within the organisation's international network. The team identified the need to build on this system of moderation, and to develop external scrutiny taking account of the *Code of practice for the assurance of academic quality and standards in higher education* (the *Code of practice), Section 4: External examining,* utilising external expertise beyond that of Le Cordon Bleu International. The School recognises the important role of external examining, and the Academic Director for Higher Education has begun to prepare policies and procedures to underpin this. In order to develop and to fully assure academic standards, the School is advised to both fully implement the proposed policies and practices for moderation and to develop further independent external scrutiny arrangements.

1.5 The School is working to expand its higher education provision. It is preparing for the management of new academic awards, and is developing a range of policies, processes

and procedures to facilitate the quality management of the new provision. These include: the process for the Higher Education Course Review Policy and Procedure, the Assessment Policy and Procedure for Higher Education, and Internal Moderation of Assessment Policy and Procedure for Higher Education. The team found that it would be advisable for the School to bring forward and implement its overarching policies and procedures to underpin higher education standards, and recommends that those already prepared in draft are finalised and implemented as soon as possible.

How effectively are external reference points used in the management of academic standards?

1.6   The School currently considers its higher education provision against two external UK reference points. The levels of its higher level awards are described in terms of the QCF supported by NCFE accreditation. Le Grand Diplôme, the Superior Cuisine and Superior Patisserie Diplomas are positioned at level 4 on the QCF. The School is developing a Professional Diploma in Culinary Management at level 5 for introduction in 2012-13. The three existing level 4 awards are all mapped against National Occupational Standards, which are used as an external reference point for benchmarking assessments.

1.7   As part of an international network of educational institutions, the School also references its provision to La Fondation, the overarching reference point for the oversight of the organisation's standards and quality systems. Compliance with La Fondation regulations and the guidance provided in the quality assurance manual ensures parity between the 40 schools within Le Cordon Bleu international network. This includes the approval of teaching programmes and standards for the delivery and awarding of diplomas.

How does the provider use external moderation, verification or examining to assure academic standards?

1.8   The School's current provision at higher educational level is accredited by the NCFE with whom the School shares the responsibility for monitoring the quality of higher education teaching and learning. The School complies with all requirements of the awarding organisation's quality monitoring processes, including biannual monitoring of provision. The NCFE monitoring visits are followed up by action plans. Since accreditation in March 2010, the NCFE quality adviser has been complimentary about the School's academic policies and procedures. The outcomes of the visits are included in the Annual Academic Report, which is presented both to the Academic Committee and to the Academic Director of the parent organisation internationally.

1.9   The regulatory role of the national awarding organisation is made clear to students at induction, in documentation, and by the use of the NCFE logo on course materials. Students are provided with relevant information about the awarding organisation's standards at the beginning of their studies, including a copy of the NCFE Assessment Scheme (weightings, grading and examinations) and course competency outlines.

1.10   The School aligns its systems with the quality processes set down by La Fondation and quality assurance visits are undertaken on behalf of La Fondation. La Fondation currently has no active role in the moderation of student work, but a new system is scheduled to be introduced in September 2012 involving global partners in the process, as outlined in paragraph 1.4. The Academic Director (Compliance and Culinary Arts) is the UK representative in the development and writing of this new process, together with representatives from nine other schools. A comprehensive set of documents is in development for the system of quality assurance visits, based on a set of key performance

indicators. To further assure the consistency of standards, chefs from other Le Cordon Bleu schools undertake monitoring visits and audits, with outcomes discussed by La Fondation's international Higher Education Assessment Committee.

> The review team has **confidence** in the provider's management of its responsibilities for the standards of the awards it offers on behalf of its awarding organisation.

2   Quality of learning opportunities

How effectively does the provider fulfil its responsibilities for managing and enhancing the quality of learning opportunities?

2.1   Higher education programmes are effectively quality-assured through the utilisation of an internal quality management system based on the work of three committees: the operational Executive Communications Committee, attended by Sales and Marketing and Admissions personnel, the Academic Committee and the Curriculum Committee. The Curriculum Committee reviews results, standards, content, delivery, assessment, appeals, and requests for additional resources. The primary role of the Academic Committee is to ensure that the academic content of programmes uses feedback from current students, alumni and industry contacts. The Academic Committee also recommends changes to academic policy and procedures to the recently introduced Higher Education Academic Board. The quality assurance committees are underpinned by a comprehensive set of emerging policies and procedures intended to enable systematic review and evaluation of the higher education provision.

2.2   The Academic Policy outlines the key responsibilities of academic managers for quality assurance, with particular emphasis on ensuring parity in provision across the world under the La Fondation system of the Le Cordon Bleu International umbrella. The curriculum is subject to regular programme reviews informed by audit and student feedback. Reports are discussed at the Curriculum Committee and recommendations reviewed by the Academic Committee.

How effectively are external reference points used in the management and enhancement of intended learning opportunities?

2.3   The School makes effective use of external guidance. The level 4 superior programme operates according to La Fondation's quality framework precepts and core international competencies. External input at programme validation, in addition to extensive mapping of the programme content to national occupational standards and internal benchmarking within the La Fondation portfolio, further ensures the appropriateness of the curriculum and the proficiency of graduates. External input is also utilised as part of ongoing programme curriculum review and considered by the Academic Committee, and achieved largely through the work of an informal Industry Reference Group. The higher education programme does not benefit from the input of a wholly independent external examiner, although NCFE moderator's visits assist to further ensure quality. The team found it would be desirable for the School to formalise input from industry experts to support the further development and enhancement of its higher education provision.

How does the provider assure itself that the quality of teaching and learning is being maintained and enhanced?

2.4   The School prides itself on the opportunities that its students are presented with through working in a multicultural, educational and entrepreneurial environment. The quality of teaching and learning is subject to the comprehensive Curriculum Development Checklist, and review processes ensure a competency rich curriculum. Staff are appointed on experience, culinary skills and knowledge rather than academic level of qualification, and undergo a thorough and demanding interview process. The majority of staff are qualified to the same level as the programme on which they teach, although some also hold level 6 qualifications. All staff are professionally recognised within the industry. However, the School recognises the need for the appointment of more academically qualified staff in the future to teach on proposed higher education programmes. Effective use is made of mentoring and teaching observations for new staff. On appointment, all staff are given a comprehensive induction handbook, allocated a mentor and engage in an iterative teaching observation process to ensure the quality of delivery.

2.5   Students confirm that they understand the clear information provided at enrolment and induction. This includes the induction handbook, the Academic and Administrative Policies and Procedures document, the Le Cordon Bleu London Disability Access Strategy and the programme-specific folders which clearly outline expectations and feedback opportunities. All students confirm receipt and reading of this documentation by signature at induction. An informal student code of conduct is also present in the induction documents.

2.6   The higher education provision is delivered using an appropriate mixture of practical and academic sessions, supported by a comprehensive system of mentoring and tutoring. A range of teaching and learning methods and assessment strategies are used throughout the programme, with a substantial focus on practical work. Students appreciate work undertaken to assist them with the academic and practical transition to higher education study, and clearly understand the need for increasing autonomy. Wherever possible, students are provided with opportunities to develop professional skills through taking on industry roles, for example, as sous-chefs in active catering situations, which represents good practice.

2.7   Students are also provided with clear instruction on types of assessment and associated expectations, particularly regarding originality, supported by specific grading criteria. A rigorous internal moderation process considers assessment briefs pre-issue and post assessment marking.

2.8   The link between attendance and academic progress is recognised and the School operates a strict attendance policy which does not allow for protracted absences. The attendance policy also discourages late arrivals to classes, in order to avoid disruption and any negative impact on the quality of the learning opportunities.

2.9   The School recognises that feedback from students is fundamental to ensuring the best possible student experience and uses a range of evaluation tools. These include: an orientation survey, subject surveys, proposed student representation on the Academic Board, student representative meetings, exit surveys and in future a graduate destination survey to enable comprehensive feedback. Student surveys take place at regular intervals and the School plans to compile all student feedback into a single report which will feed into annual reports. This will be received by the Higher Education Academic Committee and Higher Education Academic Board to ensure continuous improvement of the delivery and governance of the higher education provision. The team identified examples of

where feedback has resulted in immediate action, as in the case of staging mock exams upon request.

How does the provider assure itself that students are supported effectively?

2.10   Students and staff alike recognise the developmental value of regularly reviewed learning journals, which are completed during practical sessions by students and teachers. The implementation of learning journals, which are subject to review during the tutorial process, further ensures that students are making progress and receiving support as required. The team considers that the comprehensive use is made of learning journals to record formative feedback and promote reflective practice. This represents good practice.

2.11   A robust tutorial scheme is in place. All students have timetabled tutorials, and they can also access tutorial support and mentoring outside of normal class times through a booking scheme. All students have time to practise their skills as part of the programme, and can access a mentor chef for additional support as required. Students benefit from support provided by programmed tutorial provision with co-completed comprehensive tutorial records signed by the student and tutor. Students also benefit from comprehensive support and mentoring provided outside of scheduled tutorials though these are often provided on an informal basis. The embedded tutorial and responsive mentoring processes ensure academic and pastoral support is provided to meet individual student needs and represents good practice.

2.12   The School recognises that ongoing language support is critical to retention and success, and counsels students regarding their suitability for the programme. Student needs are addressed on application and enrolment, and where highlighted by admissions staff, passed to heads of programme for consideration. Students who take up places then discuss their needs at enrolment. All students are provided with a copy of the Le Cordon Bleu London Disability Strategy, which is largely focused on physical disabilities with less reference to hidden disabilities. However, it does have a well articulated Access Statement. Students who disclose a disability may be referred to an external support provider, as are those with language or learning skills difficulties. At present, there are no dedicated learning support staff employed by the School and support is provided by a local language school or via programme tutors on an occasional basis.

What are the provider's arrangements for staff development to maintain and/or enhance the quality of intended learning opportunities?

2.13   The School's Staff and Professional Development Policy and Procedures facilitates employees' professional development. Staff are encouraged and supported to engage in continuous learning and to continue personal and professional development. They take part in regular appraisals through which development and professional updating needs are identified. Where such needs align with the core business of the School, staff are supported financially in undertaking professional development activities to fulfil their chef and teaching responsibilities. All professional development activities are recorded. The School has identified that a formal professional development programme will be needed to support the expansion of higher education provision to foster the development of academic as well as vocational education.

2.14   Staff are also encouraged to undertake assessor training to support their assessment commitments. On completion of the training they are expected to share the knowledge gained with colleagues through lectures and demonstrations in order to improve further practice within the curriculum area.

2.15   New staff are allocated a dedicated mentor and are provided with instructional techniques covering professional content and teaching skills. Mentors grade the performance of new staff according to a comprehensive grading system with a particular focus on ensuring good student experiences. The staff mentoring and observation process is an iterative process and allows the simultaneous development of new staff confidence and teaching skills.

How effectively does the provider ensure that learning resources are accessible to students and sufficient to enable them to achieve the learning outcomes?

2.16   In January 2012, the School moved to a new building with well equipped kitchens, demonstration areas and teaching rooms, which drew professional affirmation from internationally renowned culinary figures at the recent launch in February. The newly installed kitchens resemble those found in leading professional restaurants, providing students with opportunities to gain experience of working to professional standards. The well equipped kitchens, demonstration areas and teaching rooms provide quality facilities, which allow students to attain the highest professional standards. This represents good practice.

2.17   Students have raised concerns about the lack of library facilities within the School. Those on higher level programmes have limited access to a wider range of resources to support academic and research-based skills. Students are provided with a list of recommended textbooks, which can be purchased from the School, and are able to access local public libraries. A library development plan has been drafted along with a list of essential core textbooks and possible access to e-books and e-journals. The School should ensure that students have access to appropriate learning resources and the team recommends as desirable that it continues to develop and fully implement the new library plans to provide appropriate support for higher education studies.

2.18   There is currently no virtual learning environment or student portal for accessing course-related information or wider resources. Students are being provided with wireless internet access through the newly created café along with wireless access throughout the building for use with their own laptops. Students report that they would value a virtual learning environment with access to course handouts and supplementary materials, as well as access to online tutor support. The team considers it desirable that the School develops a virtual learning environment, including access to course materials and additional resources to support teaching and learning.

The review team has **confidence** that the provider is fulfilling its responsibilities for managing and enhancing the quality of the intended learning opportunities it provides for students.

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3   Public information

How effectively does the provider's public information communicate to students and other stakeholders about the higher education it provides?

3.1   Programme and school information is conveyed effectively to members of staff and students. A detailed and comprehensively indexed Staff Induction and Administrative Manual lists workplace policies and procedures, and directs users to the latest copies of these. Key information concerning regular institutional meetings is contained in a useful and

informative document, Deliberative Meeting Structure. Essential information for potential students on the programmes offered is provided through the website. The School publishes an attractively and informative brochure and prospectus, which also point to the UK Border Agency information for potential visa students.

3.2   The professionally designed website is attractive, outward facing and easily navigable. It is part of the wider international Le Cordon Bleu network of websites, and is maintained from Canada. It is primarily used as a marketing tool, although there are plans to include it in a students' area, which would function as a virtual learning environment.

3.3   Students are well informed about their academic programmes. An attractive, comprehensive and well indexed two-part student handbook includes both induction procedures and academic and administrative policies and procedures. On arrival, students are presented with comprehensive details of course duration, aims and outcomes, module structure, delivery methodology, assessment regimes and articulation. Course manuals are of exceptional quality and contain comprehensive information. The team concluded that the School provides students with course manuals and other teaching materials that are clear and consistent in content and are produced to a very high standard. This represents good practice. Students are also provided with comprehensive information regarding summative assessment.

3.4   Although the School does not currently operate a virtual learning environment, there are plans to develop a facility in this area, as outlined in paragraph 2.18. Staff communicate with each other through domain-based webmail, and with students through their private email accounts. A system of student representation is in place, with meetings formally recorded for future reference. However, these minutes do not contain action plans and currently there is no formal and consistent mechanism to feed any actions taken back to the student body. The team recommends that it would be desirable for students to be provided with regular published feedback on the outcomes of actions arising from student surveys and meetings with staff.

How effective are the provider's arrangements for assuring the accuracy and completeness of information it has responsibility for publishing?

3.5   Printed and website publicity materials are professionally produced, with attention paid to both appearance and content. The branded publicity and teaching materials are produced to a high standard with content strictly controlled and professional responsibilities clearly designated, which represents good practice. There is good oversight of content, which is controlled at departmental level and reviewed and agreed by the Head of School before publication. All materials are produced in compliance with Le Cordon Bleu International templates, and modified as necessary to meet local requirements. There is consistent branding for printed material, and this is interpreted locally through the use of outsourced design teams working in close cooperation with the School's marketing team.

3.6   The website is currently outward facing only and used for marketing purposes. Web material is collated internationally by the company's 'Internet Technology Hub', located in Ottawa, Canada, which is responsible for publishing content. Content is reviewed by the individual Sales and Marketing teams in each Le Cordon Bleu school, and the company additionally has a website designer and content reviewer. The website provides comprehensive information about the structure of the School's programmes. However, the School does not provide clear or detailed information relating to support for disabled students, including support in working areas, and there is no mention of how students with physical disabilities or other identified needs are supported. The team advises that

the School should ensure that publicity materials contain full and accurate information detailing support available for disabled students.

The team concludes that **reliance can be placed** on the accuracy and completeness of the information that the provider is responsible for publishing about itself and the programmes it delivers.

Action plan[3]

Le Cordon Bleu London action plan relating to the Review for Educational Oversight February 2012						
Good practice	**Action to be taken**	**Target date**	**Action by**	**Success indicators**	**Reported to**	**Evaluation**
The review team identified the following areas of **good practice** that are worthy of wider dissemination within the provider:						
• the opportunities for students to develop professional skills through taking on industry roles as, for example, sous-chefs, in active catering situations (paragraph 2.6)	Develop a sous-chef journal template to be used by each student with specific criteria upon which the student will be assessed on a weekly basis on their management skills	September 2012	Chef mentor	Weekly evaluation of the sous-chef management skills	Academic Director for Culinary and Compliance	Chef instructors operations and academic meeting (every 3 months)
• comprehensive use is made of learning journals to record formative feedback and promote reflective practice (paragraph 2.10)	Support each student on his/her specific development based on his/her formative learning journal	Ongoing	Chef instructor	Tutorials and formative evaluations	Academic Director for Culinary and Compliance/ NCFE	During tutorials, mentors review each student's learning journal and compare the results of above with their evaluations marks/ biannual Investing in Quality inspection

[3] The provider has been required to develop this action plan to follow up on good practice and address any recommendations arising from the review. QAA monitors progress against the action plan, in conjunction with the provider's awarding organisation.

• the exemplary embedded tutorial and responsive mentoring processes (paragraph 2.11)	Review the continuity of the tutorial recordings, taking into account the outcomes of previous tutorials	September 2012	Chef mentor	Students' feedback and students' positive personal development	Academic Director for Culinary and Compliance	Chef instructors operations and academic meeting (every 3 months) Biannual Investing in Quality inspection
• the well equipped kitchens, demonstration areas and teaching rooms provide quality facilities, which allow students to attain the highest professional standards (paragraph 2.16)	Develop a consistent facility recording system for a continuous high quality teaching and learning facilities	May 2012	Facility Manager	Proper working conditions of the teaching facilities Students' and chef instructors' feedbacks	Head of School	Monthly facility meeting and assessment of the entire building Student representative group's feedbacks Biannual Investing in Quality inspection
• clear and consistent course manuals and other teaching materials (paragraph 3.3)	Adapt consistent and comprehensive teaching materials Review course manual and its content on a quarterly basis	September 2012	Head of Programmes and resource team	Students' feedback Chef instructors' lesson evaluation journal	Academic Director for Culinary and Compliance	Chef instructors operations and academic meeting (every 3 months) Biannual Investing in Quality inspection
• branded publicity and teaching materials which are produced to a high standard with	Demonstrate clear and comprehensive teaching material information which reflects the	Ongoing	Marketing team and Web Manager	Internet feedback through Le Cordon Bleu blogs	Head of School Academic Director for Culinary and	Continuous control of Le Cordon Bleu London website and blogs

Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
content strictly controlled and professional responsibilities clearly designated (paragraph 3.5).	professional responsibilities of Le Cordon Bleu London towards its students				Compliance	Student surveys
The team considers that it is **advisable** for the provider to:						
• fully implement the proposed policies and practices for moderation and to develop independent external scrutiny arrangements (paragraph 1.4)	Review and implement the internal moderation policies for higher education and the implementation of the moderation policies	October 2012	Academic Director for Culinary and Compliance	Full implementation of the independent scrutiny policies for higher education	Head of School	Quarterly academic meeting Biannual Investing in Quality inspection
• bring forward and implement the draft policies and procedures to underpin higher education standards, including external moderation, assessment and higher education review (paragraph 1.5)	Immediate implementation of the external moderation verifier policy	June 2012	Academic Director for Culinary and Compliance	Full scheduling of participating external verifiers for summative assessment External verifiers' assessment reports	Head of School	Biannual Investing in Quality inspection Assessment reports of external verifiers
• ensure that publicity materials contain full	Include a full and accurate information	June 2012	Marketing and admission team	Implementation of the information in	Academic Director for	Biannual Investing in Quality

and accurate information detailing support available for disabled students (paragraph 3.6).	detailing support available for disabled students			the marketing materials	Culinary and Compliance	inspection
Desirable	**Action to be taken**	**Target date**	**Action by**	**Success indicators**	**Reported to**	**Evaluation**
The team considers that it is **desirable** for the provider to:						
• formalise input from industry experts to support the further development and enhancement of its higher education provision (paragraph 2.3)	Establish an industry consultation committee who will be consulted on an annual basis	September 2012	Academic Director for Culinary and Compliance	Set a date for meeting with external professionals in the culinary industry Report of their feedback	Academic team and Head of School	Feedback reports and minutes of meetings reviewed by Head of School
• develop and fully implement the new library plans to provide appropriate support for higher education studies (paragraph 2.17)	Restoration of the library and the quiet student study room Establish a database of the stock in the library and review the needs of the students Acquire the necessary materials to support the higher education studies	October 2012	Resources Centre Administrator	Positive feedback from students	Resource Centre Director	Student representative group
• develop a virtual learning environment,	Future development of Le Cordon Bleu virtual ELearning with	2013	International resource centre/ International IT	Practical use of the system when in place	Le Cordon Bleu Chief Executive Officer	Students' and lecturers' feedback

including access to course materials and additional resources to support teaching and learning (paragraph 2.18)	specific handouts containing information based on topics taught during the guided learning hours		team Academic Director for Culinary and Compliance Head of School			
• provide students with regular published feedback on outcomes of actions arising from student surveys and meetings with staff (paragraph 3.4).	Inform all students and staff via email of the outcome with action plan of the student representative group meeting	May 2012	Marketing team	Review feedbacks from students once the outcome of the student representative group meeting has been published	Head of School	Review of the action plans from heads of department

About QAA

QAA is the Quality Assurance Agency for Higher Education. QAA's mission is to safeguard standards and improve the quality of UK higher education.

QAA's aims are to:

- meet students' needs and be valued by them
- safeguard standards in an increasingly diverse UK and international context
- drive improvements in UK higher education
- improve public understanding of higher education standards and quality.

QAA conducts reviews of higher education institutions and publishes reports on the findings. QAA also publishes a range of guidance documents to help safeguard standards and improve quality.

More information about the work of QAA is available at: www.qaa.ac.uk.

More detail about Review for Educational Oversight can be found at: www.qaa.ac.uk/institutionreports/types-of-review/tier-4.

Glossary

This glossary explains terms used in this report. You can find a fuller glossary at: www.qaa.ac.uk/aboutus/glossary. Formal definitions of key terms can be found in the *Review for Educational Oversight: Handbook*[4]

Academic Infrastructure Guidance developed and agreed by the higher education community and published by QAA, which is used by institutions to ensure that their courses meet national expectations for academic standards and that students have access to a suitable environment for learning (academic quality). It consists of four groups of reference points: the **frameworks for higher education qualifications**, the **subject benchmark statements**, the **programme specifications** and the **Code of practice**. Work is underway (2011-12) to revise the Academic Infrastructure as the UK Quality Code for Higher Education.

academic quality A comprehensive term referring to how, and how well, institutions manage teaching and learning opportunities to help students progress and succeed.

academic standards The standards set and maintained by institutions for their courses and expected for their awards. See also **threshold academic standard**.

awarding body A body with the authority to award academic qualifications located on the **framework for higher education qualifications**, such as diplomas or degrees.

awarding organisation An organisation with the authority to award academic qualifications located on the Qualifications and Credit Framework for England and Northern Ireland (these qualifications are at levels one to eight, with levels four and above being classed as 'higher education').

Code of practice *The Code of practice for the assurance of academic quality and standards in higher education*, published by QAA: a set of interrelated documents giving guidance for higher education institutions.

designated body An organisation that has been formally appointed to perform a particular function.

differentiated judgements In a Review for Educational Oversight, separate judgements respectively for the provision validated by separate awarding bodies.

enhancement Taking deliberate steps at institutional level to improve the quality of **learning opportunities**. It is used as a technical term in QAA's audit and review processes.

feature of good practice A positive aspect of the way a higher education institution manages quality and standards, which may be seen as exemplary to others.

framework A published formal structure. See also **framework for higher education qualifications**.

framework for higher education qualifications A published formal structure that identifies a hierarchy of national qualification levels and describes the general achievement expected of holders of the main qualification types at each level, thus assisting higher education providers in maintaining academic standards. QAA publishes the following frameworks:

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[4] www.qaa.ac.uk/publications/informationandguidance/pages/reo-handbook.aspx.

The framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ) and *The framework for qualifications of higher education institutions in Scotland.*

highly trusted sponsor An education provider that the UK government trusts to admit migrant students from overseas, according to Tier 4 of the UK Border Agency's points-based immigration system. Higher education providers wishing to obtain this status must undergo a successful review by QAA.

learning opportunities The provision made for students' learning, including planned **programmes of study**, teaching, assessment, academic and personal support, resources (such as libraries and information systems, laboratories or studios) and staff development.

learning outcome What a learner is expected to know, understand and/or be able to demonstrate after completing a process of learning.

operational definition A formal definition of a term, which establishes exactly what QAA means when using it in reports.

programme (of study) An approved course of study which provides a coherent learning experience and normally leads to a qualification.

programme specifications Published statements about the intended **learning outcomes** of **programmes of study**, containing information about teaching and learning methods, support and assessment methods, and how individual units relate to levels of achievement.

provider An institution that offers courses of higher education, typically on behalf of a separate **awarding body or organisation**. In the context of REO, the term means an independent college.

public information Information that is freely available to the public (sometimes referred to as being 'in the public domain').

reference points Statements and other publications that establish criteria against which performance can be measured. Internal reference points may be used by providers for purposes of self-regulation; external ones are used and accepted throughout the higher education community for the checking of standards and quality.

quality See **academic quality**.

subject benchmark statement A published statement that sets out what knowledge, understanding, abilities and skills are expected of those graduating in each of the main subject areas (mostly applying to bachelor's degrees), and explains what gives that particular discipline its coherence and identity.

threshold academic standard The minimum standard that a student should reach in order to gain a particular qualification or award, as set out in the **subject benchmark statements** and national qualifications frameworks. Threshold standards are distinct from the standards of performance that students need to achieve in order to gain any particular class of award, for example a first-class bachelor's degree. See also **academic standard**.

widening participation Increasing the involvement in higher education of people from a wider range of backgrounds.