

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

MID-WAY PROBATION REVIEW (Independent Higher Education)

INSTITUTION: Kogan Academy of Dramatic Arts

ADDRESS: Dwell House
First Floor
637 Holloway Road
Archway
London
N19 5SS

HEAD OF INSTITUTION: Mr Nick Cawdron

ACCREDITATION STATUS: Probation accreditation

DATE OF INSPECTION: 28 November 2018

ACCREDITATION COMMITTEE DECISION AND DATE: Continued probation accreditation 31 January 2019

PART A – INTRODUCTION

1. Background to the institution

Kogan Academy of Dramatic Arts (the Institution) offers a practical and vocational conservatoire mode of actor and director training based on the Stanislavski method of character portrayal. The Institution is headed by the Principal, formerly the Head of School, who reports to the trustees and is supported by the Head of Recruitment, the Heads of Acting and Directing and the Head of the Evening Course.

The Institution delivers credit and non-credit bearing courses in Acting and Directing. It is based in new premises in Archway, North London, to which it moved in 2018. These are in the process of being refurbished. Kogan Academy of Dramatic Arts has charitable status and is a limited company.

The aim of Kogan Academy of Dramatic Arts is to clarify the actor's process and to offer an objective perspective on the Science of Acting and other key techniques as practiced in the acting profession.

The history of the Kogan Academy of Dramatic Arts dates from 1991 when the Institution was founded by Sam Kogan, a graduate of the Russian Academy of Theatre Arts. Sam Kogan took Stanislavski's method and developed the Science of Acting upon which teaching at the Institution is based. In 2010, the textbook, called *The Science of Acting*, was published making Kogan Academy one of the few drama schools to have a textbook published on the acting technique it has founded. In 2013 Kogan Academy's Bachelor of Arts with Honours (BA Hons) degree in Acting was validated by Kingston University. From January 2019 Kogan Academy is also offering a six-month international intensive acting course.

2. Brief description of the current provision

Kogan Academy of Dramatic Arts offers three full-time programmes. These are the non-credit bearing Directing Course, a non-credit bearing Acting Course and the BA Hons Acting Course validated by Kingston University, London. Acceptance onto each course is by audition, there are no formal academic qualifications required. Both the non-credit bearing Acting Course and the Directing Course are also available for evening study. All delivery is face-to-face at the Institution's London premises.

At the time of the inspection there were 24 full time students enrolled. Of these, five students are enrolled on the BA Hons programme and 19 students enrolled on the non-credit bearing acting course. Of these 24 students, 15 are also following the directing course. All students are over the age of 18, with approximately equal numbers of male and female students. The majority of students are from the United Kingdom (UK), with a significant minority from Scandinavia. Other countries represented are Poland, Russia, Israel, Spain and Portugal. All students are resident in the UK.

All courses have September start dates except for a new six-month international intensive acting course currently recruiting for a January 2019 start. Kogan Academy is not currently accepting applications for the BA Hons which is currently undergoing revalidation with a different university.

In addition to the three-year day and evening programmes, the Institution offers a range of short courses, for example, children's drama classes and a five-day acting and directing summer school for students over the age of 18. These courses were not running at the time of the inspection. The children's drama classes are not part of the provision accredited by BAC.

3. Inspection process

The probation visit was carried out by one inspector over one half day at the Institution's London premises. The inspector met and held discussions with the Principal and with a group of students and observed part of one lesson. The inspector had sight of documentation both electronic and in hard copy and additional documentation was made available on request. The Institution fully cooperated with the inspection throughout.

4. Inspection History

Inspection Type	Date
Full Accreditation	13-15 June 2001
Supplementary	16 August 2001
Interim	20 October 2005
Re-accreditation	31 March – 1 April 2009
Interim	27 February 2012
Re-accreditation	14-15 August 2014
Interim	7 March 2016
Re-accreditation	26-27 March 2018

PART B – JUDGMENTS AND EVIDENCE

The following judgments and comments are based upon evidence seen by the inspector during the inspection and from documentation provided by the institution.

1. Significant changes since the last inspection

The Head of School has been appointed permanently to the post of Principal of the Institution. Having a long-term association with the Academy, the Principal can ensure continuity of approach as the Institution moves forward. For example, having studied under the Institution's founder, the Principal maintains a philosophy of teaching throughout the Institution that remains true to the founder's original aims.

A six-month International Intensive Acting course has been introduced which is currently successfully recruiting its first cohort for a January 2019 start.

2. Response to actions points in last report

1.3 The Institution must detail the relationship between governance and management clearly defining areas of responsibility and formal lines of communication.

Trustees meet with the Principal once every four months to be appraised of developments. However, these meetings are not formally recorded. In addition, there is weekly informal communication between the Principal and trustees. Currently, the Institution is working with an independent management consultant to clearly define a revised governance and management structure which will formalise responsibilities and communications.

1.4 1.5 Policies, procedures and systems in relation to risk management must be formalised, reviewed and agreed by the trustees and directors to ensure that planned developments are feasible and meet the needs of stakeholders.

Risks are identified during meetings which are minuted. However, planned developments have yet to include a risk register. Thus, possible risks to projects and potential mitigations are not held in one place. Therefore, trustees may not be fully aware of potential risks to projects and the possible effects on the Institution.

2.1 2.2 2.3 2.4 The Institution must formalise the development and review of its strategy to ensure plans are feasible, financially viable and meet the needs of stakeholders.

Strategic planning and review have yet to be formalised.

4.7 13.4 The Institution must publish its policies in relation to discrimination and abusive behaviour so that they are available to the staff and students.

Comprehensive policies are published in revised participant and staff handbooks and are, therefore, available to all members of the Institution.

4.8 The Institution must ensure its website is regularly updated so that all the information such as term dates is accurate.

The website has been updated since the last inspection and the information provided is now accurate.

4.10 4.11 25.2 25.4 25.5 27.4 The Institution must formalise and document its reporting, action planning and review processes.

Action planning and review have yet to be formalised.

4.12 5.5 7.3 27.2 27.5 The Institution must fully implement a staff appraisal system which includes, where relevant, regular teaching observations.

Regular observations of teaching have been introduced. However, this has yet to inform a formal appraisal system. Teaching staff therefore do not yet have a forum within which to discuss their strengths and development needs.

7.3 7.4 The Institution must develop job descriptions for its teaching roles so that staff are clear as to the Institution's expectations regarding their performance.

Job descriptions for teaching staff have yet to be formalised.

8.8 Staff must produce appropriate schemes of work and detailed lesson plans.

Schemes of work and lesson plans have been developed and are made available to staff and students electronically and in hard copy. This ensures that detailed information on the curriculum is available to all members of the Academy.

11.2 11.3 The Institution must ensure its website is updated on a regular basis so that prospective students have access to accurate information.

The website has been updated since the last inspection and the information is now accurate.

20.5 Internal and external signage and noticeboards must be improved as part of the refurbishments.

A large noticeboard for staff and students is now readily accessible in the green room. Further signage is planned as the refurbishments come to an end.

3. Response to recommended areas for improvement in last report

The Institution should introduce peer observations of taught sessions as part of the continuing professional development of teaching staff.

There has been an increase in the number of peer-observed sessions through mechanisms such as short informal observations, sitting-in sessions and team teaching. Thus, good practice is being shared effectively amongst teaching staff.

The Institution should ensure that timescales for the resolution of student complaints are clear.

Comprehensive information on timescales for complaint handling has been added to the student handbook.

The Institution should consider introducing formal careers guidance sessions to help students prepare their job applications.

Careers guidance now includes visits from industry professionals such as managers, agents, directors and alumni. Consequently, students feel well prepared for, for example, their auditions.

The Institution should consider the accessibility of its premises for prospective students with disabilities.

The Institution has yet to make significant progress with this recommendation.

The Institution is recommended to use an online learning environment to enhance student access to course resources.

The Institution is reviewing its information technology provision with the help of an external consultant and will consider an online learning environment as part of the review.

PART C – SUMMARY OF FINDINGS

FURTHER WORK TO MEET OUTSTANDING ACTIONS

1.3 A revised structure of management and trustees must be put in place so that reporting lines are transparent and formal records kept. This will ensure that proposed developments are subject to appropriate scrutiny.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
1.4 1.5 A risk register must be developed so that trustees and management are appraised of internal and external threats to the Institution and the potential for mitigation.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
2.1 2.2 2.3 2.4 A formal process for defining the Institution’s strategy must be put in place. This will ensure that trustees, management, teaching staff and students are aware of, and have input to, the Institution’s long- and medium-term developments. These developments will therefore meet the needs of all stakeholders.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
4.10 4.11 25.2 25.4 25.5 27.4 The Institution must introduce an annual action planning process so that performance can be reviewed and improvements for the next year put in place.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
4.12 5.5 7.3 27.2 27.5 A formal staff appraisal system for teaching staff must be developed so as to review staff performance against job specifications and to identify staff development needs to ensure continued developments in teaching and learning.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
7.3 7.4 The Institution must develop job descriptions for its teaching roles so that staff are clear as to the Institution’s expectations regarding their performance.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

FURTHER WORK TO MEET OUTSTANDING RECOMMENDED AREAS FOR IMPROVEMENT

<p>The Institution should undertake an accessibility audit of its premises to identify adjustments that could be made in order to accommodate students with disabilities.</p> <p>The Institution should consider using an online learning environment to support the newly developed International Intensive Acting course as well as the BA (Hons).</p>
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ADDITIONAL ACTIONS REQUIRED

None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
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ADDITIONAL RECOMMENDED AREAS FOR IMPROVEMENT (to be reviewed at the next inspection)

None
