

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Re-accreditation Inspection

INSTITUTION: Kogan Academy of Dramatic Arts

ADDRESS: Dwell House
First Floor
627-635 Holloway Road
Archway
London
N19 5SS

HEAD OF INSTITUTION: Mr Rogelio Armando Nevares-Guajardo

DATE OF INSPECTION: 26-27 March 2018

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

- ☐ Re-accreditation awarded for the full four-year period.
- ☒ Probation accreditation.
- ☐ Decision on accreditation deferred.
- ☐ Accreditation to be withdrawn.

Date: 23 May 2018

1. Background to the institution

The Kogan Academy of Dramatic Arts (the Institution) offers a practical and vocational conservatoire mode of actor and director training, which is based on the Stanislavski method of character portrayal. The Institution is headed by the Principal who reports to the trustees and is supported by the Finance Principal, the Head of School and the Heads of Acting and Directing. The Institution offers credit and non-credit bearing courses in Acting and Directing and is based in Archway, North London. Kogan Academy of Dramatic Arts has charitable status and is also a limited company.

The aim of the 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, a 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 (BA) honours degree in Acting was validated by Kingston University.

In 2017, Kogan Academy underwent a change of Principal and the Institution has recently moved to newly refurbished premises in north London.

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, which is validated by Kingston University. Acceptance onto each course is by audition, there are no formal academic qualifications required. The Directing Course is also available for part-time study. All delivery is face-to-face at the Institution's London premises.

At the time of the inspection, there were 30 full time students enrolled. Of these, 15 students are enrolled on the BA (Hons) programme, nine of whom are also following the Directing course. Seven students are only enrolled on the Directing course and eight students are enrolled on the non-credit bearing Acting 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 in the student body are Poland, Spain and Portugal. All students are resident in the UK.

All courses have September start dates. However, Kogan Academy is not currently accepting applications for the BA (Hons) pending revalidation.

In addition to the three year programmes, the Institution offers a range of short courses, for example children's drama classes, a five day acting and directing summer school, which is for students over the age of 18 and private tuition sessions also 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 inspection was carried out over two days by two inspectors. Eight observations of teaching took place and the inspectors met with teaching staff and students. Discussions were held with the Principal and the Head of School. Inspectors had sight of various electronic and hard copy documentation. Additional documentation was made available to the inspection team on request. Inspectors were given a tour of the Institution's new premises. 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

PART B - JUDGEMENT AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the institution.

INSPECTION AREA - GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

1. The institution is effectively and responsibly governed

1.1	The organisational structure, including the role and extent of authority of any owners, directors or governing body, is clearly defined, documented and understood by stakeholders.	<input checked="" type="radio"/> Yes <input type="radio"/> No
1.2	The head of the institution, directors and other relevant persons are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	<input checked="" type="radio"/> Yes <input type="radio"/> No
1.3	Policies, procedures and systems linking governance and management are well documented and effectively disseminated across the institution.	<input type="radio"/> Yes <input checked="" type="radio"/> No
1.4	The institution engages in appropriate risk management planning, which is administered and monitored by named individuals.	<input type="radio"/> Yes <input checked="" type="radio"/> No
1.5	The governing body conducts regular risk assessment exercises in all areas of the institution's provision.	<input type="radio"/> Yes <input checked="" type="radio"/> No
1.6	All relationships with other educational institutions and organisations are defined formally and are fully transparent, with institutions compliant with partner or parent institutions' requirements, where applicable.	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

Comments

The management structure of the Institution, including the composition, roles and responsibilities of the trustees, directors and senior academic staff, is detailed in the minutes of trustee meetings.

All staff are well qualified for their roles with the majority having a prior connection with the Institution and the Science of Acting and thus a detailed knowledge of the operation of the Institution.

Inspectors had sight of the institutional agreement between Kingston University and Kogan Academy of Dramatic Arts. However the agreement is currently subject to termination and the Institution is currently seeking a new validating body.

1.3 The Institution has no policies describing the relationship between governance and management and, therefore, formal lines of communication and responsibility are unclear.

1.4 1.5 There is no formal risk register and hence no planning to mitigate against risks that could threaten the viability of the Institution, for example the revalidation of the BA (Hons) degree.

2. The institution has a clear and achievable strategy

2.1	The institution has a clear strategy for the development of its higher education provision which is supported by appropriate financial management.	<input type="radio"/> Yes <input checked="" type="radio"/> No
2.2	There is provision for stakeholder input to inform the strategic direction of the institution.	<input type="radio"/> Yes <input checked="" type="radio"/> No
2.3	The strategy is well communicated to all stakeholders within and outside the institution.	<input type="radio"/> Yes <input checked="" type="radio"/> No
2.4	The governing body and senior management conduct a regular and systematic review of their own and the institution's overall performance and measure this performance against strategic targets.	<input type="radio"/> Yes <input checked="" type="radio"/> No

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

Comments

2.1 2.2 2.3 2.4 The Institution has not formally documented a development strategy for its higher education provision.

Therefore there is no stakeholder involvement in, or review of, strategic planning to ensure that planned future developments are feasible, financially viable and meet the needs of prospective candidates.

3. Financial management is open, honest and effective

3.1 The institution conducts its financial matters transparently and with appropriate probity. ☒ Yes ☐ No

3.2 The institution's finances are subject to regular independent external audit. ☒ Yes ☐ No

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

Comments

The inspectors had sight of the report and financial statements for the year ended 31 July 2016.

INSPECTION AREA - ACADEMIC MANAGEMENT AND ADMINISTRATION

4. The institution is effectively managed

4.1 The management structure is clearly defined, documented and understood by all stakeholders including governors, management, staff and students. ☒ Yes ☐ No

4.2 The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. ☒ Yes ☐ No

4.3 There are clear channels of communication between management, the governing body, staff, students and other stakeholders. ☒ Yes ☐ No

4.4 There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels. This should include provision for academic leadership at programme and individual course level. ☒ Yes ☐ No

4.5 There is an effective committee structure with appropriate reporting lines which informs management decision-making and provides feedback to stakeholders. ☒ Yes ☐ No

4.6 Committees and other meetings have clear and appropriate terms of reference, are scheduled to meet regularly and are minuted accurately. ☒ Yes ☐ No

4.7 There is a set of comprehensive policies, regulations and procedures for staff and student conduct. ☐ Yes ☒ No

4.8 Management ensures that all information, internal and external, including publicity material, is accurate and fit-for-purpose. ☐ Yes ☒ No

4.9 A policy exists and is administered effectively regarding collection of and refund of student fees. ☒ Yes ☐ No

4.10 Management compiles reports at least annually presenting the results of the institution's reviews and incorporating action plans. Reports include analysis of year-on-year student satisfaction, retention and achievement, staff performance (including research and other forms of scholarship) and a review of resourcing issues. ☐ Yes ☒ No

4.11 Action plans are implemented and reviewed regularly, with outcomes reported to management and subsequently to the governing body. ☐ Yes ☒ No

4.12 Management monitors and reviews academic and administrative staff performance through a clearly documented and transparent appraisal system. ☐ Yes ☒ No

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

Comments

Kogan Academy of Dramatic Arts is managed by a small team of well qualified and experienced professional artists.

The structure of the management team is detailed in the trustee meeting minutes and is available to all members of the Institution.

Regular committee meetings, which are held in conjunction with Kingston University, have terms of reference, are minuted and available to stakeholders.

The staff and student manual contains the Institution's policies and is updated and issued to all students and staff members annually. This ensures that all members of the Institution understand the policies, procedures and priorities of the Institution.

4.7 The staff and student handbook does not include policies in relation to discrimination and abusive behaviour.

4.8 The Institution's website contains information that has not been updated.

4.10 4.11 There is no formal action planning process in place or internal annual reports, which would allow a more proactive approach to operational management.

4.12 There is no formal staff appraisal system so potential staff development needs may not be identified.

5. Academic management is effective

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|-----|---|---|
| 5.1 | There are appropriate procedures for the proposal, design and validation of programmes of study which take cognisance of the mission of the institution, national imperatives, market demand and resource issues and reflect international norms. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.2 | Management ensures that the stated curricula are delivered as presented in the prospectus and other related documentation, and that requirements from professional or other relevant bodies are met. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.3 | There are regular scheduled and minuted meetings of academic staff to review academic programmes. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.4 | There is an appropriate policy and effective procedures exist for the acquisition of academic resources to support programmes. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 5.5 | Appraisal of academic staff includes regular classroom observation which is used for the dissemination of good practice. | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 5.6 | Academic staff are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Programme design is based on the Science of Acting with Kogan Academy being the only Institution to offer a three year undergraduate Science of Acting course.

Members of the management team, who are themselves Science of Acting graduates, are well placed to ensure that the curriculum is delivered as presented in the Institution's documentation and that the curriculum meets student and stakeholder expectations.

Academic staff are supported in continuing their careers as professional artists to ensure they have a wide portfolio of experience on which to draw in their teaching. However, there is no in-house provision for continuing professional development.

5.5 There is no formal staff appraisal system. However, informal observations of teaching staff by the Head of School take place on a regular basis for example when they teach together as part of team teaching sessions.

6. The institution is effectively administered

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| 6.1 | Administrators are suitably qualified and experienced and understand their specific responsibilities and duties. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.3 | The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.4 | Policies, procedures and systems are well documented and disseminated effectively across the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.5 | Data collection and collation systems are effective and accurate. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.6 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 6.7 | Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The small academic management team effectively share the administration of the Institution.

Appropriate policies and procedures, for both the academic and internal operation of the Institution, are clearly laid out in the staff and student manual, which is issued to all staff and students annually.

Data collation is effective, for example in collating progression data for the validating university's academic boards, and is readily accessed in hard copy.

7. The institution employs appropriately qualified and experienced managerial and administrative staff

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| 7.1 | There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.2 | There are effective procedures for the induction of all staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.3 | There is a transparent and well-documented appraisal system for all staff. | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 7.4 | There are clear and appropriate job specifications for all staff. | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 7.5 | All staff are treated fairly and according to a published equality and diversity policy. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.6 | The institution has a clear policy regarding the handling of legal issues relating to the employment of staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.7 | Staff have access to a complaints and appeals procedure. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.8 | Opportunities are provided for the continuing professional development of administrative and managerial staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The staff and student manual includes detailed policies and procedures on equality and diversity and complaints and appeals. However, there is no indication of timescales for the resolution of staff and student complaints.

As Science of Acting teachers are required to be Science of Acting graduates there is a very low staff turnover so recruitment procedures are informal, often via alumni or by word-of-mouth, with little need for formal staff induction as new teaching staff are familiar with the Institution.

Academic staff share the administrative and managerial roles and are able to access training for these additional

responsibilities, for example in the use of Information Technology (IT).

7.3 7.4 There are no job descriptions for the teaching staff or formal staff appraisal. As a result, there are no procedures in place to hold staff accountable for their performance.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

8. Academic staff are appropriately qualified and effective in facilitating student learning

8.1	Academic staff are appropriately qualified in terms of subject knowledge, pedagogic and communicative skills, and experienced for the courses to which they are allocated.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
8.2	The programmes and their constituent courses are delivered and assessed in ways that enable students to succeed by developing the knowledge and skills which will be required for final examinations or assessments.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
8.3	Learning outcomes for all programmes are articulated and are publicly available.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
8.4	Academic staff are effective in recognising individual learning needs and preferred learning styles and adapting their delivery to meet these.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
8.5	Academic staff ensure the active participation of all students in class activities.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
8.6	Academic staff use a mixture of large and small group and individual activities, to encourage and support students' learning.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
8.7	Academic staff supply students with access to any additional learning materials as appropriate to support student learning.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
8.8	Academic staff produce schemes of work and detailed lesson plans and lodge these with the administration.	<input type="radio"/> Yes	<input checked="" type="radio"/> No
8.9	Academic staff draw upon current research in their teaching.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
8.10	Students are encouraged and enabled to develop independent learning skills.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
8.11	Where appropriate, students are given the opportunity to obtain relevant workplace experience.	<input checked="" type="radio"/> Yes	<input type="radio"/> No <input type="radio"/> NA
8.12	Students have access to teaching staff outside teaching and learning sessions.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
8.13	The institution provides students and academic staff with access to appropriate resources and materials for study and encourages and supports their use of these.	<input checked="" type="radio"/> Yes	<input type="radio"/> No

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

Comments

Kogan Academy of Dramatic Arts employs highly qualified and experienced Science of Acting graduates to teach on its Acting and Directing courses.

The variety of approaches used in the observed sessions challenged and engaged students who readily contributed to the sessions.

In the two student centred activities observed the students' contributions were evidence of the deep learning taking place.

All students commented on the high quality of the teaching they received. Inspection findings confirmed this view.

Teaching staff are all professional artists and view their professional experience outside the Institution as essential to their continued development as a teacher.

8.8 Schemes of work and lesson plans are not routinely required by the Head of School for the practical student centred sessions. This does not adversely affect the vast majority of the teaching given the conservatoire approach that is used in these sessions.

9.	Assessment is fair, well-organised and appropriate for the level and nature of the courses, and students receive timely and supportive feedback on their work	
9.1	Students are provided with an assessment schedule in which required coursework and revision periods are detailed in advance with clear submission dates.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.2	Assessment strategies are relevant to the content and nature of the courses and focused on measuring students' achievement of the intended learning outcomes.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.3	Assessment tasks are clearly written, indicating what students need to do to achieve stipulated levels of achievement.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.4	Students receive detailed and supportive oral and written feedback on their assessments and overall performance and progress, which are effectively monitored.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.5	There are secure and efficient procedures for the administration of examinations and other means of assessment.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.6	The institution takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.7	There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.8	There are effective procedures for internal and external moderation at pre- and post-assessment stages.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.9	The institution makes student records and transcripts available to its students in a timely manner.	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

Comments

Students are provided with detailed assessment briefs following the validating University's format, in advance of the assessment date. This ensures that students know when they will be assessed and the learning outcomes that are being assessed.

For written assignments, students are allowed one formative submission and one summative submission which allows the students to receive tutor feedback on a first draft of the assignment. Examples of formative feedback seen show that the tutor's comments demonstrate to the student what they have done well and what they need to do to improve.

The high quality of formative and summative feedback ensures that students are able to make the progress expected of them in both the practical and written aspects of their course.

All assignments for the BA (Hons) degree in Acting are moderated by an external examiner appointed by the validating University to ensure standards are being maintained. However assignments for non-credit bearing courses are subject to internal moderation.

The Institution's staff and student manual contains information on academic appeals and academic misconduct.

10.	The institution encourages and supports its staff to undertake research and other forms of scholarship and to engage in other professional activities	
10.1	Academic staff are encouraged and supported to undertake research in relevant fields and to publish their findings.	<input checked="" type="radio"/> Yes <input type="radio"/> No
10.2	Academic staff contracts require academic staff to engage in research and/or scholarship relevant to their teaching and other duties.	<input checked="" type="radio"/> Yes <input type="radio"/> No
10.3	The institution encourages and supports staff to obtain additional qualifications.	<input checked="" type="radio"/> Yes <input type="radio"/> No
10.4	There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities.	<input checked="" type="radio"/> Yes <input type="radio"/> No
10.5	The institution provides time for staff to meet regularly to share and discuss current research activities and, if appropriate, invites external speakers.	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

Comments

The academic staff are professional artists who work in acting and directing. Most are Science of Acting graduates.

Their continuing involvement in the acting profession allows the academic staff to research and experience different approaches to acting and directing and to incorporate these into their teaching and to disseminate amongst colleagues.

Opportunities for further study are available, for example the Principal is currently studying for a Doctorate.

INSPECTION AREA - STUDENT RECRUITMENT, SUPPORT, GUIDANCE AND PROGRESSION

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

11.1	Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered.	<input checked="" type="radio"/> Yes <input type="radio"/> No
11.2	Information on the programmes available is comprehensive, accurate and up-to-date.	<input type="radio"/> Yes <input checked="" type="radio"/> No
11.3	There are effective procedures to update information on a regular basis.	<input type="radio"/> Yes <input checked="" type="radio"/> No
11.4	Students are informed of the status of the qualifications offered, including the awarding body and level of award.	<input checked="" type="radio"/> Yes <input type="radio"/> No
11.5	Students are given some indication of the type of careers graduates may follow and any professional body exemptions that may be available.	<input checked="" type="radio"/> Yes <input type="radio"/> No
11.6	Students are informed of the full cost of all programmes, including costs of assessments and any required materials.	<input checked="" type="radio"/> Yes <input type="radio"/> No
11.7	Students are informed as to the necessary English language requirements for entry on to programmes.	<input checked="" type="radio"/> Yes <input type="radio"/> No
11.8	The institution has a clear policy on the accreditation of prior learning and prior experiential learning which is brought to the attention of prospective students.	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

Comments

Publicity is carried out through the Institution's website. The website contains useful information on the content and level of courses, the fees and the application procedure ensuring that prospective students can make informed decisions as to the suitability of the courses.

11.2 11.3 Not all the online information, which relates to applying to the Institution for the BA (Hons) Acting Course and the other available qualification pathways, is clear and up-to-date.

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

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|------|---|--------------------------------------|--|
| 12.1 | Entry requirements for each programme are set at an appropriate level and clearly stated in the programme descriptions seen by prospective students. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 12.2 | A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 12.3 | Prospective students are properly briefed on the nature and requirements of the programme(s) in which they are interested and provided with advice on choosing their programme. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 12.4 | All application enquiries are responded to promptly and appropriately. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 12.5 | Any recruitment agents are properly selected, briefed, monitored and evaluated. | <input type="radio"/> Yes | <input type="radio"/> No <input checked="" type="radio"/> NA |
| 12.6 | Students receive a proper initial assessment, which includes language ability, to confirm their capability to complete the programmes on which they are enrolling. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 12.7 | Students with special needs are identified so that appropriate support can be provided. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 12.8 | Entry on the basis of accreditation of prior learning and prior experiential learning is subject to a rigorous process and is clearly documented. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

Comments

As a conservatoire acting school, prospective students are given an audition as part of the application process so that they can demonstrate the standard of their performance skills. This ensures that students are suitable for the course for which they are enrolling. Prospective applicants are given useful advice on the audition process including examples of the types of text that may be memorised for the audition.

13. Students receive pastoral support appropriate to their age, background and circumstances

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|------|---|--------------------------------------|-------------------------------------|
| 13.1 | There is at least one named staff member responsible for student welfare who is suitably trained, accessible to all students and available to provide advice and counselling. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 13.2 | Students receive an appropriate induction and information on the pastoral support available to them. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 13.3 | Students are issued with a contact number for out-of-hours and emergency telephone support. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 13.4 | The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour. | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| 13.5 | There are effective systems to communicate with students out of class hours. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

Comments

The Institution operates an open door policy so that students can seek help from senior staff and their lecturers at any time to meet their needs. Students may also speak to the student Vice Principal who will liaise with staff as appropriate.

Students have access to a professional counsellor, who is funded by the Institution. Students are able to discuss matters of a confidential personal nature with the counsellor so that social and emotional problems do not interfere with their academic progress.

13.4 The Institution has no published policies in relation to discrimination and abusive behaviour and therefore it is not clear how the Institution prevents discrimination at work.

14. Students receive appropriate guidance

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| 14.1 | Students are given an induction to the institution, their programme of study and guidance on the use of facilities such as the library and IT. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 14.2 | Additional support or advice on alternative programmes is provided to students who are judged not to be making sufficient progress to succeed. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 14.3 | Students have access to a fair complaints procedure of which they are informed in writing at the start of the course and offered guidance in submitting a complaint. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 14.4 | Students have access to careers advice and guidance, including progression to further study, from a designated and suitably qualified and experienced member of staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 14.5 | Students have access to careers information including prospectuses for further study. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The staff and student manual has details of internal complaints procedures and those of Kingston University and the British Accreditation Council. Students, therefore, have a variety of avenues through which they can raise a complaint although they are directed towards the internal procedure as a first stage. This allows the Institution the opportunity to resolve the complaint to the student's satisfaction at the earliest opportunity.

Appropriate careers advice is provided. The advice is generally informal and provided by the teaching staff, who are all professional artists. Students commented that they would like further advice on, for example, preparing a curriculum vitae and using showreels to showcase their work.

15. Student progress is measured and recorded regularly on the basis of adequate and explicit data and effective remedial action taken where necessary

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|------|---|---|
| 15.1 | Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and there is prompt intervention where appropriate. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 15.2 | There is a clear and published policy on required student attendance and punctuality, with effective procedures and systems to enforce it. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 15.3 | Accurate and secure records of attendance and punctuality at each session are kept for all students, collated centrally and reviewed at least weekly. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 15.4 | Student absences are followed up promptly and appropriate action taken. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 15.5 | Students are each allocated a personal tutor who is responsible for the regular review of students' progress. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Written registers are recorded for each class. The Institution has robust procedures for identifying and following up repeated lateness and absence. However, due to the commitment of the students and the collaborative nature of the courses, these procedures are rarely needed and attendance rates are high.

Each student has a personal tutor allocated to them with whom they can make tutorial appointments following an initial meeting. However, tutorials are rarely requested following the initial meeting as students are able to consult with any member of staff at any time.

16. **International students are provided with specific advice and assistance**

- | | | |
|------|--|---|
| 16.1 | Before their arrival, international students receive appropriate advice on travelling to and living in the country or location. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 16.2 | On arrival, international students receive an appropriate induction in issues specific to the local area. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 16.3 | Information and advice specific to international students continue to be available throughout their time at the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 16.4 | Provision of support takes into account cultural and religious considerations. Where possible, students have access to speakers of their own first language. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

International students receive appropriate information before arrival and during the course. They report that they are well supported prior to and on their arrival and throughout their course. Inspection findings confirm this view.

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

- | | | |
|------|---|---|
| 17.1 | Any residential accommodation is clean, safe and of a standard which is adequate for the needs of students. | <input type="radio"/> Yes <input type="radio"/> No |
| 17.2 | Any residential accommodation is open to inspection by the appropriate authorities. | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 17.3 | A level of supervision is provided appropriate to the needs of students. | <input type="radio"/> Yes <input type="radio"/> No |
| 17.4 | Students are provided with advice on suitable private accommodation. | <input type="radio"/> Yes <input type="radio"/> No |

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

Comments

18. **The institution provides an appropriate social programme for students and information on activities in the locality**

- | | | |
|------|--|---|
| 18.1 | Students are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.2 | The social programme is responsive to the needs and wishes of students. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.3 | Any activities within the social programme have been chosen with consideration of their affordability by the majority of students. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.4 | Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.5 | Students are encouraged to develop and participate in extra-mural activities. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Students are encouraged to take part in appropriate course related and social events, for example trips to the theatre. Whenever possible, the Institution covers some of the expenses such as transport or arranges for discounted or free tickets.

INSPECTION AREA - PREMISES, FACILITIES AND LEARNING RESOURCES

19. The institution has secure possession of and access to its premises

- 19.1 The institution has secure tenure on its premises. ☒ Yes ☐ No
- 19.2 The institution has the legal right to use these premises for the delivery of higher education. ☒ Yes ☐ No
- 19.3 Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature. ☐ Yes ☐ No ☒ NA

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

Comments

Inspectors had sight of the lease for the new premises, which have previously been used for educational purposes.

20. The premises provide a safe, secure and clean environment for students and staff

- 20.1 Access to the premises is appropriately restricted and secured. ☒ Yes ☐ No
- 20.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. ☒ Yes ☐ No
- 20.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories) which are brought to the attention of students, staff and visitors. ☐ Yes ☐ No ☒ NA
- 20.4 General guidance on health and safety is made available to students, staff and visitors. ☒ Yes ☐ No
- 20.5 There is adequate signage inside and outside the premises and notice boards for the display of general information. ☐ Yes ☒ No
- 20.6 There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors. ☒ Yes ☐ No
- 20.7 There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness. ☒ Yes ☐ No
- 20.8 There is adequate air conditioning, heating and ventilation in all rooms. ☒ Yes ☐ No

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

Comments

The premises are currently undergoing major refurbishments resulting in high quality accommodation and facilities for the Institution.

At the time of the inspection the dance studio, theatre and most of the smaller studio rooms had been fully refurbished.

The premises are not fully accessible to students with mobility issues.

20.5 There is no signage outside to indicate the location of the Institution and few noticeboards located inside the premises.

21. Classroom and other learning areas are appropriate for the programmes offered

- | | | | |
|------|---|--------------------------------------|--------------------------|
| 21.1 | Classrooms and other learning areas provide adequate accommodation in size and number for the classes (e.g. lectures, seminars, tutorials) allocated to them. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 21.2 | Classrooms and any specialised learning areas (e.g. laboratories, clinics, workshops, studios) are equipped to a level which allows for the effective delivery of each programme. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 21.3 | There are facilities suitable for conducting assessments such as examinations. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

Comments

The premises provide good rehearsal and performance spaces for acting and directing. These include a dance studio and theatre on two levels along with a number of smaller studio rooms.

At the time of the inspection, a number of the smaller studios were being redecorated ensuring a high quality environment in which the students can prepare their work.

22. There are appropriate additional facilities for students and staff

- | | | | |
|------|---|--------------------------------------|--------------------------|
| 22.1 | Students have access to sufficient space and suitable facilities for private individual study and group work. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 22.2 | Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 22.3 | Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 22.4 | Students and staff have access to secure storage for personal possessions where appropriate. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 22.5 | There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 22.6 | Administrative offices are adequate in size and suitably resourced for the effective administration of the institution. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

Comments

Students and staff have access to studio rooms, which are used effectively for individual and small group work.

Students have access to appropriate space for meal breaks and to relax.

Academic staff are accommodated in appropriate offices allowing them a personal space in which to work and to store academic and teaching materials as well as administrative records.

23. **The library is appropriately stocked and provides a fit-for-purpose learning resource for the student body**

- | | | |
|------|--|---|
| 23.1 | The library is adequately staffed with appropriately qualified and experienced staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 23.2 | The library has sufficient space for student independent study and group working. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 23.3 | There is sufficient provision of learning materials including books, journals and periodicals and online materials. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 23.4 | There is a well-organised lending policy. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 23.5 | There are clear, systematic and effective means of ensuring the adequacy and currency of library stock to reflect staff and student needs. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 23.6 | Library opening times are sufficient to encourage and support student independent learning. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The Institution houses a small library, which is available to students during the Institution's opening hours. However students do not have access to online learning materials.

Students are recommended to join the Barbican library for access to a wide range of resources of particular relevance to acting.

24. **The information technology resources are well managed and provide a fit-for-purpose learning resource for the student body**

- | | | |
|------|---|---|
| 24.1 | There are sufficient computers of the necessary specification to meet student and staff needs. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 24.2 | There is provision of appropriate, up-to-date, software which reflects the needs of the programmes. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 24.3 | There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Due to the nature of the provision, Kogan Academy of Dramatic Arts discourages the use of IT by its students on its premises. This ensures that students continue the collaborative work, which is essential for their success on their courses beyond the taught sessions. The students embrace this policy.

INSPECTION AREA - QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

25. The institution has effective systems to review its own standards and assess its own performance

- | | | |
|------|--|---|
| 25.1 | The institution undertakes regular and systematic monitoring of its operations. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 25.2 | The institution conducts periodic reviews of all aspects of its performance against clearly specified and appropriate performance indicators. | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 25.3 | The nominated leader for each course produces an end of-session (semester or year) report which includes measures of student satisfaction, completion rates and achievement levels. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 25.4 | The nominated programme leader, drawing upon reports from its constituent courses, produces an annual programme report which includes analysis of year-on-year results on student satisfaction, achievement levels, completion rates and progression to further study or employment. | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 25.5 | Reports, which present the results of the institution's reviews, evaluate its performance and incorporate action plans, are compiled at least annually. These are considered by senior management and the board of trustees and, where appropriate, shared with all stakeholders. | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 25.6 | All programmes are subject to annual review and to full revalidation every five years. | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 25.7 | Annual review and revalidation of programmes involve external assessors. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 25.8 | All quality management policies and procedures are clearly documented, for example in a quality manual or similar, and brought to the attention of staff and, where appropriate, students and other stakeholders. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 25.9 | Particular attention is paid to the quality of the student learning experience and to ensuring there is fair treatment of all students. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Formal academic monitoring takes place using the validating University's quality management procedures. These procedures incorporate feedback from students and external assessors. This ensures that the Institution meets the quality standards of the validating University and that the Institution's students' experience is similar to that of full-time students at the validating University.

25.2 25.4 25.5 The Institution does not formally report or produce action plans, at institutional level, on an annual basis against key performance indicators.

25.6 The Institution's BA (Hons) in Acting degree programme is subject to termination. Therefore this key indicator is not currently applicable.

26. The institution regularly obtains and records feedback from students and other stakeholders and takes appropriate action where necessary

- | | | |
|------|---|---|
| 26.1 | Views of all stakeholders, including academic staff and students, partner institutions and employers, are canvassed and recorded regularly through various means, including face-to-face meetings, feedback questionnaires and, where appropriate, formal student representation. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 26.2 | The views of stakeholders are considered objectively, evaluated thoroughly and, where necessary, appropriate action is taken. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 26.3 | There are effective means of responding to stakeholders' opinions and keeping them informed of any actions taken and reasons for no action being taken, through formal feedback mechanisms. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 26.4 | Key performance indicators will include analysis of student outcomes in terms of the current year and year-on-year performance and any significant variations in student achievement between different programme components. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 26.5 | The institution engages with the wider community, such as employers and its alumni, in a formal and systematic manner in order to obtain feedback on the relevance of its provision and to identify areas for development. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Feedback is obtained formally and informally from students, academic staff and alumni using a variety of appropriate mechanisms, which include student representatives, who also report back to the student body. This ensures that the Institution is meeting the needs of its students and responding to developments in the sector.

Reports to the validating University include an analysis of student achievement data.

27. The institution has a strong commitment to, and procedures that facilitate, continuing enhancement of its provision

- | | | |
|------|--|---|
| 27.1 | All stakeholders are invited and encouraged to make suggestions for enhancement. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.2 | In their annual appraisal, all staff are required to identify where they have facilitated enhancement and to identify further areas requiring enhancement. | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 27.3 | End-of session course and annual programme reports should include enhancements made and identify further areas requiring enhancement. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.4 | Action plans are implemented and reviewed regularly within the institution's committee structure. | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 27.5 | Staff professional development needs are identified through appraisal and other means, and measures taken to support staff to address these. | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 27.6 | The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The Kogan Academy of Dramatic Arts provides a community environment, in which all stakeholders are encouraged to contribute ideas for the enhancement of the provision. This approach works well to ensure that there is effective continuous improvement.

27.2 27.5 There is no formal staff appraisal system so potential staff development needs may not be identified and enhancement is not discussed during appraisal.

27.4 There is currently no formal action planning process in place.

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

GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

Institution's strengths

Trustees, directors, managers and teaching staff work effectively together with a shared vision as to the direction of the Institution.

Actions required	Priority H/M/L
1.3 The Institution must detail the relationship between governance and management clearly defining areas of responsibility and formal lines of communication.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
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 planned developments are feasible and meet the needs of stakeholders.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
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.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's strengths

A small team of well qualified professional artists ensure that the curriculum and its delivery are of a high quality and of industry standard.

Actions required	Priority H/M/L
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.	<input checked="" type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low
4.8 The Institution must ensure its website is regularly updated so that all information such as term dates is accurate.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
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.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
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.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> 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="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

Passionate, committed and experienced professional teaching staff work collaboratively to ensure all students achieve their full potential.

Actions required	Priority H/M/L
8.8 Staff must produce appropriate schemes of work and detailed lesson plans.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low

STUDENT RECRUITMENT, SUPPORT, GUIDANCE AND PROGRESSION

Institution's strengths

Careful recruitment ensures students are retained and successfully complete their chosen course of study.

Actions required	Priority H/M/L
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.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's strengths

The Institution has recently moved to new premises, which are being refurbished to provide high quality teaching areas specific to the dramatic arts.

Actions required	Priority H/M/L
20.5 Internal and external signage and noticeboards must be improved as part of the refurbishments.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's strengths

The Head of School has a detailed knowledge of academic standards across the Institution from their involvement in teaching and learning and from student feedback.

Actions required	Priority H/M/L
Please see action points under Academic Management and Administration.	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT (to be reviewed at the next inspection)

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

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

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

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

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

COMPLIANCE WITH STATUTORY REQUIREMENTS

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