

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM INSPECTION (Short Course Provider)

PROVIDER: Young Film Academy

ADDRESS: 24 Fitzroy Square
London
W1T 6EP

HEAD OF PROVIDER: Mr James Walker

ACCREDITATION STATUS: Accredited

DATE OF INSPECTION: 3 November 2018

ACCREDITATION COMMITTEE DECISION AND DATE: Continued accreditation 31 January 2019

PART A – INTRODUCTION

1. Background to the provider

Young Film Academy (YFA/the Academy) provides practical film making education to participants, who are aged between 6 and 17. It is part of the Magma Group and is a sister company to Magma Pictures, which is a privately owned independent film production company, based in London. This partnership offers YFA access to resources such as facilitators and equipment. The company was incorporated in 2008 and is owned by two directors. The directors are supported by an Events and Partnerships Manager

YFA is also a member of the British Film Industry (BFI) Film Academy network, enabling access to resources and opportunities for its participants. YFA offers courses of differing levels aimed at specific age ranges, for example, the Movie Club for those aged between 10 and 13 or the Filmmakers Club for those aged 14 to 18. All courses are either relating to acting or film-making or a combination of both.

The YFA has ten over-arching aims, of which the three most significant are to demonstrate that the passion to excel begins in childhood; that being fluent in the use of technology is of primary importance, and that the creation of moving images enables children to be properly equipped for the world in which they live.

YFA's headquarters and administrative offices are located in central London. Training rooms, for course delivery during the summer school, are leased from Culford School in Bury St. Edmunds in Suffolk, which also offers residential accommodation for the participants for the duration of their course.

2. Brief description of the current provision

The Academy offers a range of courses in basic to more advanced film-making techniques. There is a one-day course called Make a Movie in a Day, a range of courses which last from four days to eight-week courses, which are based on a day a week attendance, the BFI Film Academy course and the summer schools. All courses develop children and young peoples' skills in film-making.

Almost all courses, except the substantial Film Academy and Summer School, are run on a repeat basis throughout the year. There is an even balance between male and female participants. All are under 18 years of age, and the large majority are from the United Kingdom (UK). A small minority are from Europe, in particular, Italy and France.

Participants choose to attend their course, including the Summer School, based on the information, advice and guidance they received prior to enrolment. The participants have accessed this information through course advisors, an informative website, a prospectus and open days.

At the time of the inspection, the Academy was running the Movie Club in the morning for two participants aged 10 to 13 years old and, in the afternoon, the Film-makers Club for five participants aged 14 to 18 years. Current participants are evenly split in terms of gender. They are UK residents and work together in small teams to develop practical skills in filmmaking and acting.

YFA runs practical filmmaking programmes in over 100 primary and secondary schools across the UK. They are run on school campuses and accommodate between 15 to 130 participants. Some of the programmes are used as enrichment activities at Arts Festival events for school pupils and for teacher training inset days as training for teaching staff. These activities are not under the BAC accreditation.

The main programme, a summer school, runs for three weeks every summer and from summer 2019 will be delivered at a new venue, which is Culford School in Suffolk.

3. Inspection process

The inspection was undertaken over one day by one inspector. It took place at the Chelsea Academy in London. This is one of the venues regularly used by the Provider and is hired as required. The registered address, Fitzroy Square is used as the administration office and is not suitable for teaching. The inspector met with two members of staff, the events and partnerships manager and a course tutor. The inspector spoke with participants and observed a lesson. In addition, the inspector scrutinised a wide range of documentation. The staff and participants cooperated very well with the inspector and were helpful during the process.

4. Inspection History

Inspection Type	Date
Stage 2	12 April 2017
Stage 3	15-16 August 2017

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 Provider's website has been redesigned. This extensive six-month project has improved the look of the website and its functionality, including the ease of making an application.

The residential summer school is moving, in summer 2019, to a new location at the Culford School in Bury St. Edmunds in Suffolk, close to the Essex border. This change is intended to provide further improvements to the participants' experience, including improved canteen and dietary provision. The website for the new premises shows that they are very attractive, set in 430 acre grounds and with pleasant surroundings that provide a wealth of film-making set locations and opportunities.

2. Response to actions points in last report

There were no action points in the last report.

3. Response to recommended areas for improvement in last report

It is strongly recommended that all staff are appropriately trained in safeguarding.

Substantial post-holders or long-term staff are now trained in safeguarding to the minimum recommended level, seasonal staff are appropriately trained. The YFA intends its seasonal staff to undertake more extensive training in safeguarding to reflect best practice.

4. Compliance with BAC accreditation requirements

4.1 Management, Staffing and Administration (spot check)

The standards are judged to be:

Met

Partially Met

Not Met

Comments

Managers and all staff maintain very good close working relationships, they communicate well and are well-qualified and experienced.

Staff meetings are informal and the majority take place following training courses and events. However, because of the close working arrangements between staff and strongly shared values of student-centredness, current approaches maintain the smooth and high-quality running of the organisation well.

Managers and staff effectively market their provision and act on the very good feedback they receive from participants. As a result, provision grows year-on-year, with summer schools at capacity.

Managers have not devised a thorough and robust system for addressing participant absence sufficiently rapidly. Although absence is recorded during all courses, there is no prescribed process for contacting parents and guardians within an appropriate time after the start of the lesson if a participant does not arrive at the Provider for their lesson.

Managers focus well on the quality of the participants' experience, but do not formally meet to evaluate the year's achievements and to measure their success against key performance indicators. Hence, they do

not produce an annual report that details how well the year has gone, to enable effective planning for the following year.

4.2 Teaching, Learning and Assessment (spot check)

The standards are judged to be: Met Partially Met Not Met

Comments

Well-qualified and experienced tutors are highly responsive to participants' individual needs. They modify and adapt teaching strategies and course content to ensure that courses fully meet participants' needs and match their interests.

Teaching and learning are very good. Tutors work with participants in a collaborative and supportive way. As a result, the participants develop their sense of enquiry and creativity and make very good progress in the development of technical and creative film making skills, and in the development of useful life skills such as teamwork and listening to the ideas of others.

There are no systems or approaches to enable tutors to further develop their pedagogy, or to share the very best practice that exists within the tutoring team.

4.3 Participant Welfare (spot check)

The standards are judged to be: Met Partially Met Not Met

Comments

Participants are placed into Houses, which is a system of grouping participants that enables them to compete against each other to generate points to win substantial prizes, such as film-making equipment, at the end of their summer camp.

Participants benefit from good links with institutions, including the University of Westminster which offers a progression route from the BFI Film Academy course to higher level qualifications and degrees. In some cases, participants carry on their filmmaking careers as a result of good quality careers fairs or careers workshops.

Participants are motivated by their tutors' promotion of their skills. For example, participants have their work submitted to film festivals by their tutors, often internationally, and some participants have won awards for their short films.

All staff are trained in safeguarding, with some senior staff holding appropriate level awards. However, not all seasonal staff hold an appropriate level safeguarding award, which is recognised as best practice.

YFA recognises that changing expectations of the sector and the more prevalent threat of terrorist activity, have necessitated further development of all staff awareness to ensure it is sufficiently well-informed, particularly around the Prevent strategy. Currently, no staff have been trained in the mitigation of the risks associated with radicalisation and extremism and this aspect is not currently incorporated in the safeguarding policies and procedures of the Provider.

4.4 Premises and Facilities (spot check)

The standards are judged to be:

Met

Partially Met

Not Met

Comments

Premises at the Chelsea Academy are adequate to meet the needs of the participants. They are clean, well-serviced and sufficiently secured for example during the Saturday workshops.

4.5 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes

No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

STRENGTHS

Managers have created and developed an organisational culture where participants, tutors and staff work and learn together collaboratively, and as a community of film-makers.

Well-qualified and highly experienced staff, who have worked together for some time, share an ethos of care and support for the participants, who thrive in the positive atmosphere promoted by the Provider.

Tutors and participants work together very well. Tutors have high aspirations for what their participants can achieve.

Participants develop a good range of film-making skills, including creative ideas, writing, filming and editing. In addition, they develop good team working and communication skills.

ACTIONS REQUIRED

The Provider must develop and implement an attendance policy relating to participant absence so that the parents or guardians of any participant who does not attend a lesson are contacted as soon as possible after the start of the session.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
The Provider must develop an annual review process that takes account of the full range of key performance indicators that are currently informally used. This will enable the production of an annual plan that will promote structured and systematic continuous improvement.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
The Provider must provide opportunities to further develop the pedagogic teaching skills of tutors and the sharing of best practice.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
The Provider must extend policies, practice and procedures, including staff training and induction for students, so that they include an overview to the strategy relating to the prevention of radicalisation and extremism.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

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

None

COMPLIANCE WITH STATUTORY REQUIREMENTS - FURTHER COMMENTS, IF APPLICABLE

--