

Review for Specific Course Designation by the Quality Assurance Agency for Higher Education

Kogan Academy of Dramatic Arts

April 2014

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Key findings about Kogan Academy of Dramatic Arts

As a result of its Review for Specific Course Designation carried out in April 2014, 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 programme it offers on behalf of Kingston University.

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 body.

The team considers that reliance **can** be placed on the information that the provider produces for its intended audiences about the learning opportunities it offers.

Good practice

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

- the highly developed educational philosophy, embedded in teaching and learning (paragraphs 2.7 and 2.15)
- the integration of practical theatrical management tasks with acting theory (paragraph 2.8)
- the appropriate and effective response of the Academy to student concerns (paragraph 2.9)
- the exceptional learning opportunities provided by the role of the student Vice-Principal (paragraph 2.10)
- the dedication of staff and the open-door culture throughout the Academy that provides readily available support (paragraph 2.11)
- the exceptionally thorough feedback to students (paragraph 2.12)
- the use of video recordings as an active educational tool (paragraph 2.16).

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:

- revise its Staff and Student Manual as a single point of reference to ensure that it aligns with current practice (paragraph 1.5)
- map its policies and processes against the Quality Code (paragraphs 1.6, 2.3 and 3.7)
- improve the identification of students' learning needs (paragraph 2.6)
- develop and implement a formal mechanism for ensuring the currency and accuracy of information about learning opportunities (paragraph 3.7).

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

- clarify the role and reporting lines of the current Education Committee (paragraph 1.2)
- develop a formal policy to identify the needs of staff and arrange suitable developmental opportunities (paragraph 2.13)
- encourage students to review and provide input to the website (paragraphs 3.2 and 3.8).

About this report

This report presents the findings of the [Review for Specific Course Designation](#)¹ conducted by [QAA](#) at Kogan Academy of Dramatic Arts (the Academy), which is a privately funded provider of higher education. 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 Kingston University (the University). The review was carried out by Mr Mike Coulson, Dr Colin Fryer (reviewers) and Mr Robert Jones (Coordinator).

The review team conducted the review in agreement with the provider and in accordance with the [Review for Educational Oversight \(and for specific course designation\): Handbook, April 2013](#).² Evidence in support of the review included documentation supplied by the provider and the awarding body and meetings with staff and with students.

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

- the UK Quality Code for Higher Education (the Quality Code)
- the subject benchmark statement: Dance, drama and performance
- the regulations of Kingston University.

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

From its inauguration in 1991, Kogan Academy of Dramatic Arts (formerly The Academy of the Science of Acting and Directing and The School of the Science of Acting) located in Archway, London, has been delivering full-time, day and evening, acting and directing courses of one to three years' duration. It has also provided short courses, including private sessions and workshops. These programmes were modelled after higher education courses taught in Russia, where the Academy's founding principal, Sam Kogan, trained as actor, director and acting teacher.

The Academy offers a conservatoire model of training, using a development of the Stanislavski system: The Science of Acting. The Academy's philosophy continues to be shaped by the inspiration of Sam Kogan and maintains a Russian ethos of intensive actor and director training.

The Academy's mission is to make the ways and means by which high quality acting and directing is achieved clearly defined, understandable and made into a workable knowledge system, while placing the individual student's education and development at the very heart of its work.

There are currently 40 students at the Academy, all of whom are full-time. There are 20 academic part-time staff (six full-time equivalents).

¹ www.qaa.ac.uk/InstitutionReports/types-of-review/designated-providers/Pages/default.aspx

² www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/REO-designated-providers-handbook-13.aspx

At the time of the review, the provider offered the following higher education programme, listed beneath its awarding body:

Kingston University

- BA (Hons) Acting

The provider's stated responsibilities

The Academy has a significant level of autonomy in managing its teaching and learning opportunities, subject to overall monitoring and review by the University. In relation to curricular development and assessment, the University maintains a significant input in assuring standards. Academy and University staff cooperated in producing programme specifications, module descriptors, which feature greatly enhanced teaching and assessment strategies, and other academic documents. Assessment is scrutinised on a module and programme level by boards of the Academy ultimately answerable to the University's Academic Board.

Recent developments

In February 2013, the Academy entered into an institutional agreement with Kingston University, taking effect from 1 July 2013. The Academy's three-year course is now validated by the University.

The Academy is currently developing an adjoining building into a 350-seat theatre.

Students' contribution to the review

Students studying on the higher education programme at the provider were invited to present a submission to the review team. Two students wrote the submission, based on input from student representatives, minutes from student meetings and individual discussions. It was carefully constructed, covered a great deal of ground, and was very helpful to the review team. Students met the Coordinator during the preparatory meeting and the team during the review visit. Both meetings were highly productive.

Detailed findings about Kogan Academy of Dramatic Arts

1 Academic standards

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

1.1 The management structure of the Academy is effective in fulfilling its responsibilities for academic standards. Lines of accountability are clearly understood by the management team. The Principal has an overall leadership role in relation to both administrative and academic functions within the Academy and oversees the management of academic standards. With the support of module leaders he is responsible for managing the programme, including the allocation of resources. The Academy's Partner Liaison Officer ensures that the University Liaison Officer is kept informed of issues relating to the programme.

1.2 The Academy is in the process of significant change. Before validation by the University, the Education Committee was responsible for academic standards. The Board of Study has superseded the Education Committee and has taken over this responsibility. The Board of Study, jointly managed by the University, has only recently been established. It meets twice a year and membership includes the Principal, Partner and University Liaison Officers, tutors and student representative. The Education Committee continues to have a role but its terms of reference and interrelationship with the Board of Study have not been defined. It would be **desirable** for the Academy to clarify the role and reporting lines of the current Education Committee.

1.3 The annual self assessment reporting process that preceded the partnership arrangements with the University provides evidence of a self-critical approach with well-focused development plans. The Academy now works closely with the University in the management of the BA programme. Academic standards are monitored by the Academy in a number of ways. These include a staff-student committee, student questionnaire feedback, reports from external examiners and the annual monitoring of modules and programme, as required by the University. The Academy has yet to complete its first academic cycle under the validation arrangements with the University and hence the effectiveness of the annual monitoring process cannot yet be assessed.

1.4 The programme is delivered and managed in accordance with the University's regulations, policies and procedures, which are supplemented by the Academy's policies. The College enjoys a close working relationship with the University and draws upon it freely for assistance and guidance.

1.5 The Academy's Staff and Student Manual contains some key policies and procedures for the management of academic standards, but should be revised to reflect current practice. For example, it makes no reference to the recently established Board of Study, the new title of the Academy and the current programme documentation; nor does it have links to the University's academic regulations and quality assurance procedures. There is no single point of reference for policies and procedures. Consequently, both staff and students are required to consult other documents in addition to the manual, for example the acting field guide. This fragmented approach makes the oversight of academic standards less effective. It is **advisable** for the Academy to revise its Staff and Student Manual as a single point of reference to ensure that it aligns with current practice.

How effectively does the Academy make use of external reference points to manage academic standards?

1.6 External reference points underpin the Academy's maintenance of academic standards, but are reliant on the University. The Academy refers to three major external reference points: the University's academic regulations and quality assurance procedures; the Quality Code; and the subject benchmark statement. Staff demonstrate familiarity with some aspects of the Quality Code, such as the subject benchmark statements and programme specifications. The University ensures that external reference points are incorporated at programme validation and in subsequent monitoring processes, and in external examining arrangements. However, only limited account of the Quality Code has been taken by the Academy in informing its review of policies and processes. The implications of the Quality Code for delivery have not been discussed in the Academy's committees. For example, no reference is made to arrangements for recording internal verification and the team were unable to discover any evidence of this. It is **advisable** for the Academy to map its policies and processes against the Quality Code.

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

1.7 Assessment is subject to stringent scrutiny by both the Academy and the University. The University Liaison Officer advises on and monitors assignment briefs and assessment systems in collaboration with the Partner Liaison Officer. In line with the University's regulations, external examiners are required to agree assignment briefs before they are issued to students to ensure they are of an appropriate standard for the level of the award. All assignments are first and second-marked by Academy staff. For an initial period of two years, the University Liaison Officer will moderate a sample of assessed student work from all level 5 and 6 modules to ensure parity of standards across the two institutions.

1.8 The Academy makes effective use of external examiners' reports in its oversight of academic standards. Before the partnership arrangements with the University, reports were considered by the Education Committee as part of the ongoing monitoring procedure. The Academy is responsive to comments made by external examiners, for example arranging staff development to address concerns about the inflated use of high grades. The University holds a Module Assessment Board and a Programme Assessment Board annually, which are attended by a representative from the Academy to ratify student grades and confirm progression and completion status.

1.9 The Academy undertakes annual monitoring in accordance with the requirements of the University, using its prescribed documents and processes. The new processes build on the Academy's experience of self assessment, action planning, monitoring and review. Module leaders at the Academy are responsible for preparing module review development plans. The Partner Liaison Officer prepares a course summary report which collates and reflects on issues arising from the review of modules, external examiners' reports and other forums for student feedback, and provides action plans for future developments. These reports will be available on completion of the first academic cycle, with the reports being considered by the Board of Study.

1.10 Overall, the Academy effectively manages its responsibilities for maintaining academic standards. The Board of Study ensures oversight of the partnership with the University. However, changes to the remit and lines of reporting of the Education Committee have not yet been clarified. The Academy has demonstrated engagement with some aspects of the Quality Code through programme design, development and approval. However, it recognises that a more systematic approach is required. While the Staff and Student

Manual is a useful reference document for the management of academic standards, it requires revision so that it aligns with current practice.

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

2 Quality of learning opportunities

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

2.1 The Academy effectively fulfils its responsibilities for managing and enhancing the quality of learning opportunities. The processes reflect those for managing academic standards, as described in paragraphs 1.1 and 1.2. The Board of Study, which meets twice a year, is responsible for the oversight of learning opportunities, identifying areas for development and good practice. The Education Committee meets monthly to manage the quality of learning opportunities on a regular basis, responding to staff and student feedback as appropriate.

How effectively does the Academy make use of external reference points to manage and enhance learning opportunities?

2.2 The use of external reference points is as described for academic standards in paragraph 1.6.

2.3 The Academy makes limited reference to the Quality Code to support and enhance the management of learning opportunities. Although external reference points play an important part in validation and annual monitoring procedures, there is little explicit recognition by the Academy of their relevance to the provision of learning opportunities. The Academy is aware of the importance of engaging further with the Quality Code, but has not yet fully embedded the expectations of the Quality Code, *Chapters B2: Recruitment, selection and admission to higher education* and *B3: Learning and teaching* into its policies and procedures. As stated in paragraph 1.6, the Academy's policies and procedures need to be mapped against the Quality Code.

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

2.4 There are satisfactory arrangements for the maintenance and enhancement of the quality of teaching and learning. Teachers are very experienced and well qualified in their subject areas. A system of lesson observations has previously been in operation, although this is currently under review. Students regularly submit tutor report forms that comment on tutor performance and identify areas of strength and weakness. These forms are monitored by the Education Committee.

2.5 There is an effective admissions process. Prospective students are sent a prospectus and application form and receive clear answers to their enquiries. All applicants are given an audition. Although these are normally held in the UK, some take place in the student's home country. Students appreciate the Academy's flexibility in arranging these and the efforts made to put candidates at ease.

2.6 There is an appropriate induction for all students to familiarise them with the premises and the Academy's culture and rules. However, the application form does not offer

the opportunity for students to state learning needs or impairments, nor are these tested at induction. As a result, lesson planning is not suitably informed to improve learning opportunities for such students. It is **advisable** for the Academy to improve the identification of students' learning needs.

2.7 The Academy's highly developed educational philosophy, embedded in teaching and learning, is **good practice** (see also paragraph 2.15). It is based on the founder's textbook, *The Science of Acting*, and is both wide-ranging and precisely articulated. As the majority of staff have studied at the Academy, they understand the underpinning teaching and learning strategies from the student perspective. Both staff and students are fully committed to this approach, as a means of promoting a clear acting technique.

2.8 The strong and supportive community culture facilitates learning within the highly demanding programme and students quickly learn to manage their heavy workload in preparation for their future career. For example, in addition to timetabled classes and performance tasks, students balance the many opportunities to participate in plays directed by fellow students. Third year students greatly appreciate working on a play with an external director, as this gives them beneficial exposure to a wider range of working methods. They also have opportunities to teach their peers in other year groups. Student learning is also enhanced by opportunities for public performance and teaching children's theatre. There are many other examples of such practical activities. The integration of practical theatrical management tasks with acting theory is **good practice**.

2.9 Feedback from students is used to inform improvements in quality. Student feedback is obtained through anonymous mid-year evaluation questionnaires. Students are able to comment on tutor performance through the tutor report forms and their module representatives. Students also raise issues directly with the Vice-Principal (see paragraph 2.10) who, in turn, takes them to the appropriate member of staff for action. This results in prompt remedial action. For example, student concerns about the teaching quality of a particular staff member were addressed quickly and effectively. Students are also able to make suggestions and requests or raise issues either using the request book or through the active and effective Staff-student Committee. The appropriate and effective response of the Academy to student concerns is **good practice**.

2.10 Third year students are provided with a valuable opportunity to learn about the running of the Academy by being appointed as Vice-Principal for a defined period. This is organised on a rota system, with appropriate support from tutors, to ensure that all students are able to participate. This post carries a high level of responsibility. There is a comprehensive manual to explain this role, which students feel provides them with highly beneficial experience relevant to their future career. The role of Vice-Principal provides exceptional learning opportunities and makes a significant contribution to the student community. This is **good practice**.

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

2.11 There is a highly successful tutorial system. Students develop a close supportive and professional relationship with their academic tutors through frequent one-to-one contact, where they feel able to discuss both pastoral and academic issues. Students greatly value the dedication of staff and the open-door culture throughout the Academy that provides readily available support. This is **good practice**.

2.12 There is an effective system of feedback to students to inform them of their progress and set targets for development. Students receive a written progress report, which includes a performance critique and target setting, with every formative assessment. In addition, a weekly interactive class process provides group discussion and feedback from

both peers and the tutor. Filmed assessments record tutor comments as well as the student's self-evaluation, highlighting areas of good practice as well as areas for improvement. A filmed group feedback process known as 'Afterburn' takes place following the end-of-term summative assessment, facilitating learning and promoting quality assurance. Students find this highly beneficial in aiding understanding of their development, as it provides a strong vehicle for developing reflective practice. The exceptionally thorough feedback to students, exemplified by the 'Afterburn' process, is **good practice**.

How effectively does the Academy develop its staff in order to improve student learning opportunities?

2.13 The Academy does not have a formal policy on staff development or allocation of time for scholarly activity but it does provide financial support for staff development. All tutors are encouraged and supported by the Academy to work professionally within their field. A tutors' meeting group has been established to create further support for the Academy's staff, enabling them to discuss and share teaching practices. There is no staff appraisal system. Staff support and professional development is informed through termly tutor report forms completed by students, lesson observations and filmed classes. Where further training needs are identified, support is given. For example, in May 2013 members of the teaching staff undertook workshops with a charity as part of a joint project to develop theatre workshops for those with both sight and hearing impairments. The Academy staff can engage in the University's activities and have attended a series of its staff development sessions. It would be **desirable** for the Academy to develop a formal policy to identify the needs of staff and arrange suitable developmental opportunities.

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

2.14 There is an extensive range of appropriate specialist resources available to students to promote their learning. This includes a wide range of costumes and props, a library containing relevant books and plays and a very extensive range of video recordings by staff and students.

2.15 The course textbook *The Science of Acting* by the Academy's founder Sam Kogan, supplemented by lesson handouts, is a key learning resource. Some prospective students read this before their audition to gain insight into the Academy's philosophy and culture.

2.16 The use of video technology to enhance learning opportunities is a strength throughout the learning programme. The Academy has built up an extensive bank of videos of staff and student performances over a number of years to provide an extremely valuable learning resource, used by both current students and graduates to reflect on and enhance performance technique. This library includes all lessons, student assessments, 'Afterburns' and performances. Its use is an integral part of teaching and learning in the Academy and gives students the opportunity to reflect on and improve their technique. The use of video recordings as an active educational tool is **good practice**.

2.17 The Academy has a large performance space in an adjacent building, providing a further learning resource for students to practice their professional skills. Work and fundraising is in progress to convert this into a 350-seat theatre, which will be open to the public.

2.18 The Academy is effective in fulfilling its responsibilities for managing the quality of the learning opportunities it provides. It has developed a learning and teaching environment within which students feel well supported and are highly motivated to learn. They are also

able to contribute to quality processes and the management of the Academy. There is an innovative range of resources to promote progress, together with a number of enrichment opportunities providing a practical learning experience. However, there are still some areas which the Academy needs to address if it is to enhance further the quality of the learning opportunities it provides. Mapping the Quality Code against policies and processes would support and enhance the management of learning opportunities. A more effective means of identifying students with learning needs would enable more effective support. A formal staff development policy would enhance 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.

3 Information about learning opportunities

How effectively does the Academy communicate information about learning opportunities to students and other stakeholders?

3.1 The Academy provides information through a prospectus, website, social media and advertisements. The library of video recordings is also available to graduates to refresh their learning. New students are provided with programme and student handbooks, the acting field guide and a student diary. Students confirm that the information they are given is helpful.

3.2 The website provides a wide range of information about the institution, including a showreel giving a comprehensive overview of the available learning opportunities, and testimonials from previous graduates who are now established actors. The website still appears under the Academy's previous name, although a note on the home page states the new name as well as the Kingston University degree validation. Though they can answer general questions about information in anonymous evaluation forms, students feel that updating the website more regularly to include input from current students would reflect the institution more effectively. It would be **desirable** for the Academy to encourage students to review and provide input to the website (see also paragraph 3.8).

3.3 The social media used by the Academy have an impressive number of followers. Unlike the website, they are regularly updated with information about forthcoming events and graduate achievements.

3.4 Prospective students are provided with a hard copy of the prospectus, which is also available by download from the website. However, while it is an attractive publication, it was published some years ago and some information it contains concerning performance opportunities is no longer current. It does not reflect the degree validation by Kingston University. The Academy is currently revising the prospectus, with the new version expected imminently.

3.5 Open days are held regularly to communicate information about the Academy's learning opportunities to potential students. They attend a seminar from a tutor and are given a tour of the premises by the Vice-Principal, during which they are encouraged to ask questions.

3.6 Students are regularly provided with accurate information through a noticeboard and emails from the administration office. Students are also kept up to date with developments through their frequent one-to-one contact with tutors.

How effective are the Academy's arrangements for assuring that information about learning opportunities is fit for purpose, accessible and trustworthy?

3.7 There is an understood process within the staff team for ensuring that information provided about learning opportunities is fit for purpose, accessible and trustworthy. However, this process has not been mapped against *Part C: Information about higher education provision* of the Quality Code. Draft text is read by the Principal and circulated to the staff team for comment and revision. However, there is no written process to ensure operational consistency. Information on social media is regularly updated by the Marketing Officer. Similarly, however, there is no formal mechanism for monitoring its accuracy. It is **advisable** for the Academy to develop and implement a formal mechanism for ensuring the currency and accuracy of information about learning opportunities.

3.8 Students value the ready access they have to information and are able to provide feedback on this either through the mid-term evaluation form or through the Vice-Principal. However, there is no system in place for providing student review or input into published online information (see paragraph 3.2).

3.9 The information provided by the academy about its learning opportunities is fit for purpose and readily accessible. The prospectus contains some inaccuracies but is currently being revised. While the website contains much useful information, it is not systematically updated. Although there are understood processes for checking what is published, the Academy lacks a formal mechanism to ensure the currency and accuracy of information provided about learning opportunities. Students feel that the academy's profile would benefit from a greater level of student input to the website.

The team concludes that reliance **can** be placed on the information that the provider produces for its intended audiences about the learning opportunities it offers.

Action plan³

Kogan Academy of Dramatic Arts: action plan relating to the Review of Specific Course Designation April 2014						
Good practice	Intended outcomes	Actions to be taken to achieve intended outcomes	Target date(s)	Action by	Reported to	Evaluation (process or evidence)
The review team identified the following areas of good practice that are worthy of wider dissemination within the Academy:						
<ul style="list-style-type: none"> the highly developed educational philosophy, embedded in teaching and learning (paragraphs 2.7 and 2.15) 	A more integrated and updated understanding of all teaching practices related to the publication <i>The Science of Acting</i> , which best serves current Teaching and Learning at the Academy and the interests of its graduates in the professional milieu	<p>The creation of a committee whose remit would be to revise terminology, practices and procedures of <i>The Science of Acting</i></p> <p>This committee should methodically discuss the evolution of its practical application in view of modern performing arts teaching and learning practices, the original intentions of its creator, Sam Kogan, and the necessities of the profession itself</p>	22/09/14	The actions will be incorporated into the agenda of this recently formed Science of Acting Education Committee, the membership of which is made up of Kogan Academy graduates	The Chairman of the Science of Acting Education Committee/ Principal of the Kogan Academy	<p>The Chairman of the Science of Acting Education Committee and Principal of Kogan Academy will:</p> <ol style="list-style-type: none"> approve terms of reference and membership evaluate a year of meetings and decide if and how the information yielded can

³ The Academy 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 Academy's awarding body.

		<p>This committee would provide a forum for the exchange of views on the subject which should result in integration of ideas - which might have become diffused over time - into the most efficient possible practices:</p> <ol style="list-style-type: none"> 1 creation of terms of reference as per Kingston University London model 2 definition of membership <ul style="list-style-type: none"> • Academy graduates or Kogan pupils currently teaching at the Academy: <ul style="list-style-type: none"> • Academy graduates or Kogan pupils currently not teaching at the Academy • Academy graduates or Kogan pupils distinctly active in the profession or who have achieved renown 		and/or Kogan pupils		best enlighten the maintenance of academic practices, processes and procedures
<ul style="list-style-type: none"> • the integration of practical theatrical 	Teaching and learning provision of Directing Technique practices	Revision and the creation of a yearly adjustment cycle, of the activities	A report with findings and recommenda-	<p>Membership:</p> <ul style="list-style-type: none"> • Staff Team 	Principal of Kogan Academy	The Principal will determine, based on the report,

management tasks with acting theory (paragraph 2.8)	which best serves the interest of the BA (Hons) programme and its graduates	referred to as 'Directing Course', its key event 'The Actors & Directors Development Day' and its guideline publications in order to ensure efficient complement to the BA (Hons) programme ACTION: this topic will be included within the agenda for discussion at the next meeting of the recently formed Staff Team Meeting Group (previously named Educational Committee/EdCom)	tions should be delivered by the end of September 2014	Meeting Group • Student Vice-Principal		if and how: 1 recommendations can be implemented for the upcoming school year 2 whether they can be implemented only in future school years or 3 whether given recommendations are not feasible
• the appropriate and effective response of the Academy to student concerns (paragraph 2.9)	Further individualise the communication of student concerns which is currently closely associated with teaching module discussion and/or voiced through the Student Vice-Principal and/or communicated in writing	The formal record of interim staff and student meetings to be considered in staff and student consultative committees alongside the minutes of the Student Module Representatives' meeting ACTION: create a protocol for recording interim staff and student meetings	01/09/14	Accreditation Coordinator	Principal of the Kogan Academy	This new source of staff/student communication will be discussed, based on its minutes, in the last executive committee of the year 2013-14 in order to decide whether to prolong the practice officially
• the exceptional learning opportunities provided by the role of the	A fully defined set of practices and procedures related to the Vice-Principal's duties based on the experience	Creation of an annual cycle to consider and, if necessary, revise the key tasks and the guideline publication,	19/12/14 (end of term one)	Membership: • Head of Acting • Head of Directing	The Staff Team Meeting Group	The Staff Team Meeting Group will determine whether the revised

student Vice-Principal (paragraph 2.10)	of recent students	Vice-Principal Manual, associated with the Vice-Principal ACTION: creation of a revised Vice-Principal Manual		<ul style="list-style-type: none"> level 6 students 		Vice-Principal Manual is fit for purpose and to be implemented in the 2014-15 school year
<ul style="list-style-type: none"> the dedication of staff and the open-door culture throughout the Academy that provides readily available support (paragraph 2.11) 	Enhanced communication of day-to-day matters and concerns to the Academy at large which will relieve pressure from points of contact that are currently most popular: 1 Head of Directing 2 Head of Acting 3 Student Vice Principal	ACTION: creation of weekly or fortnightly staff team meetings, to include administration staff, to ventilate salient current matters in support of Noticeboard practices	15/09/14	Coordination Committee Membership: <ul style="list-style-type: none"> Head of Acting Student Vice Principal 	Principal of the Kogan Academy	The Staff Team Meeting Group will determine whether the new practice is indeed efficient or whether it is redundant
<ul style="list-style-type: none"> the exceptionally thorough feedback to students (paragraph 2.12) 	Improve the delivery of formative feedback to students	ACTION: revision of Student Progress reports, Tutor Report forms and Class Report forms	15/09/14	Membership: <ul style="list-style-type: none"> Head of Acting Head of Directing level 6 students 	Principal of the Kogan Academy	The Staff Team Meeting Group in discussion with the students will assess if the feedback forms have been effectively revised
<ul style="list-style-type: none"> the use of video recordings as an active educational tool (paragraph 2.16). 	To continue successfully digitising the bank of educational video material that dates back to 1993, and make it accessible to students, graduates and partners	ACTION: create a more efficient and expedient in-house system for digitising tapes	May 2015	Membership: <ul style="list-style-type: none"> Head of Acting Marketing Officer Student Vice 	Principal of the Kogan Academy	The Staff Team Meeting Group in consultation with the Marketing Officer and Student Vice-Principal will

				Principal		assess whether the matter has been addressed
Advisable	Intended outcomes	Actions to be taken to achieve intended outcomes	Target date(s)	Action by	Reported to	Evaluation (process or evidence)
The team considers that it is advisable for the Academy to:						
<ul style="list-style-type: none"> revise its Staff and Student Manual as a single point of reference to ensure that it aligns with current practice (paragraph 1.5) 	A more efficient, single point of reference document for Academy staff and students that faithfully reflects actual practices	ACTION: create a single document entitled 'Acting Field Guide' taking into consideration the Kingston University London pro forma but incorporating information of the Staff and Studio Manual 2013-14	15/09/14	Membership: <ul style="list-style-type: none"> Head of Acting Accreditation Coordinator Student Vice Principal 	Principal of the Kogan Academy	The Staff Team Meeting Group will determine whether the revised Acting Field Guide is fit for purpose and can be shared with education partners
<ul style="list-style-type: none"> map its policies and processes against the Quality Code (paragraphs 1.6, 2.3 and 3.7) 	Practices, policies and procedures fully aligned with the Quality Code	ACTION: modification of the document referred to as the Self-Assessment Report to suit the Quality Code This new Self-Assessment Report's sections and subsections will closely follow the Quality Code and commenting on the achievement or otherwise of its conditions by the Academy	Second Executive Committee Meeting Date (date to be confirmed)	Accreditation Coordinator	Principal of the Kogan Academy	The Executive Committee will consider the Self-Assessment Report and determine whether and, if so, how its findings can be implemented in the next school year

<ul style="list-style-type: none"> improve the identification of students' learning needs (paragraph 2.6) 	Comprehensive and efficient communication of student learning needs to the Academy and its teaching staff	ACTION: creation of a Student Registration Document that includes all information that could impact on the students' learning experience, in discussion with the third and fourth year students	15/09/14	Accreditation Coordinator	Principal of the Kogan Academy	The Staff Team Meeting Group will determine whether the Student Registration Document is fit for purpose and can be used in the upcoming school year and/or advise on improvements
<ul style="list-style-type: none"> develop and implement a formal mechanism for ensuring the currency and accuracy of information about learning opportunities (paragraph 3.7). 	All documentation related to policies, practices and procedures revised regularly on the basis of current practice and general established good practice for conservatoire acting schools	ACTION: creation of a Single Document Revision Rota	01/09/14	Accreditation Coordinator	Principal of the Kogan Academy	The Staff Team Meeting Group will determine whether the Single Document Revision Rota is fit for purpose and can be used in the upcoming school year and/or advise on improvements
Desirable	Intended outcomes	Actions to be taken to achieve intended outcomes	Target date/s	Action by	Reported to	Evaluation (process or evidence)
The team considers that it would be desirable for the Academy to:						
<ul style="list-style-type: none"> clarify the role and reporting lines of the 	A new committee retitled The Staff Team Meeting Group that absorbs the	The creation of a new committee known as The Staff Team Meeting Group	August 2014	Accreditation Coordinator	Principal of the Kogan Academy	The Education Committee will meet for one last

current Education Committee (paragraph 1.2)	duties of the Education Committee with the exception of duties already fulfilled by other, new, post-validation committees	ACTIONS: 1 creation of terms of reference as per Kingston University London model 2 definition of membership				time at the end of the 2013-14 school year to officially approve the new committee and will then disband
<ul style="list-style-type: none"> develop a formal policy to identify the needs of staff and arrange suitable developmental opportunities (paragraph 2.13) 	A new policy that enables constant, useful and planned staff development activities based on the needs of the Academy's staff members and in line with current needs and demands of the performance industry	ACTIONS: <ul style="list-style-type: none"> creation of a Staff Development Needs Questionnaire creation of a Staff Development Needs Calendar 	22/12/14 (end of term one)	Kogan Academy and Kingston University liaison officers	Principal of the Kogan Academy	The Executive committee shall approve the questionnaire, calendar and policy draft and/or comment on possible improvements before its implementation
<ul style="list-style-type: none"> encourage students to review and provide input to the website (paragraphs 3.2 and 3.8). 	A website which is fit for purpose based on the Academy's demographics	The creation of a Student Committee to discuss and advise on the web design	15/09/14	Student Vice-Principal(s) and Student Module representatives and Marketing Officer	Head of Acting	The Staff Team Meeting Group and the Academy's Principal will determine whether the Committee's suggestions can be used in the creation of a new website

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 Specific Course Designation can be found at: www.qaa.ac.uk/InstitutionReports/types-of-review/designated-providers/Pages/default.aspx.

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 \(and for specific course designation\): Handbook, April 2013](#).⁴

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

academic standards The standards set and maintained by degree-awarding bodies for their courses (programmes and modules) and expected for their awards. See also **threshold academic standards**.

awarding body A UK higher education provider (typically a university) with the power to award degrees, conferred by Royal Charter, or under Section 76 of the Further and Higher Education Act 1992, or under Section 48 of the Further and Higher Education (Scotland) Act 1992, or by Papal Bull, or, since 1999, granted by the Privy Council on advice from QAA (in response to applications for taught degree-awarding powers, research degree-awarding powers or university title).

awarding organisation An organisation authorised to award a particular qualification; an organisation recognised by Ofqual to award Ofqual-regulated qualifications.

differentiated judgements In a Review for Specific Course Designation, separate judgements respectively for the provision validated by separate awarding bodies.

enhancement The process by which higher education providers systematically improve the quality of provision and the ways in which students' learning is supported. It is used as a technical term in QAA's review processes.

external examiner An independent expert appointed by an institution to comment on student achievement in relation to established academic standards and to look at approaches to assessment.

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

good practice A process or way of working that, in the view of a QAA review team, makes a particularly positive contribution to a higher education provider's management of academic standards and the quality of its educational provision. It is used as a technical term in QAA's review processes.

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

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

⁴ www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/REO-designated-providers-handbook-13.aspx

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

programme (of study) An approved course of study that 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(s) (of higher education) Organisations that deliver higher education. In the UK they may be a degree-awarding body or another organisation that offers programmes of higher education on behalf of degree-awarding bodies or awarding organisations. In the context of Review for Specific Course Designation 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').

quality See **academic quality**.

Quality Code Short term for the UK Quality Code for Higher Education, which is the UK-wide set of reference points for higher education providers (agreed through consultation with the higher education community, and published by QAA), which states the Expectations that all providers are required to meet.

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.

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 standards The minimum acceptable level of achievement that a student has to demonstrate to be eligible for an academic award. Threshold academic standards are set out in the national **frameworks for higher education qualifications** and **subject benchmark statements**. See also **academic standards**.

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

QAA812 - R3967 - Jul 14

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Registered charity numbers 1062746 and SC037786