



**EDUCATIONAL OVERSIGHT INSPECTION OF PRIVATE FURTHER
EDUCATION COLLEGES AND ENGLISH LANGUAGE SCHOOLS**

MONITORING VISIT

BRITISH AMERICAN DRAMA ACADEMY

(Company registration no. - 1828640)

Full Name	British American Drama Academy
Address	14 Gloucester Gate, Regents Park, London, NW1 4HG
Telephone Number	020 7487 0730
Email Address	info@bada.org.uk
Website	www.bada.org.uk
Managing Director	Dr Lars Franke
Chair of Trustees	Mr Richard Johnson
Age Range	16+
Total number of students	28
Numbers by age and type of study	16 – 18: 0 18+: 28 FE only: 28
Inspection date	4 June 2024

PREFACE

This inspection report follows the Framework for Educational Oversight Monitoring Visits and Extended Monitoring Visits of private further education colleges and English language schools. The focus of the visit is to confirm that the quality standards reported at the last full inspection are being maintained.

The ISI is an approved Educational Oversight body authorised by the Home Office to inspect privately funded further education colleges and English language schools in England and Wales offering courses on the Qualifications and Credit Framework. It is designed to improve the quality of education on offer to international students who attend UK colleges through student visas.

ISI inspections are required to:

- Report on the extent to which colleges comply with the published Educational Oversight Standards;
- Assess and report on the quality of educational outcomes and provision;
- Where applicable, make recommendations outside the scope of the Standards to support continued improvement of quality.

Inspection provides objective and reliable reports on the quality of colleges, and by placing reports in the public domain, makes this information available to students, Government and the wider community. Inspection takes account of the context of each individual college, and of how it evaluates its own performance and demonstrates its success.

The inspection of the college is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on students. The inspection does not include:

- (i) an exhaustive health and safety audit;
- (ii) an in-depth examination of the structural condition of the college, its services or other physical features;
- (iii) an investigation of the financial viability of the college or its accounting procedures;
- (iv) an in-depth investigation of the college's compliance with employment law.

A monitoring visit is for those colleges found at the last inspection to have met or exceeded the quality Standards for Educational Oversight. Inspectors will make judgements on progress against any action points and recommendations made at that time. The inspection will not examine all other Standards in detail but will sample to confirm that previous Standards have been maintained and that there are no contrary indicators to those quality judgements.

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1. CHARACTERISTICS AND CONTEXT

- 1.1 British American Drama Academy (BADA) is a private educational establishment located in the centre of London. Founded in 1984, it moved to its current location on the edge of Regents Park in 2001, where most of the academy's courses are offered. BADA is a registered charity, with the company being limited by guarantee. Governance is provided by a board of trustees, who also act as directors for the company. The managing director is responsible for the day-to-day running of the academy. He is supported by the dean and finance director. The academy aims to offer a rich experience of theatre education by providing the opportunity for students to come to Britain to study British and European theatre and work with experienced theatre practitioners.
- 1.2 The academy offers the London Theatre Programme, which students attend for one semester of fourteen weeks in the spring or autumn. The programme is accredited through Sarah Lawrence College in America. Students are predominantly from the American college system in their junior year. In addition, the academy runs four non-accredited short summer programs: Midsummer in Oxford, open to all aged 18 and over; Black British Theatre and Performance, open to all aged 18 and over; Greek Theatre, open to all aged 18 and over and the Midsummer Conservatory Program, for students aged 16-18. The Midsummer Conservatory Program is fully chaperoned by academy staff. The academy does not hold a student sponsor licence and therefore, does not currently recruit such students.
- 1.3 Depending on the programme of study, all students are accepted through either an audition or written application and interview process. The study abroad office of Sarah Lawrence College receives and reviews all London Theatre Program applications before putting forward students for the academy's consideration. Selection for the summer programmes takes place after application directly to the academy through its staff based in the USA.
- 1.4 At the time of the inspection, 28 students were enrolled. Nearly all of the students come from the United States of America, and the majority identify as female. All students are over 18 years old, and nearly all students have English as a first language. No students have been identified with learning difficulties or disabilities.
- 1.5 The academy was last inspected on 12 April 2022, when it met all Key Standards, and the quality of education was judged to exceed expectations. The recommendation from the previous report is:
 - Regularly review all student handbooks to ensure that they still meet the needs of the students.

2. SUMMARY OF FINDINGS

- 2.1 **The academy exceeds expectations.** At the previous inspection of 12 April 2022, the academy was found to exceed expectations and the quality of education as judged at that time has been maintained.
- 2.2 The quality of the curriculum, teaching and learners' achievements is excellent. Courses are very well matched to students' needs, aptitudes and interests. The curriculum is coherently planned to expertly integrate the study of plays and performance texts with a range of practical skills classes. As a result, students make excellent progress and almost all complete the course they register for. Courses meet the definition of an approved qualification for students on Student visas as set out in the Home Office guidance, even though no such students are enrolled. Teaching is excellent. Tutors are highly knowledgeable subject experts. They plan highly engaging lessons and skills workshops that interest and challenge all students. As a result, students develop confidence and make excellent progress in developing their practical drama skills to a high level. Students benefit from detailed, personalised and helpful feedback that helps them understand their strengths and areas for development. Attainment rates are consistently excellent.
- 2.3 Students' welfare, including health and safety, is excellent. The academy's premises are very well equipped, maintained and furnished. They provide students with a high-quality, comfortable and safe learning environment. Student registration and attendance recording are excellent. The academy keeps highly accurate admissions and attendance registers. Attendance rates are consistently excellent, with very few absences. Staff clearly understand Home Office requirements regarding enrolment, attendance and reporting arrangements relating to students on Student visas.
- 2.4 The safeguarding arrangements for students under the age of 18 are excellent. Safeguarding is a high priority at the academy. Detailed and up-to-date safeguarding policies and procedures are implemented effectively. Residential accommodation is excellent. Students benefit from high-quality, safe, and secure accommodation that is registered in accordance with national requirements.
- 2.5 The effectiveness of governance, leadership and management is excellent. Leaders and managers provide a clear educational direction in line with the academy's aims. They ensure that students benefit from a consistently high standard of education. Leaders use self-evaluation effectively to accurately evaluate the academy's strengths and identify realistic areas for development. The business development plan has not yet been updated to set out BADA's strategic priorities for the future. Quality assurance arrangements are excellent. Managers use student feedback and achievement data well to enhance the quality of provision and ensure students have a high-quality experience. Arrangements to check the suitability of staff are excellent. Managers ensure that all the necessary checks to confirm the identity of staff and their right to work in the UK are completed promptly.

3. THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS

- 3.1 The quality of the curriculum, teaching and learners' achievements is excellent. All Key Standards continue to be met.
- 3.2 The quality of course provision and curriculum is excellent. Courses are very well matched to students' needs, aptitudes and interests. The curriculum is planned coherently to expertly integrate the study of plays and performance texts with a range of practical skills classes.
- 3.3 Classroom work is complimented by a comprehensive programme of specialist workshops and theatre visits to help students consolidate and deepen their knowledge of British and European theatre. As a result, students make excellent progress and almost all complete the course they register for. Courses on offer to students on Student visas meet the definition of an approved qualification, as set out in the Home Office guidance, even though no such students are currently enrolled.
- 3.4 Teaching is excellent. Tutors are experienced industry professionals and highly knowledgeable experts in their subject disciplines. They use their passion and expertise to plan highly engaging lessons and skills workshops that interest and challenge all students. Tutors use well-selected texts to help students critically analyse historical contexts and understand character development. Tutors use a range of highly effective teaching and group facilitation methods that encourage excellent levels of student collaboration and cooperation. As a result, students develop confidence and make excellent progress in developing their practical drama skills to a high level. Assessment is excellent. Tutors provide students with detailed, personalised, and timely feedback that helps them to understand their strengths and how to improve.
- 3.5 Teachers create a highly inclusive and supportive learning environment. Tutors effectively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Students are very well supported in understanding the importance of boundaries and working with consent as actors.
- 3.6 Teaching encourages respect for other people, including those with the protected characteristics set out in the Equality Act 2010. Workshops and masterclasses help students understand inclusivity and what it looks like in practice at BADA.
- 3.7 Progress and attainment are excellent. Students are very well supported in developing their knowledge and understanding of theatre and performance and their practical acting skills. Students produce work of a very high standard. Attainment rates are consistently excellent.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

- 4.1 Students' welfare, including health and safety, is excellent. All Key Standards continue to be met.
- 4.2 The recommendation in this area from the previous inspection report is:
- Regularly review all student handbooks to ensure that they still meet the needs of the students.
- 4.3 Excellent progress has been made against the recommendation. All student handbooks have been thoroughly reviewed and updated. Pre-arrival handbooks provide all students with helpful information on staffing, key dates, and guidance on travelling to and studying in the UK. Student handbooks provide helpful emergency and medical advice and guidance on BADA's core values, regulations and code of conduct. As a result, handbooks provide students with clear and helpful guidance which meets their needs.
- 4.4 The standard of accommodation is excellent. Classrooms, studios and performance spaces are light, spacious, well-equipped and suitably furnished. They provide students with a high-quality, comfortable learning environment. Classrooms and other parts of the academy are clean, well-decorated and very well-maintained. The attractive library offers students access to a broad range of relevant plays, performance texts and resources that support their academic studies very well. Washrooms are clean and sufficient in numbers. Free drinking water is available. Security arrangements are effective.
- 4.5 Student registration and attendance records are excellent. Managers work very effectively with staff at Sarah Lawrence College to ensure admission registers are accurate and effectively monitored. Attendance records are highly accurate, up-to-date and are maintained on a daily basis. Staff are aware of all students' whereabouts and promptly contact students who are absent. As a result, attendance rates are consistently excellent, with very few absences. Students are clear about the procedures for collecting and refunding fees and deposits and feel them fair. Staff clearly understand Home Office requirements regarding enrolment, attendance and reporting arrangements relating to students on Student visas. However, no such students are currently enrolled.
- 4.6 The safeguarding arrangements for students under the age of 18 are excellent. Safeguarding is a high priority at the academy. Leaders and managers have a clear strategy for safeguarding students under the age of 18. Detailed and up-to-date safeguarding policies and procedures are effectively implemented. Appropriate staff are designated as safeguarding leads and are suitably trained to an appropriate level. All staff that have access to students under the age of 18 are subject to an appropriate Disclosure and Barring Service (DBS) suitability check prior to or on appointment. Staff understand their obligations in relation to safeguarding and fulfil their responsibilities very well.

- 4.7 Residential accommodation is excellent. Students benefit from high-quality accommodation provided and effectively managed by third-party agents. Managers carry out effective monitoring checks that ensure the accommodation is safe, secure, and registered in accordance with national requirements. Students are very satisfied with the standard of accommodation and the range of facilities and services it provides.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

- 5.1 The effectiveness of governance, leadership and management is excellent. All Key Standards continue to be met.
- 5.2 The quality of leadership and management is excellent. Leaders and managers provide a clear educational direction in line with the academy's aims. They ensure that students benefit from a consistently high standard of education. Leaders' and managers' self-evaluation of the academy is of a high standard. As a result, they accurately understand the academy's strengths and realistic areas for further development. At the time of inspection, leaders were developing an updated development plan to set out BADA's strategic priorities for the future. However, this has not been fully completed.
- 5.3 Quality assurance arrangements are excellent. Managers systematically collect and analyse student feedback and achievement data. Managers use the information well to enhance the quality of provision and ensure students have a high-quality experience. Managers and tutors meet regularly to monitor performance. Accurate and helpful meeting records and action plans are systematically maintained. This helps managers to ensure that actions for improvement are implemented promptly. As a result, the high standards of education are consistently maintained.
- 5.4 Arrangements to check the suitability of staff are excellent. Managers ensure that all the necessary checks to confirm the identity of staff and their right to work in the UK are completed promptly. Staff files are systematically organised and maintained to a high standard.
- 5.5 The academy website provides students with clear information and details of the complaints procedure and other key policies. Information provided for inspectors was of high quality and well organised.

6. ACTIONS AND RECOMMENDATIONS

The academy has maintained the excellent quality found at the last inspection.

Recommendations for further improvement

In order to further improve the excellent quality provided, the academy should:

- Complete and implement an updated business development plan.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and examined samples of students' work. They held discussions with the managing director, dean and other senior members of staff. Inspectors attended registration sessions and visited residential accommodation. The responses of staff to confidential pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the academy.

Inspectors

Mr Steve Ingle	Lead Inspector
Ms Jane Beeson	Team Inspector

7. FINANCIAL SUSTAINABILITY CHECK

A financial sustainability check was not carried out.