



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM AND SUPPLEMENTARY INSPECTION CHANGE OF MANAGEMENT/TEACHING (College)

INSTITUTION:	Education Department, Shakespeare's Globe
ADDRESS:	21 New Globe Walk Southwark London SE1 9DT
HEADS OF INSTITUTION:	Professor Farah Karim-Cooper Ms Lucy Cuthbertson
ACCREDITATION STATUS:	Accredited
DATE OF INSPECTION:	15–16 February 2024
ACCREDITATION COMMITTEE DECISION AND DATE:	Continued accreditation, 27 June 2024

PART A – INTRODUCTION

1. Background to the institution

The Education Department, Shakespeare’s Globe (EDSG/the Institution) was established in 1989. It is part of Shakespeare’s Globe theatre, which is situated by the River Thames in Central London. The Institution was registered as a charity under the name of the Shakespeare Globe Trust in 1973.

The Globe theatre site and the Globe Education and Rehearsal Studios are used for the delivery of the Institution’s courses. Currently, all work is delivered on site, although occasionally the programme is delivered off site at university partners’ premises in the UK or abroad.

The mission of Shakespeare’s Globe is to conduct a radical theatrical experiment. The diverse programme of theatre, education and research aims to harness the power of performance, cultivate intellectual curiosity and excite learning to make Shakespeare accessible to all.

The founding director of the Institution retired in 2020, and the two Heads of Education, one with responsibility for provision for schools, teachers and families, and the other for Higher Education (HE) and research, were appointed as Co-Directors in 2023. These two roles have been renamed Directors of Education, of whom one is the Director for HE and Research. The Directors of Education are members of the Globe executive team, which also includes the Artistic Director, Director of Theatre, Co-Directors of Development, the Director of Communications, Marketing and Audiences, and the Chief Finance and Operations Officer.

The executive team reports to the Chief Executive of The Globe Theatre, who in turn reports to the Board of Trustees.

The executive team is supported by the Senior HE Manager, the Head of Research who is academic manager of the MA programme, the HE Manager and Faculty in Residence, the Senior HE Co-ordinator and two other HE co-ordinators.

British Accreditation Council (BAC) accreditation is only for all the in-person HE provision that is delivered in the United Kingdom (UK).

2. Brief description of the current provision

The EDSG offers a Master of Arts (MA) programme in Shakespeare Studies, in partnership with King’s College London. The students on the MA programme are enrolled at King’s College and complete two modules of the MA through EDSG.

EDSG also offers credit-bearing courses, related to the study of Shakespeare in performance, in collaboration with other UK and international universities around the world, and a large number of bespoke courses. The credit-bearing courses, ranging from Level 4 to Level 7, have been created for the English and drama departments of partner universities, drama schools and conservatoires. All students studying on these courses are enrolled at a partner HE institution.

The large number of bespoke courses vary in length from a half-day to a semester. They run in the autumn, spring and summer terms. Recent courses that relate to the study of Shakespeare in performance have covered the architecture and performance capacities of the Globe Theatre and the Sam Wanamaker Playhouse, the dynamic relationship between actor and audience in early modern theatre spaces, the historical conditions in which Shakespeare’s plays were produced, the materials of theatre practice past and present, and verse-speaking and movement and voice workshops.

The bespoke course content is delivered through workshops, seminars, lectures, demonstrations and attendance at theatre performances.

International students are brought into the UK and hosted in London by their home institutions. Their general welfare is therefore taken care of by their own institution's London programmes or by study abroad centres. The exception to this is students from Rutgers University in New Jersey in the United States of America (USA), who are based at the Institution and are accompanied by a Director in Residence appointed by Rutgers, who is responsible for their welfare.

At the time of this inspection, there were 30 students enrolled on full-time courses and five on part-time courses. All students were aged over 18 and the majority were female. There were approximately equal numbers of students from the UK and the USA.

In the previous academic year, the Institution worked with 1,246 students on courses ranging from two-hour visits to six-month residencies.

Courses have specified start and end dates and are delivered in person. Prerequisites for enrolment are determined by the agreement made with partner institutions, and students are selected by those institutions. The MA programme has clear entry requirements, which are set by King's College.

3. Inspection process

The inspection was carried out on site by one inspector over one and a half days. Meetings were held with the Director of Education who is responsible for HE and Research, the Senior HE Manager, the Education Manager and Faculty in Residence, the Head of Research, members of the faculty, mentors and a group of students. The inspector observed teaching sessions, undertook a tour of the premises and reviewed documentation. The Institution co-operated fully with the inspection process.

4. Background to the supplementary inspection

The interim inspection included a supplementary inspection of Teaching, Learning and Assessment because of changes in management within the department.

5. Inspection history

Inspection type	Date
Stage 2	1 June 2009
Stage 3	19–20 November 2009
Interim	6 August 2010
Supplementary	6 June 2011
Re-accreditation	27–28 June 2013
Interim	19 August 2015
Re-accreditation	17–18 May 2017
Interim	12 August 2019
Re-accreditation	21–23 September 2021

PART B – JUDGEMENTS AND EVIDENCE

The following judgements 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

In October 2023, the HE management team was restructured. The former HE Manager role has been removed. A new role of Senior HE Manager has been created to negotiate course content with partner institutions and to oversee the work of the team responsible for operational aspects of HE programme delivery. The Senior HE Manager works closely with the Director of HE and Research to formulate strategy for the department and oversee the work of the Education Manager and Faculty in Residence.

This new management role supports course development and quality assurance, leads on recruitment and oversees performance management of the large number of freelance faculty who deliver the specialist strands of the practical courses. The role replaces the use of freelance consultants to conduct regular teaching observations. Academic management of the MA course is the responsibility of the new Head of Research, formerly the Research Fellow and Lecturer.

The management roles complement one another and result in effective management of the HE department. Very good communication throughout the department ensures that members work together effectively and share the same vision for the Institution.

2. Response to action points in last report

11.3 The Institution must reinstate its programme of regular teaching observations for all faculty members.

The action is not met. The HE Manager and Faculty in Residence role includes responsibility for observation of teaching of established freelance faculty. The role is quite new at the time of the inspection, and not all regular freelance faculty have been observed. There is no schedule in place to ensure that they are observed within a specified period to ensure consistency in the quality of teaching and learning.

3. Response to recommended areas for improvement in last report

The Institution should implement its plans to consolidate action-planning across provision to support effective monitoring.

The recommendation is met. Action-planning is now recorded centrally, with all HE department staff able to access and update records. This supports effective monitoring.

The Institution is recommended to encourage and facilitate peer observations among faculty to share best practice.

The recommendation has been addressed. Peer observation is promoted at meetings and facilitated by HE department administrators, ensuring that all faculty members have the opportunity to watch others teach. New freelance faculty undertake peer observations as part of the induction and training process. This supports them in adapting their teaching practice to correspond with guidelines set out in the EDSG performance practice and the teaching principles documents that are issued to all faculty.

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

Management, staffing and administration are effective. The management structure is clearly defined in organisation charts and job descriptions. Lines of reporting are clear, and communication between managers and staff at all levels is promoted through regular meetings, newsletters and sharing documents. This ensures the smooth operation of the Institution.

Senior leaders have a clear vision for the development of the HE department. They are working to refocus provision to create a more distinctive and coherent course offer, while embedding the exploration of anti-racism, equality, diversity and inclusion in all courses with the goal of making Shakespeare accessible to all and more relevant to the present day. These priorities are shared effectively with all staff and freelance faculty, supporting achievement of the vision.

Administration is efficient. A team of co-ordinators is responsible for setting up and delivering HE courses, ensuring that the complex staffing, accommodation and resource needs for the courses are met. The Institution works with a large number of organisations in the UK and abroad, each with its own policies and legal requirements. The team works flexibly and efficiently to meet these requirements.

Robust procedures are in place for the appointment of permanent staff and freelance faculty. All necessary checks are made before confirmation of appointment, and appropriate records are kept. Provision of Continuing Professional Development (CPD) opportunities is good. As a result, the quality of staff at all levels is high.

Robust procedures are in place to record student attendance and address absence promptly. Students are informed in advance of the Institution's expectation of full attendance, and cases of absence or persistent lateness are addressed promptly. Consequently, attendance levels are very high.

Student feedback is obtained through a range of appropriate means. A co-ordinator is appointed as course manager for each course and meets with the students daily, dealing with any issues and passing on feedback to managers.

Students complete a well-designed, detailed questionnaire at the end of the course. This is analysed to provide quantitative and qualitative feedback. Feedback data demonstrate very high levels of satisfaction. Feedback from all sources, including faculty and partner institutions, is used effectively to improve provision. A recent example is adjustments made to a programme to include additional text analysis sessions.

Action-planning is effective, well recorded and appropriately monitored. As a result, improvements to existing provision and implementation of new projects are achieved in a timely way.

4.2 Teaching, Learning and Assessment (supplementary inspection)

The numbers below refer to the standards as presented in the college scheme document and main full inspection report

9. Academic management is effective

9.1	There is a suitably qualified and experienced academic manager or academic management team with responsibility for teaching, learning and assessment.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
9.2	Classes are timetabled and rooms allocated appropriately for the courses offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
9.3	The allocation of teachers to classes provides for a consistent learning experience.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
9.4	There is an appropriate policy and effective procedures for the acquisition of academic resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Academic management is highly effective. The management structure has been expanded to include new roles that appropriately cover all the regular responsibilities of the department, reducing reliance on freelance consultants.

All members of the management team are very well qualified and suitably experienced. This supports efficient strategic planning and implementation of developments within the department. The knowledgeable team ensures the successful delivery of an extensive range of programmes for HE students at different levels and from varying educational contexts.

The faculty comprises leading academics and practitioners, the large majority of whom work for the Institution on a freelance basis. The HE Manager and Faculty in Residence, also an experienced practitioner, provides specialist line management for freelance faculty. He leads on recruitment and induction of freelance faculty, ensuring that members are suitably prepared and briefed for their teaching and assessments in line with the Institution's policies and procedures. This contributes effectively to the maintenance of high standards of course delivery throughout the Institution, with particular reference to course learning outcomes, and the published EDSG performance practice and teaching principles.

Classes are timetabled in consultation with the partner institutions and take into account the availability of rooms and resources at the Globe Theatre. The operational management of each course is allocated to a designated co-ordinator, who ensures that the appropriate specialist faculty are secured and that all required facilities are booked well in advance. Oversight of the co-ordinator team by the Senior HE Manager is effective and supports the smooth operation of courses.

A pre-course meeting of the faculty promotes coherence in the delivery of learning. As a result, students are consistently provided with an outstanding learning experience.

Policies and procedures for the acquisition of academic resources are clear and appropriate. Faculty and students state that academic resources are a strength of the Institution. Inspection findings confirm this to be the case.

10. The courses are planned and delivered in ways that enable students to succeed

10.1	Courses are designed and delivered in ways that allow students to develop the knowledge and skills that will be required for final examinations or assessments.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.2	Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.3	Formative assessments appropriately reflect the nature and standards of summative examinations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.4	Students are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.5	Any required coursework and revision periods are scheduled in advance.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.6	The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met

Partially Met

Not Met

Comments

The planning and delivery of the courses are effective. Courses are designed in response to the specified requirements of partner institutions in the UK and abroad and are appropriately updated for subsequent iterations. Course descriptions and reading lists are provided to students before arrival, together with information on assessment, where applicable.

Lessons are planned to meet clearly defined outcomes, which are shared with students. Reference is made to these outcomes during teaching and reflection sessions. Where courses are assessed, lessons maintain an appropriate focus on assessment objectives, and the Institution follows the grading system, criteria and policies used by the home institution. These are made clear to students and support their understanding of achievement requirements.

Any coursework requirements are communicated to students at an early stage and, where relevant, formative assessments such as position papers are set to support students in meeting the criteria for the final assessment. Faculty meet with students to provide advice at specific stages of long courses. This is effective in supporting their progression to the final assessment.

Development of students' independent learning skills is effective. For example, on long, practical courses, they are encouraged to reflect through completion of a learning journal, while MA students are provided with support in developing their research skills. Course work is scheduled transparently. There are no revision periods as courses do not include examinations.

EDSG academic staff have thorough knowledge of the different education contexts and varying academic levels to which students are working in the partner institutions and they adapt course delivery to enable students to gain maximum benefit from their studies. Course delivery includes high levels of individual attention, allowing the needs of all students to be met.

11. Teachers are suitable for the courses to which they are allocated and effective in delivering them

11.1	Teachers are appropriately qualified and experienced.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.2	Teachers have a level of subject knowledge and pedagogic and communicative skill that allows them to deliver the content of courses effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.3	The appraisal procedures for teaching staff incorporate regular classroom observation.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
11.4	Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.5	Teachers respond to different learning needs of students where appropriate, taking various learning styles into account in their planning and delivery of lessons.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.6	Teachers employ effective strategies to involve all students in active participation and to check their understanding of concepts and course content.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

Teaching is delivered by leading academics and practitioners in their field, all of whom are appropriately qualified and experienced. Course delivery follows guidelines set out in the Institution's performance practice and teaching principles documents. As a result, the delivery of courses is coherent, and the quality of teaching is excellent. Students are clearly inspired by their interaction with expert practitioners, and their feedback on teaching is consistently positive.

Members of the faculty are supported well to meet the high standards set by the Institution. The Head of Research appraises faculty delivering the MA programme and observes teaching by new team members. This includes support in lesson planning that takes into account the specific challenges of working in the two early modern theatres.

Suitably experienced freelance mentors are employed to support the induction and training of new freelance faculty. Mentors are specialists in the relevant subject area, for example acting, voice or text. They are established members of the freelance team and are suitably trained for the role. They conduct a formal teaching observation during the induction and training period and provide a report to managers,

who determine whether to confirm the new freelance faculty member's appointment. As a result, all confirmed new freelance faculty have been observed. The Head of Research observes faculty who deliver the MA course.

In addition, new faculty members observe their mentor. Observation feedback is recorded in a well-designed observation report that includes clear areas of strength and points for development. The process ensures a coherent approach and maintenance of the highest standards of teaching across the provision.

11.3 Not all established freelance faculty have been observed since the previous inspection.

The provision of CPD is a strength of the Institution. All faculty can attend Globe Theatre events and external conferences, and permanent faculty participate in the annual Shakespeare Association of America Conference in the USA. Informal peer observations of teaching are well facilitated, enabling faculty to develop their pedagogical techniques.

Teaching is responsive to the different learning needs of students. Information on the academic background and specific individual needs of students is gathered in advance and informs planning of schemes of work.

Lessons include high levels of individual attention, through which all students receive appropriate support and challenge. An appropriate member of staff provides specialist support to provide adaptations for students with additional physical or learning requirements. As a result, teaching promotes success for all students effectively.

Most courses include practical sessions that require active participation by students. Students are encouraged to contribute to seminars and class discussions. Those on long courses are aware that a grade for participation is included in their overall assessment. Consequently, levels of participation are high, allowing for effective checking of students' understanding.

12. The institution provides students and teachers with access to appropriate resources and materials for study

This standard is judged to be:

Met

Partially Met

Not Met

Comments

Courses are very well resourced and meet the requirements of the students and faculty.

Students on MA courses are registered with King's College and have access to University of London libraries. They also have access to EDSSG's reference library and archive of specialist collections. The library holds a collection of videos of past productions, which students find particularly useful.

Links to required materials and course information are provided through the Institution's Virtual Learning Environment (VLE) and the VLEs of its partner institutions.

Members of the faculty request in advance any resources they will need for classes. These are made available for the session by the co-ordinators. Resources include the specialist physical resources and equipment of the two theatres and musical instruments for use in studio sessions. Faculty confirm that it is easy to request the materials they require and that these are reliably provided.

In addition to having access to course resources, students are able to attend live, professional performances at the Globe Theatre.

13. Students receive appropriate assessment and feedback on their performance and progress, which are effectively monitored

13.1	Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to students and teachers.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.2	Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.3	Students are made aware of how their progress relates to their targeted level of achievement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.4	The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.5	Additional support or advice on alternative courses is provided to students who are judged not to be making sufficient progress to succeed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.6	Oral and written feedback is given to individual students on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.7	Students have appropriate access outside class time to teachers or personal tutors for academic support.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

On most courses, the assessment of learning is the responsibility of the partner institution. In the minority of courses where the Institution contributes directly to assessment, this is well organised, rigorously conducted and effectively monitored.

Assessment dates are included in course materials and on course schedules. Students receive essay titles well in advance of the submission date. Procedures and criteria for assessment are agreed with the partner institution and are appropriately communicated to staff and students. This ensures that assessment requirements are clearly understood.

Reflective journals are maintained by students on certain practical courses. These are assessed at the end of the course. On longer courses, there is interim submission of reflective journals and the opportunity to submit position papers before the final essay to enable students to understand where improvements can be made.

Student progress is monitored effectively on all courses, and any concerns are discussed in meetings or communicated to the team by e-mail. Relevant staff of the partner institution are informed. Additional support with practical work is provided by faculty during scheduled teaching sessions. The partner institution is responsible for providing additional support or advice on alternative courses for those who are judged to be making insufficient progress.

Students are very positive about the regular feedback they receive on practical courses and confirm that it helps them to improve. Inspection findings support this view. MA students receive detailed feedback on written assignments, appropriately linked to the grading criteria. Students generally feel well informed about their progress.

Assessed written work is submitted following the home institution's requirements, for example via software used to detect plagiarism. Guidance regarding plagiarism is provided by the home institution.

Students can access additional academic support from permanent faculty outside class time, and freelance faculty are available before class and during breaks. The co-ordinators facilitate contact with freelance faculty when students need help at other times. Students confirm that this is effective and meets their needs.

14. The institution offers courses leading to accredited awards granted by recognised awarding bodies wherever appropriate

- | | | | | |
|------|--|------------------------------|-----------------------------|-----------------------------|
| 14.1 | For courses leading to the award of a UK degree, the institution has a formal agreement with a recognised UK degree-awarding body. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 14.2 | For courses leading to other UK awards, the awarding body is recognised by the relevant regulator. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 14.3 | For courses leading to the award of an overseas degree, the institution has a formal partnership agreement with the overseas degree-awarding body, which is itself accredited by a recognised national agency. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

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

Comments

15. There is a clear rationale for courses leading to unaccredited or internal awards

- | | | | | |
|------|---|------------------------------|-----------------------------|-----------------------------|
| 15.1 | There is a clear statement of the level claimed relative to the RQF and evidence that students who receive the award meet the stated requirements for that level. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 15.2 | There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 15.3 | External moderators are involved in the assessment process where appropriate. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

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

Comments

16. There are satisfactory procedures for the administration of examinations and other means of assessment

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|------|---|------------------------------|-----------------------------|-----------------------------|
| 16.1 | The institution complies with the requirements of the relevant awarding bodies in terms of examination security and administration. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 16.2 | For internal awards, there are effective systems in place for examination security and administration, and clear procedures for students to appeal against their marks. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

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

Comments

17. There is appropriate provision of advice for students intending to proceed to employment or higher/further education

- 17.1 Students have access to advice from an appropriate staff member on further study and career opportunities. Yes No
- 17.2 If the institution offers courses preparing students for higher education, they have access to prospectuses and to advice from a designated staff member both on selecting courses and institutions and on the application process. Yes No NA

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

Comments

Students have very good access to advice on the next steps relevant to their chosen pathways. Those on practical courses have regular contact with theatre professionals who share up-to-date information on opportunities within their specialist fields.

The faculty provides very good support for students planning to apply for MA or doctoral courses.

EDSG is a HE institution and therefore does not offer courses to prepare students for HE.

4.3 Student Welfare (spot check)

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

Comments

Overall responsibility for student welfare lies with partner institutions. Nonetheless, the Institution has excellent arrangements in place to support the welfare of all students attending its courses.

A co-ordinator is assigned to each group that is undertaking practical courses. Co-ordinators are permanent members of staff and are appropriately trained to deal with any issues that students encounter during the course. Students are aware of the advice and guidance available to them and say that they feel well supported. Inspection findings support this view.

Appropriate policies and procedures are in place to avoid discrimination and deal with abusive behaviour. Courses are underpinned by diversity, inclusion and anti-racism practices and principles. The Institution is active in addressing these issues and nurturing an inclusive, respectful environment for all students and staff.

Relationships between staff and students and among the students themselves are supportive. In inspection meetings, students spoke very positively about their experience at EDSG, stating that being made to feel welcome and valued had contributed significantly to their progress and enjoyment of their course.

A suitable policy and risk assessment are in place to avoid the risks associated with radicalisation and extremism. Staff have undertaken appropriate training and demonstrate good awareness of their responsibilities in this regard.

A clear and appropriate complaints policy is provided in course handbooks and is explained at induction. There is link a to BAC's complaints procedure. Students know how to make a formal complaint, but state that they would raise any issues informally with staff. They confirm that the Institution is responsive to their views. This contributes to the high levels of student satisfaction evidenced in the feedback data.

4.4 Premises and Facilities (spot check)

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

Comments

The premises are of a high quality, well maintained and clean, and provide a comfortable environment for teaching and learning.

Parts of the main building are open to the public. These areas are appropriately monitored by security personnel. Access to areas used by students and staff is controlled electronically. This supports their safety effectively.

The two theatres present specific hazards. These are very well addressed through risk assessments and rigorous control measures. All members of staff complete the Institution's own health and safety course.

Course co-ordinators regularly check that areas used for course delivery are fit for purpose. The safety procedures for the theatres are effectively communicated to students as part of their induction, in addition to general health and safety procedures. As a result, any risks are suitably minimised.

Classrooms and studios are appropriate for the courses offered. The numbers of students are agreed in advance with partner institutions, and suitable rooms and specialised learning areas are booked accordingly.

Classrooms are well equipped with the appropriate Information Technology (IT) to support the delivery of lectures and seminars effectively. Studios are ample in size and have appropriate audio systems for delivery of workshop sessions.

Practical sessions are also delivered in the two fully equipped working theatres. Practical courses focus on the specialist skills required to perform successfully in these historical settings. The theatres provide suitable facilities for the assessment of practical work, and students attend professional performances there. The theatres are therefore integral to the unique experience of studying at the Institution.

4.5 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

STRENGTHS

Visionary leadership appropriately drives the development of high-quality and innovative courses.

Efficient operational management ensures successful planning and delivery of courses to meet the varied requirements of partner institutions.

Inspiring teaching delivered by leading academics and theatre professionals provides students with high-quality learning.

The two early modern theatres are exploited effectively to offer exceptional educational experiences.

Actions required

11.3 The Institution must complete regular teaching observations of all faculty members.	<input type="checkbox"/> High	<input checked="" type="checkbox"/> Medium	<input type="checkbox"/> Low
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RECOMMENDED AREAS FOR IMPROVEMENT *(to be reviewed at the next inspection)*

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COMPLIANCE WITH STATUTORY REQUIREMENTS – FURTHER COMMENTS, IF APPLICABLE

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THE INSPECTION WAS CARRIED OUT BY:

Dawn Hart	Lead Inspector
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