



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

College Re-accreditation Inspection

NAME OF 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

DATE OF INSPECTION: 21-23 September 2021

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

- Re-accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation to be withdrawn

DATE: 25 November 2021

PART A – INTRODUCTION

1. Background to the institution

The Education Department, Shakespeare's Globe (the Globe/the Institution) was established in 1989. It is part of Shakespeare's Globe, 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 site and the Sackler Studios are used for the delivery of the Institution's courses.

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 for all.

A Master of Arts (MA) programme in Shakespeare Studies was established in 2000, in partnership with Kings College London and the Institution now works in collaboration with a number of other Higher Education (HE) institutions around the world to deliver elements of their undergraduate and post-graduate programmes. The majority of work is delivered on-site. Occasionally the programme is delivered off-site at university partners' premises in the United Kingdom (UK) or abroad. A research department was formed in 1996 as a separate entity and became part of the Education Department in 2001

The founding director of the Education Department retired in 2020 and the two heads of education, one with responsibility for provision for schools, teachers and families, and the other for HE and research have been appointed as Co-Directors. The Co-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, who in turn reports to the Board of Trustees. The Co-Director responsible for HE and Research (the Co-Director) is supported by a Higher Education Manager, who manages a Senior Higher Education Coordinator and two other HE coordinators. BAC accreditation is for all the face-to-face HE provision that is delivered in the UK.

2. Brief description of the current provision

The courses offered within the HE area include the MA programme in Shakespeare Studies in partnership with King's College, credit bearing courses related to the study of Shakespeare in performance in collaboration with other UK and overseas universities and a large number of bespoke courses.

The students on the MA programme are enrolled at King's College and complete two modules of the MA through the Education Department, Shakespeare's Globe.

The credit bearing courses, ranging from Levels 4 to 7, have been created for English and Drama departments of partner universities, Drama Schools and Conservatoires in the UK and abroad. All students studying on these courses are enrolled at a partner HE institution.

The large number of bespoke courses vary from a half a day to a semester in duration. They are run in the autumn, spring and summer terms. Recent courses, which 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 course content is delivered through workshops, seminars, lectures, demonstrations and attendance at theatre performances.

In the 2019 to 2020 academic year, the Institution worked with 1173 students. A majority of courses were run in collaboration with HE institutions in the UK. A significant minority of courses were run in collaboration with HE institutions in the United States of America (USA) and a small minority were run with institutions from Poland, Uruguay, Canada, Denmark and Spain.

International students are brought into the UK and hosted in London by their own 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, 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 inspection, there were 38 students enrolled on full-time courses and 46 on part-time courses. All students were from an institution in the USA and were over the age of 18.

Courses have specified start and end dates and are delivered face to face. Prerequisites for enrolment are determined by the agreement made with partner institutions and students are selected by those institutions.

3. Inspection process

The inspection was carried out remotely by one inspector over two and a half days. Meetings were held with the Co-Director, the Chief Financial and Operations Officer, the Finance Director, the Head of Human Resources, the Higher Education Manager, the Research Fellow and Lecturer and the HE Coordinator. Meetings were also conducted with a group of students and a group of teachers. A range of teaching sessions were observed. Documentation was reviewed and a virtual tour of the premises was undertaken. The Institution cooperated fully with the inspection process.

4. 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	27 July 2017
Interim	12 August 2019

PART B – JUDGEMENT AND EVIDENCE

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

INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

1. The institution is effectively managed

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|-----|--|---|-----------------------------|
| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.2 | The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.3 | There are clear channels of communication between the management and staff. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The leadership and management of the Institution are excellent. The organisation structure is clearly defined and reporting lines are specified in job descriptions. The authority of the Board of Trustees and their roles in a range of committees and working groups are well documented. As a result, staff are clear about their specific responsibilities.

The Co-Director and other senior managers are highly qualified and experienced and carry out their responsibilities effectively. The senior leadership team demonstrates strong commitment to the Institution's mission and is successful in communicating it to all stakeholders. There is a clear vision for the development of the HE courses, which is understood by staff and very effectively implemented for the benefit of the students.

Channels of communication between management and staff are excellent. Information is shared effectively through regular, recorded meetings and through provision of documents, newsletters and staff updates via the intranet. The staff consultation group meets regularly with directors and other managers to represent the views of staff from all areas of the Institution. As a consequence, all staff are aware of the Institution's priorities and their contributions to achieving them.

2. The administration of the institution is effective

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|-----|--|---|-----------------------------|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.5 | Data collection and collation systems are effective. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Administration is excellent. Administrators are very well qualified and experienced in carrying out their key responsibilities. Their roles are clearly defined in up-to date-job descriptions. The size of the administrative team is adequate for the current level of delivery.

The administrative team has responsibility for course co-ordination. The team members' duties, at each stage of setting up and delivering HE courses, are clearly specified in the HE handbook. The team fulfils these requirements to a high standard. The Institution works with a large number of organisations in the UK and abroad, each with their own policies and legal requirements. The administrative team is successful in working flexibly to meet the differing requirements.

Policies and procedures are very well documented and effectively disseminated through the staff intranet and handbook. An appropriate HE faculty handbook has been developed to ensure that there is also accurate communication of the policies and procedures relevant to the freelance faculty.

Data collection and collation systems are highly effective. The excellent operational management of the courses is effectively supported by the use of venue and event management software for planning, resource scheduling and bookings. This allows for the smooth delivery of courses in spaces also used by other departments of the Globe theatre.

3. The institution employs appropriate managerial and administrative staff

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|-----|--|---|-----------------------------|
| 3.1 | There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.2 | Experience and qualifications claimed are verified before employment. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.3 | There is an effective system for regularly reviewing the performance of staff. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Procedures for appointment of new permanent staff are robust and consistently implemented. They result in the appointment of high-quality personnel who are well suited to their roles.

Experience and qualifications are appropriately verified prior to the appointment of staff.

Permanent staff benefit from a well-designed annual appraisal, which is linked to very good training and development opportunities. Appraisal outcomes are logged with the Human Resources (HR) department, and progress towards agreed targets is regularly reviewed by line managers. This process very effective in meeting the development requirements of the Institution and its staff.

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

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|-----|---|---|-----------------------------|
| 4.1 | Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.2 | Information on the courses available is comprehensive, accurate and up-to-date. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Publicity material provides accurate initial information to institutions interested in accessing HE courses for their students. Students are recruited by partner institutions and receive from them suitable information on the nature and requirements of the course they will follow at the Institution.

Text and images provided through the website and through social media channels are up to date and accurate.

Effective policies and procedures are in place to ensure that the information provided to prospective students by partner institutions correctly reflects the content of the course element delivered by the Institution.

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

5.1	Entry requirements for each course are set at an appropriate level and clearly stated in the course descriptions seen by prospective students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.2	A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
5.3	Students are properly briefed on the nature and requirements of the courses for which they apply, and all application enquiries responded to promptly and appropriately.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.4	Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
5.5	Students receive a proper initial assessment which includes language ability to confirm their capability to complete the courses on which they are enrolling.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Partner institutions are provided with clear information on the entry requirements for the Institution's courses, and select students who meet them.

5.2 Students are enrolled on the HE courses by partner institutions rather than directly with the Institution. Therefore, this key indicator is not applicable to the Institution.

The Institution's academic staff provide effective support in relation to the recruitment process for the Kings College MA in Shakespeare Studies by participating in the interviews of prospective students. The administration of the application process is the responsibility of Kings College.

Students undergo initial assessment in line with the home institution's requirements. As a result of these procedures, recruited students are suitable for their chosen course.

6. There is an appropriate policy on student attendance and effective procedures and systems to enforce it

6.1	There is an appropriate, clear and published policy on student attendance and punctuality.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.2	Accurate and secure records of attendance and punctuality at each session are kept for all students, collated centrally and reviewed at least weekly.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.3	Student absences are followed up promptly and appropriate action taken.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution expects full attendance by students on all its courses. It has a rigorous policy on attendance and punctuality, which is communicated effectively to partner institutions, students and staff.

Daily attendance is carefully monitored by course coordinators, who act promptly to address any absences or patterns of lateness.

Attendance records are collated centrally and reviewed weekly by the HE Manager. Any issues are reported to the partner institutions. As a result, attendance levels are very high.

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

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|-----|--|---|-----------------------------|
| 7.1 | The institution has effective mechanisms for obtaining feedback from students and other stakeholders (such as staff, partner institutions and employers) on all aspects of the institution's provision, including formal student representation where appropriate. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.2 | Feedback is obtained, recorded and analysed on a regular basis. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.3 | The feedback is reviewed by management and action is taken where necessary. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.4 | There is a mechanism for reporting on the institution's response to the feedback to the student body. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution employs a range of effective mechanisms to obtain feedback from students and other stakeholders and the use of feedback to improve provision is excellent

Student feedback is gathered through the completion of anonymised online forms and through regular meetings with students. In addition, informal feedback is taken by the course coordinator, who deals with issues as they arise and provides feedback to students on any actions taken. Staff contribute their views in an end of course meeting.

The resulting information is used very effectively in action planning. Any changes made are appropriately shared with staff and the partner institution, which may choose to pass on this information to its students.

Students and staff confirmed that the Institution is very responsive to their ongoing suggestions and inspection findings support this view. Analysed student feedback data demonstrate exceptionally high levels of satisfaction.

8. The institution has effective systems to review its own standards and assess its own performance with a view to continuing improvement

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| 8.1 | There are effective systems for monitoring and periodically reviewing all aspects of the institution's performance. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.2 | Reports are compiled at least annually which present the results of the institution's reviews and incorporate action plans. Reports include analysis of year-on-year results on student satisfaction, retention, achievement, examination results and completion rates. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.3 | Action plans are implemented and regularly reviewed, with outcomes reported to the management | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Rigorous procedures are in place to periodically review all aspects of the Institution's performance. Quantitative and qualitative feedback data are gathered regularly and used successfully to drive improvement. Data from student evaluations is analysed and compiled into a report on each course, which is used in course reviews and is shared with partner institutions.

Management reports are compiled at regular intervals and shared with senior leadership. These include summaries of all relevant data. Separate action plans are drawn up for different courses. Progress towards actions is effectively monitored by managers and outcomes are reviewed in management meetings. As a result, provision is continuously improved.

There is no centralised action plan covering the whole provision. The Globe is in the process of introducing a new management information system which will support the creation of an overarching plan for HE that incorporates action plans across all areas of work and at all levels. This will further enhance the current monitoring carried out by managers.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

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 excellent. The members of the academic management team are very well qualified and ensure the successful delivery of an extensive range of programmes for HE students at different levels and from varying educational contexts.

Permanent staff are supported by four suitably qualified and experienced HE consultants, who contribute to course development and quality assurance. They are also involved in the recruitment and professional development of the faculty. The faculty is comprised of leading academics and practitioners, the large majority of whom work for the Institution on a freelance basis.

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 coordinator, who ensures that the appropriate specialist faculty are secured and that all required facilities are booked well in advance. A pre-course meeting of the faculty supports 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 and ensure that all necessary resources are available to students and staff.

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 which 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. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

The planning and delivery of the courses are very well managed.

The courses are designed in response to the requirements of a range of partners, both in the UK and abroad. Course descriptions and reading lists are provided to students at the outset of the course, together with information on assessment, where applicable.

Where courses are assessed, lessons maintain an appropriate focus on assessment objectives, and the Institution uses the grading system, criteria and policies used by the home institution. 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.

Academic staff meet with students to provide advice at specific stages of the course which effectively supports their progression to the final assessment.

Students are very effectively supported in developing their independent learning skills and, on the long courses, they are encouraged to self-reflect through completion of a learning journal.

Globe academic staff have a sound knowledge of the different educational contexts and varying academic levels that the students work to 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, through which the needs of all students are 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. Yes No

11.2 Teachers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively. Yes No

11.3 The appraisal procedures for teaching staff incorporate regular classroom observation. Yes No

11.4 Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students. Yes 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. Yes No

11.6 Teachers employ effective strategies to involve all students in active participation and to check their understanding of concepts and course content. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

Teaching is excellent and is delivered by leading academics and practitioners in their field all of whom have appropriate qualifications and experience. Students speak highly of the faculty and are clearly inspired by their learning experience at the Globe.

Members of the faculty are very well supported to meet the high standards set by the Institution. Suitably experienced consultants provide initial mentoring and classroom observation of the new freelance members of the faculty. The consultants are also engaged to conduct an annual programme of classroom observations for all staff. Feedback is recorded in a well-designed observation report which includes clear areas of strength and points for development.

11.3 However, the observation programme has not been implemented over the past two years, due to a lack of availability of suitably trained staff.

A wide range of high quality Continuing Professional Development (CPD) opportunities is available to faculty, including attendance at Globe theatre events and external conferences. Permanent staff participate in the annual Shakespeare Association of America Conference in the United States. Individual meetings with freelance faculty are used effectively to identify opportunities for them to extend their range of teaching within the Institution.

Faculty may conduct informal peer observations to improve their own practice, but these are not facilitated or recorded by managers. This limits opportunities for them to develop their pedagogical techniques.

Faculty are highly responsive to the different learning needs of students, who are very appreciative of the personal attention they receive. Faculty are provided with all necessary information on the academic background and specific individual needs of their students and take this into account in planning their schemes of work. As a result, teaching effectively promotes success for all students.

Most courses include practical sessions that require active participation by students. All students are actively encouraged to contribute their views in seminars. Students on long courses are aware that a grade for participation is included in their overall assessment. Consequently, levels of participation are high, enabling faculty to effectively check 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

The provision of resources and materials for study is excellent and meets the requirements of students and faculty very well.

Faculty request in advance any resources they require for classes and these are made available for the session by coordinators. This includes the physical resources of the two Globe theatres and their equipment.

Students have access to the Globe's own reference library and archive with specialist collections. They are also provided with all required reading materials electronically through the Virtual Learning Environment (VLE) of their own institution. Globe staff ensure that the resources they provide to the partner institutions for uploading to their VLEs are regularly updated.

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

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| 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 |

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| 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

The Institution contributes directly to the assessment of students on a small minority of its courses. In these cases, the assessment is well organised, rigorously conducted and effectively monitored.

The 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 shared with staff and students.

Reflective journals are maintained by students on certain courses. These are assessed at the end of the course. On the longer courses, there is an interim submission of journals and the opportunity to submit position papers prior to the final essay.

The students are very appreciative of the detailed feedback they are given and state that this is important in helping them improve. Inspection findings support this view.

The monitoring of the journals provides useful information on students' progress on the Globe courses. The home institution is responsible for providing additional support or advice on alternative courses for those who are judged to be making insufficient progress.

Essays are submitted in line with the home institution's requirements, for example, via software used to detect plagiarism. Feedback on essays is provided through a range of appropriate means and is consistently clear, constructive and developmental, supporting students to make improvements in both content and style. Feedback is appropriate to the level of the course, providing even those receiving the highest grades with areas to work on.

Faculty members make use of guidelines that are agreed with the partner institution for assessment of practical work. Students greatly value the regular feedback they receive on their individual practice.

Globe staff are available for consultation outside class time to provide additional academic support.

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

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|------|--|------------------------------|-----------------------------|-----------------------------|
| 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. Yes No NA
- 15.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. Yes No NA
- 15.3 External moderators are involved in the assessment process where appropriate. Yes No 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

- 16.1 The institution complies with the requirements of the relevant awarding bodies in terms of examination security and administration. Yes No 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. Yes No 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

Faculty provide very good support for students planning to apply for MA or doctoral level courses. Students planning a career in the theatre have excellent opportunities to access up-to-date advice from theatre professionals.

INSPECTION AREA – STUDENT WELFARE

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

- 18.1 There is at least one named staff member responsible for student welfare who is suitably trained, accessible to all students and available to provide advice and counselling. Yes No

18.2	Students receive appropriate advice before arrival.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.3	Students receive an appropriate induction and relevant information upon arrival.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.4	Students are issued with a contact number for out-of-hours and emergency support.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.5	The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
18.6	Effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
18.7	Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The provision of student welfare support is excellent and fully meets students' needs. Overall responsibility for pastoral support lies with the partner institutions. There is an agreement with the partner institutions that allows students to have access to their respective support networks whilst studying at the Globe and students are aware of this. Staff members from the Globe consult colleagues from the partner institutions on matters pertaining to student welfare when their students study at the Globe.

The specific Globe course coordinator, who is responsible for each group, is available to deal with any questions or practical issues related to the course. Students state that they are well supported and inspection findings confirm this view.

Appropriate advice on preparing for the Globe courses is provided in advance by the partner institution, with support from Globe staff, and through digital messaging from the Globe.

Students receive a comprehensive induction on arrival, which enables them to settle quickly into their course. Induction information is also provided in the course booklet and a general area booklet which includes details of local amenities.

The Globe has a strong ethos of inclusion, which is effectively communicated to students. Web pages that are accessible from the partner institution's learning platform provide details of the policy on avoiding discrimination and a procedure for dealing with abusive behaviour.

Excellent arrangements are in place to protect students from the risks associated with radicalisation and extremism.

19. International students are provided with specific advice and assistance

19.1	International students receive appropriate advice before their arrival on travelling to and staying in the UK.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
19.2	International students receive an appropriate induction upon arrival covering issues specific to the local area.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
19.3	Information and advice specific to international students continues to be available throughout the course of study.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
19.4	Provision of support takes into account cultural and religious considerations.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met NA

Comments

20. The fair treatment of students is ensured

- | | | | |
|------|---|---|-----------------------------|
| 20.1 | Students apply for and are enrolled on courses under fair and transparent contractual terms and conditions. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.2 | Students have access to a fair complaints procedure of which they are informed in writing at the start of the course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.3 | Students are advised of BAC's own complaints procedure. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

The contracts between the Globe and partner institutions have fair and transparent terms and conditions.

20.1 Students' applications and enrolment on courses are the responsibility of the partner institutions. The Globe is not responsible for their terms and conditions and, therefore, this key indicator is not applicable to the Institution.

The Globe has a fair and appropriate student complaints procedure, which can be accessed via the Globe pages on the partner institution's learning platform and through the course booklet. It includes information on BAC's own complaints procedure.

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

- | | | | |
|------|--|------------------------------|---|
| 21.1 | Any residential accommodation is clean, safe and of a standard which is adequate to the needs of students. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.2 | Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where students under 18 are accommodated. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 21.3 | Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for security of students and their property. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.4 | A level of supervision is provided appropriate to the needs of students. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.5 | Separate accommodation blocks are provided for students under 18. | <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

22. Where home-stay accommodation is organised, the welfare of students is ensured and the institution's relationship with hosts is properly managed

- | | | | |
|------|--|------------------------------|-----------------------------|
| 22.1 | Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for students and is appropriately located for travel to the institution and back. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.2 | Any home-stay accommodation is inspected before students are placed and is subject to regular re-inspection by a responsible representative or agent of the institution. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

22.3	The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
22.4	Appropriate advice and support is given to both hosts and students before and during the placement.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
22.5	Clear monitoring procedures are in place with opportunities for student feedback and prompt action taken in the event of problems.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

23. The institution provides an appropriate social programme for students and information on leisure activities in the area

23.1	Students are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
23.2	The social programme is responsive to the needs and wishes of students.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
23.3	Any activities within the social programme have been chosen with consideration for their affordability by the majority of students.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
23.4	Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA

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

Comments

The General Area booklet that is provided to the students at induction includes useful information on places to eat and local sightseeing suggestions.

Where possible, the Globe arranges occasions for students from different institutions to meet. The occasions include receptions and opportunities for students to watch each other's end of course scene presentations or to watch Globe productions together. This further enhances the students' experience.

Other social activities are primarily the responsibility of the partner institution.

INSPECTION AREA – PREMISES AND FACILITIES

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

24.1	The institution has secure tenure on its premises.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
24.2	Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA

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

Comments

The Institution has secure tenure on all its premises, including the locations used for the delivery of its courses.

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

25.1	Access to the premises is appropriately restricted and secured.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.3	There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to students, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
25.4	General guidance on health and safety is made available to students, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.5	There is adequate signage inside and outside of the premises and notice boards for the display of general information.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.6	There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.7	There are toilet facilities of an appropriate number and level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.8	There is adequate heating and ventilation in all rooms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

The high-quality premises provide a safe, comfortable environment for students and staff. Security of the premises is excellent. Parts of the two buildings have areas accessible to the public. These are monitored by security personnel. Access to areas used by students and staff is controlled electronically. Staff, and students on long courses are provided with electronic passes, while students on short courses are met at the start of each session and accompanied into the restricted area by a member of staff. All students must sign in and lanyards are worn by students and staff.

The premises are maintained to a high standard and are cleaned regularly throughout the day.

The two theatre spaces present specific hazards. These are very well addressed through risk assessments and rigorous control measures. All members of staff complete the Globe's own health and safety course. Course coordinators regularly check that areas used for course delivery are fit for purpose and a Globe stage manager is present for sessions when stage equipment such as candles and trap doors are in use. The safety procedures for the theatres are effectively communicated to students as part of their induction. They also have access to general guidance on health and safety. Students demonstrate very good awareness of these procedures. Visitors are accompanied by a member of staff and provided with relevant guidance on health and safety.

Signage throughout the premises is clear and effective. Suitable noticeboards are available for the display of general information.

Circulation space is good. The main Globe reception is an excellent area in which to receive visitors and new groups of students. There are suitable toilet facilities for the number of users which are regularly cleaned. Heating and ventilation in all rooms is appropriate.

26. Classrooms and other learning areas are appropriate for the courses offered

26.1	Classrooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
26.2	Classrooms and/or any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
26.3	There are facilities suitable for conducting the assessments required on each course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

Classrooms and other learning areas are well suited to the courses offered. The numbers of students are agreed in advance with the partner institution. As a result, 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 delivered in the two fully equipped working theatres. These spaces also provide suitable facilities for the assessment of the practical work

Faculty and students state that the learning environments are very good. Inspection findings confirm this view.

27. There are appropriate additional facilities for students and staff

27.1	Students have access to sufficient space and suitable facilities for private study, including library and IT resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.2	Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.3	Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
27.4	Students and staff have access to storage for personal possessions, where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
27.5	There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.6	Administrative offices are adequate in size and resources for the effective administration of the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

There are good additional facilities for students and staff.

Students spend much of their time on site in class so individual study largely takes place at the premises of the partner institution or study abroad centre. IT facilities are not provided for students, but all bring their personal devices for receiving messages and checking information. The HE Manager checks that students have access to the necessary IT facilities outside of the Globe.

Students have access to a base room where they can relax or study, and the studios are also often available for relaxing in between sessions.

Members of the faculty have personal space, in the offices, for preparation and marking of work. Freelance faculty have access to the Library and Archive area and can also use space in the offices of permanent staff where spare desks are provided.

Students and staff use a small but suitably equipped kitchen to store and heat food and prepare drinks. They can also use the public cafeteria on the ground floor of the Sackler Studios, where they receive discounts. Lockers are available for students and freelance faculty to store personal possessions.

Rooms of suitable sizes can be booked for meetings, including those of senior management. Administrative offices are ample for the current staff and sufficient resources are provided for the effective administration of the Institution.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Institution's Strengths

Highly effective oversight by the senior management, which ensures the continued success of the Institution's provision

Clear vision that drives the development of high quality and innovative provision

Robust administrative procedures which effectively support the planning and successful delivery of courses

Very effective procedures to review all aspects of provision, within a culture of continuous improvement

Actions Required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's Strengths

Courses are effectively tailored to meet the specific requirements of a wide range of partner institutions and their students

Inspiring teaching delivered by leading academics and theatre professionals

High quality assessment feedback that enables students to maximise their progress

Excellent resources which effectively support learning

Actions Required	Priority H/M/L
11.3 The Institution must reinstate its programme of regular teaching observations for all faculty members	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

STUDENT WELFARE

Institution's Strengths

Very effective collaboration with partner institutions to fully meet student welfare needs.

Actions Required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

PREMISES AND FACILITIES

Institution's Strengths

Spacious, well-equipped studios that provide an excellent environment for teaching and learning

The unique learning resources of two recreated period playhouses

Rigorous procedures that ensure the health and safety of students	
Actions Required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

<p>The Institution should implement its plans to consolidate action planning across provision to support effective monitoring</p> <p>The Institution is recommended to encourage and facilitate peer observations among faculty to share best practice</p>
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COMPLIANCE WITH STATUTORY REQUIREMENTS

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