

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## College Reaccreditation Inspection

**INSTITUTION:** Globe Education

**ADDRESS:** Shakespeare's Globe  
21 New Globe Walk  
London  
SE1 9DT

**HEAD OF INSTITUTION:** Mr Patrick Spottiswoode

**DATE OF INSPECTION:** 17-18 May 2017

**ACCREDITATION STATUS AT INSPECTION:** Accredited

### DECISION ON ACCREDITATION:

- Reaccreditation to be awarded for the full four-year period.
- Decision on accreditation deferred.
- Accreditation to be withdrawn.

Date: 27 July 2017

### 1. Background to the institution

Globe Education (the College) was established in 1989. It is part of Shakespeare's Globe theatre, which is situated by the River Thames, in central London. Globe Education is a registered charity, under the name of the Shakespeare Globe Trust. It exists to promote and improve the understanding and enjoyment of all aspects of dramatic art related to the works of Shakespeare. The College aims to be the world's leading centre for the study and appreciation of Shakespearean plays in performance. A research department was also formed in 1996 as a separate entity and became part of Globe Education in 2001.

The Director of Globe Education reports to the Chief Executive. Both are members of the executive team, which includes four other directors and department heads. These are the Artistic Director, Director of Development, Commercial Director and the Chief Finance and Operations Officer. The current Director of Globe Education was appointed in 1984.

The College's initial educational focus was on courses for American undergraduates of English Literature, who were studying in London. The College then expanded its provision, from 1997, to include workshops on Shakespeare for children and young people. The Globe Theatre opened in 1997. This provides a resource for the students of Globe Education to discover the architectural conditions, under which Shakespeare's plays were originally produced. Students are immersed in the life of the Globe Theatre and share relaxation and study spaces with professional theatre makers and researchers. The Sam Wanamaker Playhouse, adjacent to the Globe Theatre, was opened in 2014 to provide an indoor Jacobean style theatre. This resource enables new research opportunities to be realised.

Globe Education functions in three main areas. These are learning for schools and teachers, events for the public and Higher Education (HE) and research for universities, drama schools and scholars. Each has a Head of Area, who is a member of Shakespeare's Globe's senior management team. It is the HE provision, which is the subject of British Accreditation Council (BAC) accreditation and is, therefore, described in this report.

Following the introduction of a Master of Arts (MA) programme in Shakespeare Studies in 2000, in partnership with King's College London, a full-time academic member of staff was recruited. The current Head of HE and Research was appointed in 2004 and continues to develop the HE and research provision. Courses are taught by the Head of HE and Research, a lecturer and research fellow and the freelance HE faculty. Content is delivered through workshops, seminars, lectures, demonstrations and attendance at theatre performances. The majority of work is delivered on-site but occasionally off-site at university partners' premises in the United Kingdom (UK) or abroad.

The number of MA and undergraduate students was very high in 2016 and course numbers are expected to continue to grow. Four HE Education Consultants have been appointed to help with quality assurance.

### 2. Brief description of the current provision

The HE courses relate to the study of Shakespeare in performance. They have been created through collaboration with the English and Drama departments of universities or with Drama Schools and Conservatoires. All students studying on an HE course are enrolled at a partner HE institution.

There are two main HE courses currently running. One course is the MA in Shakespeare Studies, which is offered in partnership with King's College London. There are currently 37 students enrolled. In addition, the conservatory training course for Bachelor of Fine Arts (BFA) and Master of Fine Arts (MFA) Acting and Design students is delivered with Mason Gross School of the Arts at Rutgers, the State University of New Jersey. At the time of the inspection, neither of these courses were timetabled to run on site. At the time of inspection, the College was running a new four-week programme for the University of Nebraska in the United States of America (USA). There were 17 students enrolled on this programme.

The College also provides a large number of bespoke courses, which vary from a half day to a semester in duration. This provision varies annually according to requests that are made from HE institutions, Globe Education's strategic priorities and the annual re-negotiation of existing relationships. Courses are run in the autumn, spring and summer terms.

In the 2015 to 2016 academic year, the College worked with 1493 students. A large majority of courses were run in collaboration with HE institutions in the USA or with institutions in the UK. A small minority were with institutions from Brazil, Canada, Germany, the Netherlands, New Zealand, Spain and Switzerland. There are no students under the age of 18 on HE courses.

### 3. Inspection process

The inspection was conducted over two days by one inspector. The inspector visited the College premises, which are based on New Globe Walk, Bear Gardens and leased premises on Park Street. Meetings were held with the Director of Globe Education, the HE Manager, Head of HE and Research and, briefly, with some members of Globe Education Faculty. Meetings were also held with other administrative staff, including the Marketing Manager and Press and Public Relations (PR) Officer, the Head of Human Resources and the Chief Financial and Operating Officer. An MA student was interviewed. Extensive documentation provided by the College was scrutinised. At all times, information was freely available and Globe staff and students were extremely co-operative with the inspector.

### 4. Inspection history:

<b>Inspection type</b>	<b>Date</b>
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

## PART B - JUDGEMENT AND EVIDENCE

The following judgements 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

- |     |  |   |
|-----|--|---|
| 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="radio"/> Yes <input type="radio"/> 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="radio"/> Yes <input type="radio"/> No |
| 1.3 | There are clear channels of communication between the management and staff.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

#### Comments

Senior managers are very well qualified. The organisational structure is well defined and job descriptions and curriculum vitae are detailed.

The Director has been in post for 33 years and provides exceptional leadership. As a result, the HE provision has grown significantly as has the quality.

The Directors have a clear vision of the strategic direction of the organisation. This includes an exciting new building project, which will allow further expansion of the HE and library facilities.

#### 2. The administration of the institution is effective

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

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

#### Comments

The administrative team is very well qualified.

Excellent policies and procedures are detailed in the Staff Handbook. However, the policies and practices, in the procedure document for freelance teaching staff, are not sufficiently tailored to these specific staff.

The College works with a large number of institutions, which have different policies and legal requirements. As a result, the administration team works very flexibly to meet these varying needs.

The HE Manager regularly meets each member of the HE team individually to discuss pastoral support, workload, training and development and course based queries.

Data collection is outstanding. Essential qualitative and quantitative student data is effectively captured to support continuous improvement. Very good use of the on-line software used for programme scheduling enables reporting to be increasingly and effectively automated.

3. **The institution employs appropriate managerial and administrative staff**

- 3.1 There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff.  Yes  No
- 3.2 Experience and qualifications claimed are verified before employment.  Yes  No
- 3.3 There is an effective system for regularly reviewing the performance of staff.  Yes  No

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

**Comments**

There are rigorous staff appointment procedures to ensure that staff are suitable for their roles.

Excellent completed appraisal documentation includes realistic and ambitious improvement targets, which are regularly reviewed.

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

- 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.  Yes  No
- 4.2 Information on the courses available is comprehensive, accurate and up to date.  Yes  No

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

**Comments**

The website is excellent and up-to-date. Other relevant and effective marketing and publicity aids include innovative on-line tools such as podcasts and blogs.

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.  Yes  No
- 5.2 A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.  Yes  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.  Yes  No
- 5.4 Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.  Yes  No  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.  Yes  No

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

**Comments**

5.1 5.2 Students are enrolled on the HE courses by partner institutions rather than directly with the College. Therefore, these key indicators are not applicable to the Provider.

For the MA in Shakespeare Studies, Globe Education's managers go to King's College to assist in the initial interview process. This represents very good collaborative practice.

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

- 6.1 There is a clear and published policy on student attendance and punctuality, requiring that they attend at least 80% of their scheduled classes.  Yes  No  NA
- 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.  Yes  No  NA
- 6.3 Student absences are followed up promptly and appropriate action taken.  Yes  No  NA

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

**Comments**

Attendance registers are well monitored.

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

- 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.  Yes  No
- 7.2 Feedback is obtained, recorded and analysed on a regular basis.  Yes  No
- 7.3 The feedback is reviewed by management and action is taken where necessary.  Yes  No
- 7.4 There is a mechanism for reporting on the institution's response to the feedback to the student body.  Yes  No

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

**Comments**

The feedback from students is extremely well analysed for each course. It is summarised in an excellent data table, which features pie charts to aid understanding.

A student representative confirmed that their views are listened to and are very well regarded by the managers.

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

- 8.1 There are effective systems for monitoring and periodically reviewing all aspects of the institution's performance.  Yes  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.  Yes  No
- 8.3 Action plans are implemented and regularly reviewed, with outcomes reported to the management.  Yes  No

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

**Comments**

All courses are subject to rigorous review and evaluation, both during their operation and on an annual basis. Information from course evaluations is well co-ordinated to inform future development.

Globe Education has an excellent ethos of continuous review and improvement. Lesson observation records are extremely well-focused and points for development are based on relevant criteria for teaching and learning.

A very detailed annual review is carried out, which encompasses all operations.

## 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="radio"/> Yes <input type="radio"/> No |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.3 | The allocation of teachers to classes provides for a consistent learning experience.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of academic resources.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

#### Comments

The Head of HE and Research is very well qualified and experienced.

The expansion of courses and academic resources is the result of exceptionally well-directed academic management. Globe Education works very closely with partner institutions to devise and implement assessment criteria for programmes. Excellent practice, in this regard, was noted during the inspection.

### 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="radio"/> Yes <input type="radio"/> 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="radio"/> Yes <input type="radio"/> No |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.4 | Students are encouraged and enabled to develop independent learning skills.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.5 | Full-time courses requiring students to attend for 15 hours or more per week are time tabled over at least three days.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.6 | Any required coursework and revision periods are scheduled in advance.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.7 | The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

#### Comments

Students have frequent opportunities to work on the Globe Stage and in the Sam Wanamaker Playhouse. This provides them with the unique opportunity to explore the relationship between the actors and the audience in the two playhouses.

Students are encouraged to develop independent learning skills. They are taught to take responsibility for developing their own dance and voice techniques. On the majority of courses, students keep reflection journals, which are part of the assessment process. This is excellent practice.

A comprehensive faculty meeting, which takes place before the start of a new course, ensures that teachers are fully aware of the needs and aspirations of the students and are prepared to meet their needs. A lot of care and attention is put into this aspect of academic and pastoral management.

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**

The teaching sessions that were observed during the inspection were of outstanding quality. They involved practical activities to develop students' learning very effectively. The voice coaching session encouraged students to take full responsibility for developing their own voice techniques.

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**

Although the current library is relatively small, it is exceptionally well stocked. It holds a unique range of books, journals, on-line references and artefacts related to past performances, including scripts, prompt books and theatre programmes. This, with the ongoing support of a very well qualified archivist team, provides students with an exceptional learning resource.

Ambitious plans include a large library, with space for 150 students and/or visiting researchers.

A Virtual Learning Environment (VLE) is under development.



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.  Yes  No
- 13.2 Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention where appropriate.  Yes  No
- 13.3 Students are made aware of how their progress relates to their targeted level of achievement.  Yes  No
- 13.4 The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders.  Yes  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.  Yes  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.  Yes  No
- 13.7 Students have appropriate access outside class time to teachers or personal tutors for academic support.  Yes  No

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

**Comments**

Most of the assessment procedures, the monitoring of outcomes and the provision of the feedback about progress is the responsibility of the partner institutions for both MA and visiting students and is carried out effectively. Students confirm that feedback from teachers was of a high quality.

Globe Education's HE staff contribute to MA students' formative assessments. This is excellent practice.

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.  Yes  No  NA
- 14.2 For courses leading to other UK awards, the awarding body is recognised by the relevant regulator.  Yes  No  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.  Yes  No  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 NQF/QCF 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 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 \_\_\_\_\_

## 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. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                          |
| 18.2 | Students receive appropriate advice before arrival.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                          |
| 18.3 | Students receive an appropriate induction and relevant information upon arrival.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                          |
| 18.4 | Students are issued with a contact number for out-of-hours and emergency support.   | <input checked="" type="radio"/> Yes | <input type="radio"/> 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="radio"/> Yes | <input type="radio"/> No |                          |
| 18.6 | Effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 18.7 | Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism.  | <input checked="" type="radio"/> Yes | <input type="radio"/> No |                          |

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

#### Comments

Students have their own designated staff member, who deals with all welfare issues.

The pastoral support provided meets the needs of the students very well.

### 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="radio"/> Yes | <input type="radio"/> No |
| 19.2 | International students receive an appropriate induction upon arrival covering issues specific to the local area.   | <input type="radio"/> Yes | <input type="radio"/> No |
| 19.3 | Information and advice specific to international students continues to be available throughout the course of study.  | <input type="radio"/> Yes | <input type="radio"/> No |
| 19.4 | Provision of support takes into account cultural and religious considerations. Where possible, students have access to speakers of their own first language. | <input type="radio"/> Yes | <input type="radio"/> 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="radio"/> Yes <input type="radio"/> 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="radio"/> Yes <input type="radio"/> No |
| 20.3 | Students are advised of BAC's own complaints procedure.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

**Comments**

Application and enrolment on courses is the responsibility of the partner institutions.

Suitable reference is made to BAC's complaints procedure in the students' welcome pack.

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="radio"/> Yes <input type="radio"/> No                          |
| 21.2 | Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where students under 18 are accommodated.   | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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="radio"/> Yes <input type="radio"/> No                          |
| 21.4 | A level of supervision is provided appropriate to the needs of students.   | <input type="radio"/> Yes <input type="radio"/> No                          |
| 21.5 | Separate accommodation blocks are provided for students under 18.  | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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.  Yes  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.  Yes  No
- 22.3 The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.  Yes  No
- 22.4 Appropriate advice and support is given to both hosts and students before and during the placement.  Yes  No
- 22.5 Clear monitoring procedures are in place with opportunities for student feedback and prompt action taken in the event of problems.  Yes  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.  Yes  No
- 23.2 The social programme is responsive to the needs and wishes of students.  Yes  No  NA
- 23.3 Any activities within the social programme have been chosen with consideration for their affordability by the majority of students.  Yes  No  NA
- 23.4 Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience.  Yes  No  NA

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

**Comments**

An excellent variety of enrichment programmes and visits is provided.

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**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.  Yes  No  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.  Yes  No  NA

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

**Comments**

The lease was seen and indicates secure tenure.

**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.  Yes  No

25.2 The premises are maintained in an adequate state of repair, decoration and cleanliness.  Yes  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.  Yes  No  NA

25.4 General guidance on health and safety is made available to students, staff and visitors.  Yes  No

25.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information.  Yes  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.  Yes  No

25.7 There are toilet facilities of an appropriate number and level of cleanliness.  Yes  No

25.8 There is adequate heating and ventilation in all rooms.  Yes  No

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

**Comments**

There is an excellent electronic key fob system in operation throughout all Globe buildings.

**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.  Yes  No
- 26.2 Classrooms and any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course.  Yes  No
- 26.3 There are facilities suitable for conducting the assessments required on each course.  Yes  No  NA

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

**Comments**

Although managers consider restrictions on space sometimes impede development, this should be alleviated when a proposed new building is commissioned. This is due to start in 2018.

**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.  Yes  No
- 27.2 Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation.  Yes  No
- 27.3 Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.  Yes  No  NA
- 27.4 Students and staff have access to storage for personal possessions where appropriate.  Yes  No  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.  Yes  No
- 27.6 Administrative offices are adequate in size and resources for the effective administration of the institution.  Yes  No

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

**Comments**

There is exceptional and unique provision of additional facilities for students and staff. The refreshment facilities are excellent.

**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

Directors and managers are exceptionally approachable and very well qualified to implement ambitious plans for expanding the Higher Education provision.

There is a well-defined meetings' structure to ensure effective dissemination of information.

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

### TEACHING, LEARNING AND ASSESSMENT

#### Institution's strengths

Teaching staff, both employed and freelance, are exceptionally high quality specialists and fully able to support a variety of student needs.

A flexible approach, offering a wide range of open and bespoke courses, means that a large variety of student needs can be fully met.

The College provides unique facilities and resources for the study of Shakespeare and his theatre to enhance students' experience and learning on the prestigious MA course.

The quality of feedback to students is excellent.

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

### STUDENT WELFARE

#### Institution's strengths

Excellent welfare provision fully meets student needs and includes regular support, both from the College and its partner institutions.

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

### PREMISES AND FACILITIES

#### Institution's strengths

The Globe's resources, principally the outdoor and indoor playhouses, supplemented by a range of workshop spaces and well-stocked archives and library facilities are unique.

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



**RECOMMENDED AREAS FOR IMPROVEMENT**

It is recommended that the procedure document for freelance teaching staff is revised so that it is tailored specifically to freelance staff.

It is recommended that Globe Education prioritise the development of the VLE in order to introduce it for students' use as soon as possible.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**