



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM INSPECTION (College)

INSTITUTION: Globe Education

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

HEAD OF INSTITUTION: Dr Patrick Spottiswoode

Accreditation status: Accredited

Date of inspection: 19 August 2015

ACCREDITATION COMMITTEE DECISION ON ACCREDITATION: 10 September 2015

PART A - INTRODUCTION

1. Background to the institution

Globe Education (the College) was established in 1989 and is based in a building, which is adjacent to the Globe theatre. It is a registered charity, under the name of the Shakespeare Globe Trust. Together with the Globe theatre and the Globe Exhibition and Tour, it aims to further the experience and international understanding of Shakespeare in performance. The current Director of the College was appointed in 1984. He reports to the Chief Executive of Shakespeare's Globe, who in turn reports to the Board of Trustees.

The College grew out of the educational and exhibition activities, originally set up by Sam Wanamaker, the pioneering American actor and director, to promote Shakespeare and to educate people about his work. These activities took place in Bear Gardens, now the site of the Sackler Studios, which are used by the College to run workshops and as a rehearsal space for students and theatre practitioners. Initially, the focus of the education activities was the delivery of study periods in London, focused on Shakespeare, for students at American universities, who were studying undergraduate programmes in English literature.

Between 1989 and 1997, the College expanded its provision to include workshops on Shakespeare for children and young people. During this period, the Globe open air theatre was being constructed, initiated by Sam Wanamaker. The theatre finally opened in 1997 and now provides a unique resource for students, who can discover the architectural conditions in which Shakespeare's plays were originally produced. The research department was formed around 1996 as a separate entity and became part of Globe Education a few years later.

In 2000, the Director of Globe Education started a Master of Arts (MA) programme in Shakespeare Studies in partnership with Kings College London. About the same time, a full-time academic member of staff was recruited. The current Head of Higher Education and Research was appointed in 2004 and continues to develop the higher education and research provision.

2. Brief description of the current provision

The College provides courses, in collaboration with the English and drama departments of universities. An example of this is the MA in Shakespeare Studies, which is offered in partnership with Kings College London. The College offers two modules of the course, in early modern playhouse practice and staging Shakespeare in early modern playhouses. The College also works with drama schools such as Mason Gross School of Arts, which is part of Rutgers University in New Jersey, USA. This partnership enables students of acting and design to come to the Globe to undertake six months of study, as part of the third year of the four-year Bachelor of Fine Arts programme.

Other courses and study days are offered, including in conjunction with universities and drama schools in the USA, United Kingdom and New Zealand. These can vary from half a day to an academic year in duration and can be customised to the requirements of the particular audience. Courses make use of content developed by the College and are taught by the College's lecturers and practitioners, as well as by leading Shakespeare scholars and theatre professionals. Summer schools are also held for teachers of Shakespeare. These provide information on appropriate teaching strategies to bring the study of Shakespeare alive for their students.

The College also carries out research activities. Recent research projects include Shakespeare's theatres of his time and contemporary performance. Research facilities include a library for the use of students and scholars of Shakespeare by appointment and an archive containing a wide range of information, including on all the performances at the theatre. The archive contains items such as prompt cards and costumes as well as recordings of lectures and information about the history of the construction of the Globe theatre.

In addition the College is funded, by the universities, to co-supervise the research of PHD students from Kings College London and the University of Otago in New Zealand.

Approximately 1300 students study on the College's higher education programmes annually. They come from a range of countries, including the USA, New Zealand, Saudi Arabia, Switzerland and Sweden.

3. Inspection process

One inspector conducted the inspection visit over half a day. The inspection included meetings with the Head of Higher Education and Research, the Higher Education Manager, the Senior Coordinator and the coordinator. The inspector also scrutinised some relevant documents provided by the College and visited the new Sam Wanamaker Playhouse.

4. Inspection history

Stage 2 inspection:	1 June 2009
Stage 3 inspection:	19-20 November 2009
Interim inspection	6 August 2010
Supplementary inspection	6 June 2011
Reaccreditation inspection	27-28 June 2013

PART B – JUDGEMENTS 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

1. Significant changes since the last inspection

The name of the Globe Education team has changed from Courses and Research to Higher Education and Research to better reflect the nature of the provision and to provide greater clarity to customers.

Some staffing changes have taken place. At the end of 2014, the team was restructured and is now managed by one manager, the Head of Higher Education and Research, instead of the previous two managers. In addition, the previous Coordinator has been promoted to Senior Coordinator and a new coordinator post was filled in January 2015. As a result, the Higher Education Manager is able to take on a greater management role. The separate Human Resources department, which provides support to the Higher Education and Research team, has expanded with the recruitment of a new staff member. The communications team has also expanded with the creation of a dedicated Marketing Officer for Globe Education.

With regard to the educational provision, the course with Rutgers University no longer includes stage management and Globe Education now contributes two modules, as described above, to the MA programme with Kings College London. As a result, students on the MA course are now on site for the spring term as well as the autumn term as before. The construction of the indoor theatre, the Sam Wanamaker Playhouse, is now complete. It opened in January 2014 and is being used by students on the higher education courses. As a result, a new programme with the University of Sussex has been introduced, which is based on performance in an indoor theatre. In addition, it is now possible to operate all year round, using the theatre spaces, rather than just during the summer, which is the case for the outdoor Globe theatre. This has also resulted in the ability to recruit more students.

An electronic student information management system has been installed in order to streamline the administration of students' data and registration. The team is using the system for new students and is in the process of transferring historic data.

A virtual learning environment (VLE) is in the development phase and staff are due to be trained in its use shortly. It is intended that it will be fully operational by the end of 2015.

2. Response to actions points in last report

While acknowledging the quality management policies and procedures of partner institutions, and those of the Globe itself, it was suggested that value might be added by means of an annual performance review within the College. That is, consideration by all College staff of significant data and issues, arising from course delivery and student feedback; and their involvement in discussion of implications for forward planning. A summary of such a review could be of value to those directly involved in delivery across College programmes.

The process for collating and analysing student feedback has been formalised to enable this to be carried out consistently across all the programmes. The College has implemented an annual managers' away day meeting to include an evaluation of the performance of the College. The most recent one was held in October 2014. Reports are produced on individual programmes. They take account of the views of relevant staff and include a review of the feedback data obtained and next steps to be taken with

regard to the programme. These are shared with the partner institution and any issues are discussed individually with the teachers. Any actions resulting from the evaluation process, together with specific and measurable improvement targets, are not currently brought together in an action plan, to ensure effective monitoring and continuous improvement. The College is consulting with other higher education institutions in order to share best practice with regard to annual course review methodologies.

The College should ensure that all staff are aware of the existence of a staff development budget, the policy for its use and procedures for making proposals.

The staff performance appraisal system includes a discussion of training and development opportunities. Identified training and development needs are analysed on an individual, departmental and organisation wide basis to ensure the best use of the central training budget. Fortnightly one to one pastoral meetings ensure that training needs can be regularly discussed and training is discussed at management and team meetings. As a result, staff have access to a wide range of suitable development opportunities, including mentoring, and are comfortable discussing their needs with managers. A log of the training and development undertaken by staff and its impact on their work might be useful as an on-going record and to enable effective monitoring.

The College should enhance student access to required readings when preparing essays and dissertations.

All the recommended reading for the MA course is available in the Globe Education library, the archive and other libraries that students have access to. Students on this course also have access to the VLE of Kings College London. Information on recommended reading and where relevant resources can be accessed is sent to partner institutions in advance of the start of a course. Students' views on access to learning resources are sought through a questionnaire. The Globe Education VLE, when up and running, will increase digital access to reading materials. It is planned to increase the opening hours of the library and archive dependent on the recruitment of appropriate staff.

3. Compliance with BAC accreditation requirements – spot check

3.1 Management, Staffing and Administration

	Met	Partially met	Not met	NA
The standards are judged to be	✓			
Comments It is recommended that any actions resulting from the evaluation process, together with specific and measurable improvement targets, are not currently brought together in an action plan, to ensure effective monitoring and continuous improvement				

3.2 Teaching, Learning and Assessment

	Met	Partially met	Not met	NA
The standards are judged to be	✓			
Comments None				

3.3 Student Welfare

	Met	Partially met	Not met	NA
The standards are judged to be	✓			
Comments None				

3.4 Premises and Facilities

	Met	Partially met	Not met	NA
The standards are judged to be	✓			
Comments				

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

Institution's strengths

The College has access to unique facilities and resources for the study of Shakespeare and his theatres to enhance the students' experience and learning
 Very good use is made of students' feedback to evaluate the provision
 Communication between members of the small Higher Education and Research team is very good.
 Managers are approachable and staff are very satisfied with the support they receive to carry out their roles effectively.

Actions required	Priority H/M/L
None	

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated.	YES
Further comments, if applicable	