



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM INSPECTION (College)

INSTITUTION: Globe Education

ADDRESS:

21 New Globe Walk
Southwark
London
SE1 9DT

HEAD OF INSTITUTION: Mr Patrick Spottiswoode

ACCREDITATION STATUS: Accredited

DATE OF INSPECTION: 12 August 2019

ACCREDITATION COMMITTEE DECISION AND DATE: 28 November 2019

PART A – INTRODUCTION

1. Background to the institution

Globe Education (the Institution) 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 registered as a charity, under the name of the Shakespeare Globe Trust in 1973. It exists to promote and improve the understanding and enjoyment of all aspects of the dramatic arts related to the works of Shakespeare.

The Institution aims to be the world's leading centre for the study and appreciation of Shakespearian plays in performance.

The Director of Globe Education is supported by a Head of Learning, Head of Business Development and a Head of Higher Education and Research who manages a team of coordinators including a Higher Education Manager and a Senior Higher Education Co-coordinator.

Globe Education provides three main areas of educational activity. These are learning for schools and teachers, events for the public and the Higher Education (HE) area for universities, drama schools and scholars. BAC accreditation is for all education provision covered within the HE section of Globe Education.

2. Brief description of the current provision

The specific courses offered under the HE area of the Institution include a Master of Arts (MA) programme in Shakespeare Studies in partnership with King's College, credit bearing courses related to the study of Shakespeare in performance and a large number of bespoke courses. The MA programme was introduced in 2000. Students are enrolled at King's College and complete two modules of the MA through Globe Education.

The credit bearing courses, ranging from Levels 4 to 7, have been created through collaboration with the English and Drama departments of universities or with Drama Schools and Conservatoires. All students studying on these courses are enrolled at a partner HE institution. Recent courses related 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. The majority of content is delivered on-site but occasionally off-site at university partners' premises in the United Kingdom (UK) or abroad.

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 have examined the historical and contemporary meanings of Shakespeare's plays, language, performance space and the materials of theatre practice, the historical conditions in which Shakespeare's plays were produced and the unique relationship between the actors and audience in early modern theatre spaces.

In the 2018 to 2019 academic year, the Institution worked with a total of 1609 students. Most courses were run in collaboration with HE institutions in the United States of America or with HE institutions in the UK. A minority were with institutions from Ireland, Denmark, Germany, Switzerland, Hong Kong and New Zealand.

At the time of inspection, the Institution was running a study day programme for the University of Zurich. There were 22 students enrolled on this programme. There were also 28 students from King's College London finishing their Master of Arts, Shakespeare Studies. All students were over the age of 18.

3. Inspection process

One inspector carried out the inspection over one day. Interviews were held with the Head of HE and Research, the HE Manager, members of the teaching staff and a group of four MA students. One lecture was observed. A range of documentation was scrutinised and the Institution was most helpful in 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

PART B – JUDGMENTS AND EVIDENCE

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

1. Significant changes since the last inspection

Since the last inspection, the Institution has increased its courses for the academic year by four. There has also been an increase in student numbers. In December 2017, Globe Education was renamed the Education Department, Shakespeare's Globe. The office space is being re-organised so that the whole Education team will be in the same office.

Shakespeare's Globe has rented space in the Empire Warehouse. Situated next to the Sackler Studios, this new studio space is shared between the Education and Theatre Departments. At the time of the inspection, both the Higher Education Manager and the Senior Higher Education Co-coordinator were on temporary leave. Both roles have temporary staff in post covering their responsibilities.

2. Response to actions points in last report

There were no action points in the last report.

3. Response to recommended areas for improvement in last report

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

A small number of freelance staff work for the Institution on a part-time permanent basis. All freelance staff receive the same faculty handbook that is given to permanent staff. The current edition includes specific details of freelance staff procedures and the relevant policies. A new edition, currently in production, is being created to be shared with the freelance faculty and will include the full range of procedures and policy documents that are relevant to the freelance faculty.

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

Since the last inspection, the proposed development of a VLE has been reviewed and the decision has been taken that developing a VLE is no longer a priority. All students are enrolled with their home institution and use their own VLE systems. Any resources that students need for the classes taught at the Institution can be uploaded to the partner institution's VLE or shared via e-mail or printed off and hard copies given to a specific class. Students reported that their VLE does not always contain the latest versions of the resources.

4. Compliance with BAC accreditation requirements

4.1 Management, Staffing and Administration (spot check)

The standards are judged to be:

Met

Partially Met

Not Met

Comments

The Institution is extremely well managed and senior staff provide valuable continuity. The Director has been in post for 35 years. The Head of HE and Research has been in post since 2004 and provides effective oversight of this area of activity.

The administrative team creates courses to meet the different requirements of the partner institutions. This requires responding to the different administrative systems of a range of international HE institutions.

Dedicated course managers design, deliver and respond to feedback as part of these ongoing relationships. They choose staff with appropriate experience to deliver the courses.

There is excellent use of venue and event management software for planning, resource scheduling and booking. This enables the team to achieve the complex task of scheduling courses in spaces that are shared with other departments of the Globe.

Students are enrolled and selected by the partner institutions, so feedback is particularly important and is meticulously recorded and analysed. Anonymised questionnaires are given to the students at the end of the course and feedback shared with relevant staff members. Student feedback shows exceptionally high levels of satisfaction with almost all students reporting that courses meet their needs and most reporting that courses exceed their expectations. Students are particularly impressed with the depth of knowledge of the course lecturers. They also appreciate the experience of being able to share the space with practitioners involved in the creation of productions at the Institution. This is a unique experience that the students greatly value.

4.2 Teaching, Learning and Assessment (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

Programme management is effective. Four HE consultants are available to support quality assurance and provide ad hoc support in the development of new courses. They are also actively involved in the recruitment and professional development of the faculty.

Teaching is excellent with leading academics and practitioners providing world-class teaching in an internationally renowned centre of excellence. Students appreciate the learning opportunities offered by access to the Globe Theatre and the Sam Wanamaker Playhouse and are impressed with the depth of knowledge of their course lecturers and the practitioners who teach them, many of whom are pre-eminent in their fields. They also appreciate the emphasis on independent learning and the opportunity to acquire new skills while learning at their own pace.

Teaching staff may deliver the same lecture to different groups with varying levels of knowledge and have become adept at adapting their content and delivery to meet the needs of these different audiences.

Teachers receive feedback from the staff and students of the partner institutions and the education department administrators usually observe final feedback sessions. Staff from the partner institutions sometimes observe the teaching sessions. A member of the HE team and one of the consultants are responsible for giving all new members of faculty an induction. One of the consultants observes the first full teaching session of new faculty members, identifies areas of improvement and provides feedback. All faculty members can request for one of their sessions to be observed by a consultant.

The faculty handbook states that academic staff evaluations should take the form of observations, post observation feedback and written reports summarising the results of the evaluative process. However, although useful, staff report only occasional observations of their teaching by line managers take place and result in oral feedback. There are no peer observations in place.

4.3 Student Welfare (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

Students report that pastoral care is excellent. This is largely provided by staff from the partner institutions who remain onsite whenever the students are at the Institution.

International students appreciate the social programme and the educational visits organised by the Globe, which include trips to the Royal Shakespeare Company in Stratford upon Avon.

4.4 Premises and Facilities (spot check)

The standards are judged to be:

Met

Partially Met

Not Met

Comments

Access to the Institution is tightly controlled. All students have a lanyard and pass. On short courses they are met at the start and end of each session and recorded on a register. For courses lasting two weeks or more, they are issued with an electronic pass.

The access to the theatres is a valuable resource that helps students understand the terms under which theatre was produced in Shakespeare's lifetime. The range of studio and classroom spaces are well equipped and well maintained.

Although more teaching space has been acquired since the last inspection, there is still competition for the use of the space with other departments.

The current office re-organisation, when completed, will bring together the whole Education team in the same office.

In the past two years increasing use of partner institutions' VLEs to distribute course resources has resulted in a decline in library usage. This has led to a reduction in the hours when the library is open. Access to the library is further limited due to staffing issues. Students are able to access the archive recordings free of charge from the library, however, the reduction in opening hours has limited the access of students working with this material.

4.5 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes

No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

STRENGTHS

The Institution offers a unique blend of academic and vocational expertise in a world-class centre of performance and research.

The premises include full-size working recreations of both indoor and outdoor period theatres as well as a range of flexible teaching and rehearsal spaces.

Teaching by leading experts puts renowned scholars together with expert practitioners to deliver a range of bespoke courses.

Caring and supportive staff sensitively adapt their teaching to meet the needs of student groups with a wide range of prior knowledge.

ACTIONS REQUIRED

None

High Medium Low

RECOMMENDED AREAS FOR IMPROVEMENT *(to be reviewed at the next inspection)*

The Institution should continue the process already in place to produce a faculty handbook that includes all the policies and procedures relevant to freelance staff.

The Institution should ensure that resources given by the Education Department to the partner institutions for uploading to their VLEs are regularly updated.

The Institution should ensure that the appraisal procedures of teaching staff incorporate regular classroom observations by line managers and include formal feedback.

It is recommended that peer observations are introduced, particularly by staff offering the same lectures.

The Institution should improve access to the library resources. This is particularly important for those students using the archive of recorded performances.

COMPLIANCE WITH STATUTORY REQUIREMENTS - FURTHER COMMENTS, IF APPLICABLE
