

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM INSPECTION (College)

INSTITUTION: The Flute Studio

ADDRESS: Tamley Cottage
Hastingleigh
Kent
TN25 5HW

HEAD OF INSTITUTION: Mr Trevor Wye

ACCREDITATION STATUS: Accredited

DATE OF INSPECTION: 29 March 2019

ACCREDITATION COMMITTEE DECISION AND DATE: Continued accreditation, 23
May 2019

PART A – INTRODUCTION

1. Background to the institution

The Flute Studio (the Studio/the Institution), a privately-owned organisation, was founded by its Director after his retirement from senior posts at the Royal Northern College of Music in Manchester and the Guildhall School of Music in London in 1990. He was also the founder of the British Flute Society and founder, and Director, of the International Summer School for flautists. The Director is a world-renowned teacher of the flute and the author of the standard teaching manuals for this instrument.

The aim of the course that is offered, is to hone the students' skills to prepare them for an orchestral role, or as a teacher. In some cases, it prepares students to become a highly skilled repairer or maker of flutes.

The Studio is run at the Director's home in Hastingleigh, near Wye, which is in the Kent Downs.

The students are accommodated in a converted farm building in the village of Elmstead. This building is overseen by the local tourist board and the owners are well known to the Director. Each student has their own room.

2. Brief description of the current provision

The Institution provides intensive tutoring in the flute. The maximum number of students who can readily be accommodated in order to fully benefit from the tutoring is six. The programme of study runs from the beginning of October until the end of March. A certificate of attendance is given at the end of the programme.

Teaching takes place on two days each week, over a period of six months, after which the students are expected to practice for a further four to five hours each day.

Competition to obtain a place at the Studio is high, with the majority of students coming from overseas. At the time of the inspection, five students were enrolled from Lithuania, South Korea, Australia and Canada. The students from Canada and Australia also had British nationality. All the students were female and over the age of 18. The students are usually postgraduates at an advanced stage in their musical development and wishing to enhance their practical instrumental ability.

3. Inspection process

The inspection was undertaken over half a day by one inspector. Interviews were held with the Director and the students. Documentation was scrutinised. Formal tutoring had finished the day before the inspection and therefore observations of informal practice, tutor to peer and peer to peer feedback took place. The premises were inspected. Information was made readily available to the inspector and everyone involved co-operated well with the inspector.

4. Inspection History

Inspection Type	Date
Full Accreditation	4 July 2008
Interim	20 August 2009
Re-accreditation	8 February 2013
Interim	2 April 2015

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

There have been no significant changes since the last inspection.

2. Response to actions points in last report

18.5 Information concerning discrimination, harassment and bullying must be made available to all students in the student handbook.

Information concerning discrimination, harassment and bullying has been made available to all students in the student handbook.

3. Response to recommended areas for improvement in last report

It is recommended that all international students should be advised to ensure that they have adequate travel insurance before travelling to the UK, incorporating health cover.

An exchange of e-mails takes place prior to enrolment, to fully cover students' enquiries and to provide as much information as possible. Where appropriate, advice is given to international students regarding travel insurance that incorporates health cover.

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

Enrolments are usually generated by word of mouth and the Institution has a website. Marketing is also carried out via the Alumni newsletter which is sent out three or four times a year.

The enrolment process is comprehensive and careful. Students are requested at the outset to be clear about what they want to achieve from the course. Recordings of their flute playing are submitted so that a decision on their suitability can be made. This ensures that the students enrolled are of the standard required, seriously engaged and that they are at the appropriate stage of their career or studies to benefit from the intense tuition.

Attendance at class is recorded. Monitoring of after-class practice also takes place to ensure that students are regularly undertaking the number of hours required.

In addition to the election from the student body of a Student Manager, who raises issues on behalf of the other students, formal feedback is also obtained at the end of the course. Students report that feedback between students and the Institution is continual and ongoing. This leads to good communication and allows students to focus fully on their practice and tuition.

The Director allows time for his own reflection on his teaching to allow him to address any issues or parts of the course that should be done differently or taken out. This results in timely intervention to ensure that all students make the required progress that is most appropriate to their needs and abilities.

4.2 Teaching, Learning and Assessment (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The Director maintains his knowledge of the flute up to date. Students know that they receive tuition that is fully appropriate for their career aspirations and for their ability. Students report that they came to the Flute Studio because they wanted to see obvious improvement in their technique.

Students reported that the course objectives were clear before they started the course. They were fully aware of what they would achieve in terms of technique and musical style and that the course would be very specific to their needs and prepare them for the real world. As a result, the course meets the students' long-term goals and gives them a greater awareness of their abilities and more career direction.

Students are required to practice in the evening after class. It is clear to the Director and to other students if practice has not been done and appropriate action to remedy this is taken immediately. This ensures that students do not fall behind and are able to progress to the best of their ability.

The Director will help students with their understanding of the instructions that he gives, and the majority of the class is practical rather than theoretical. Students learn through demonstration. This means that students whose first language is not English can learn very effectively.

A loan system operates in the appropriately sized and resourced library, giving students the opportunity to study in their residential accommodation.

Students report that the feedback they receive is continuous. They display very high levels of critical and constructive analysis of performance in their feedback to their peers.

Supporting students to fulfil their career ambitions is fundamental and integral to the course. This results in both the Institution and the students being aware from the outset what progress will be required.

4.3 Student Welfare (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

Students mainly find out about the Flute Studio through personal recommendation. They make direct contact with the Director by e-mail prior to making the application. The terms and conditions included in the application form are clear, resulting in a transparent contractual agreement between the Institution and student. Bespoke advice is given to students when they make their application. Where appropriate, this will include advice regarding travel insurance and health coverage.

The election of the Student Manager enables students to feel confident to raise any issues and to access appropriate support when required. Not all students are aware of the types of issues or concerns they could raise with the Provider.

Policies are in place to deal with any instances of discrimination, harassment and bullying. These are included in the Student Handbook.

There is a very good and well-thought out social programme. The students participate in activities in the village, and efforts are made for the students to integrate into the community. Affordable visits to Canterbury and London take place. The variety in the social programme, and its scope, greatly enhances the student experience.

4.4 Premises and Facilities (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The teaching room is highly appropriate for the learning of the flute in terms of space, acoustics and resources.

Students learn in a very welcoming, supportive atmosphere that retains a very high level of academic rigour. They can take their lunch in the suitably sized dining room between the morning and afternoon sessions. They are able to take advantage of the peace of the garden. This enables the students to fully relax, reflect or step away between classes which can be very intense.

Students reported very positive feedback on their accommodation. The location was highly appropriate for after class practice as there are no distractions and few near neighbours.

4.5 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

STRENGTHS

The method of intense, immersive tuition allows students to make very good progress that is tailored to their needs and future careers.

The Director is a world-renowned flautist and tutor. This benefits students in their future careers in a field where the standing of the teacher is of great importance.

The location of the Flute Studio is highly appropriate for the purpose of teaching flute. The peaceful surroundings allow students to practice and learn without disruption or distraction.

ACTIONS REQUIRED

None

High

Medium

Low

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

It is recommended that the Institution considers giving the elected Student Manager and students examples of the types of problems and issues that could be raised with the Director.

COMPLIANCE WITH STATUTORY REQUIREMENTS - FURTHER COMMENTS, IF APPLICABLE