

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## Short Course Provider (SCP) Re-accreditation Inspection

**NAME OF PROVIDER:** Dartington International Summer School

**ADDRESS:** The Barn  
Dartington Hall  
Totnes  
Devon  
TQ9 6DE

**HEAD OF INSTITUTION:** Ms Amy Bere

**DATE OF INSPECTION:** 29-30 July 2019

**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- Award of accreditation to be withdrawn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: 26 September 2019

## PART A – INTRODUCTION

### 1. Background to the institution

The Dartington International Summer School (the Provider) was established in 1953 as a series of music courses for talented non-professional musicians, undergraduate and postgraduate music students led by international musicians. The aim of the summer school is to provide a stimulating environment where professional musicians, music students of all ages, people who love to play and people who love to listen, can share their passion for music. Learning is undertaken in an informal setting. The summer school is one of a number of charitable activities in the fields of the arts, social justice and sustainability run by the Dartington Hall Trust (the Trust).

Responsibility for day-to-day management and the implementation of the Trust's policy is delegated to the Chief Executive supported by the Dartington Leadership Team. The team consists of senior executive staff from across the Trust's activities and subsidiary trading companies. The Executive Director (Arts) is part of the Executive Leadership Team of the Dartington Hall Trust and attends all quarterly Trustee Board meetings. The Executive Director takes overall fiscal responsibility and reports to the Chief Executive Officer (CEO), with the support of the Director of Finance and Resources which has overall responsibility for financial reporting, auditing and compliance with Companies House and the Charity Commission.

The Trust was established in 1925 and is based in a 1,200-acre estate near Totnes in south Devon. The Trust established a project called the Dartington Experiment to encourage rural regeneration, progressive education and creative endeavour.

Dartington Hall, the location for the summer school, is a medieval manor house set in listed gardens that are open to the public. Adjacent to the ancient hall are modern buildings providing student accommodation and multi-purpose teaching, rehearsal and performance spaces. Some of these, which were formerly Dartington School and Dartington Arts College buildings, are now let to independent tenants.

### 2. Brief description of the current provision

The summer school runs for four weeks in August. The school is targeted at professional musicians and music students of all ages. Each year, the summer school has a different programme offering. Each day is divided into four main sessions, which participants can elect to attend. They are offered a wide choice of courses covering master classes and workshops in subjects ranging from Folk Choir, Baroque Orchestra and Advanced Conducting to Harpsichord Workshop or Improvising and Middle Eastern Music and Song.

Professional musicians and artists, often of international repute, who are typically contracted for one of the Provider's four themed weeks, lead the sessions. In the first week, when the inspection took place the theme was inspired by the sea and Venice with a selection of choral and instrumental courses. Every evening there is a programme of concerts with up to three performances a night.

Most participants are residential, although non-residential day attendance is also possible. Most participants attend for one week, although a small minority stay for two or more weeks. A significant number of participants return year after year. A number of the younger participants are music students, who receive bursaries to help them with the cost of attending.

There were 697 participants booked for the 2019 summer school, of whom a minority are from outside the United Kingdom (UK). The majority of these are from the European Union. Of the remainder, the United States of America (USA), Australia, Japan and Canada are represented as well as a range of other countries around the world. The majority of the participants are female. A small minority of participants are under the age of 18 and most of these are accompanied by their parents or carers.

### 3. Inspection process

One inspector undertook the inspection over two days. The inspection included interviews with the Artistic Director, Chief Executive, managers, administrators, trainers and participants, including participants in receipt of bursaries. A range of the courses on offer was observed along with an evening concert provided for the participants. The inspector reviewed various documents and undertook a tour of the Dartington Hall facilities, including the residential accommodation.

### 4. Inspection History

<b>Inspection Type</b>	<b>Date</b>
Stage 2 inspection	10 March 2010
Stage 3 inspection	28 July 2010
Interim visit	14 April 2011
Re-accreditation	11–12 August 2015
Interim visit	12 July 2016

## PART B - JUDGMENT 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 organisation.

### INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

#### 1. The provider 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="checkbox"/> Yes	<input type="checkbox"/> No
1.2	The head of the provider 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 and those working at the delivery venue/s.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

The Provider is very well managed and the management structure is clearly defined, documented and understood, including the role of the trustees.

The contracted Artistic Director takes overall responsibility for choosing the courses and course tutors. The current Artistic Director is a concert pianist of international renown and is Head of Piano at the Royal Academy of Music and a Professor of the University of London. This is the final year of current Artistic Director's period of tenure. Succession plans were instigated in 2018 with the appointment of the next Artistic Director, who is in attendance at the 2019 summer school as part of her preparation to undertake the planning of the 2020 programme. The new Artistic Director is contracted to curate the next three years of the summer school.

Key managers meet regularly and there is good communication between those managing the Provider and those teaching the courses. Key staff share a large open plan office that facilitates easy communication. Good use is also made of online communication systems.

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

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 provider.	<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 provider.	<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

The administration is very well organised. Administrators are clear about their roles and their support is well understood by all staff because procedures are well documented and understood. The Executive Director oversees the administration of the summer school. The administration works very efficiently.

Participant and tutor data are held in an online customer relation management system which provides an efficient way of managing customer details. All staff have completed training in General Data Protection Regulation legislation and understand their responsibilities.

**3. The provider 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. | <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**

The Dartington Hall Trust provides Human Resources (HR) support to the summer school team. The Trust has an appropriate staff recruitment policy.

The Provider benefits from the Dartington Hall Trust's central HR department, which has well developed policies and procedures to deal with the large number of Trust employees. All the team running the summer school are Trust employees and the summer school adheres to the policies of the Dartington Hall Trust.

References are obtained and followed up before appointments are made.

Managers hold regular one-to-one meetings with the administrative team to review performance. They identify any areas requiring improvement and ensure that any improvements identified are implemented as required.

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

- |     |  |   |                             |
|-----|--|---|-----------------------------|
| 4.1 | Text and images provide an accurate depiction of the provider'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**

The publicity material displayed on Dartington's website is comprehensive, accurate and up-to-date. The website is of a high quality. The printed publicity materials, including the course brochure, are also of a high quality.

**5. The provider takes reasonable care to recruit and enrol suitable participants for its courses**

- |     |   |   |                             |  |
|-----|---|---|-----------------------------|--|
| 5.1 | Entry requirements for each course, including those relating to language ability, are set at an appropriate level and clearly stated in the course descriptions seen by prospective participants. | <input type="checkbox"/> Yes            | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 5.2 | A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA            |

- |     |   |   |                             |  |
|-----|---|---|-----------------------------|--|
| 5.3 | The provider replies to all application enquiries promptly and appropriately and briefs all stakeholders properly on the nature and requirements of its programmes. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA            |
| 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 |

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

**Comments**

There are no formal entry requirements for the courses and none have any English language requirements. However, for some of the more demanding courses, participants need to apply and provide evidence of their level of musical ability to the artist running the course. For the operatic course, prospective participants are required to attend an audition in London in order to demonstrate their skills. For other advanced courses, including bursary applications, electronic recordings of the applicants' performance may be required to be reviewed prior to acceptance on a course.

The administration staff provide speedy responses to applications. Much of the application procedure is managed online which enables an immediate response to be made to applicants. No recruitment agencies are used.

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

- |     |   |   |  |
|-----|---|---|--|
| 6.1 | There is an appropriate, clear and published policy on participant 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 participants, collated centrally and reviewed. | <input type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No <input type="checkbox"/> NA |
| 6.3 | Participant absences are followed up promptly and appropriate action taken.   | <input type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No <input type="checkbox"/> NA |

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

**Comments**

The welcome pack, that all participants receive on entry to the programme, includes a clear statement regarding the expectation to attend all courses punctually out of courtesy to the tutors and fellow participants.

6.2 Attendance records are not maintained for the participants on the summer school. Some of the large choral classes could have up to 80 participants attending a session and it is difficult to list all attendees.

6.3 The Provider does not currently follow up on participant absences.

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

- |     |   |   |  |
|-----|---|---|--|
| 7.1 | The provider has effective mechanisms for obtaining feedback from participants and other stakeholders (such as staff, partner providers and employers) on all aspects of the provider's provision, including formal participant 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 provider's response to the feedback to the participant body.  | <input type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No <input type="checkbox"/> NA |

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

**Comments**

The summer school has effective systems for obtaining feedback from participants.

Feedback from course participants is obtained through an online survey and through participants' regular communication with the summer school administration team. Formal feedback was obtained from over 300 participants for the summer school in 2018. This was collated and analysed.

In addition to the formal feedback, there are appropriate opportunities for ongoing informal feedback throughout the week through staff discussing the programme with participants during the breaks.

Where areas for improvement are identified, managers respond appropriately. For example, where the feedback regarding an artist is less favourable, summer school will staff provide support for that. This may require an artist redesigning aspects of the course. Such courses are then monitored closely.

7.4 The Provider does not have a mechanism for reporting on the response to the feedback to the participant body.

**8. The provider 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 provider's performance.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.2	Reports are compiled which present the results of the provider's reviews and incorporate action plans.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.3	Action plans are implemented and regularly reviewed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

**Comments**

Participant feedback, which is captured, analysed and reviewed is the main tool used to review performance. This is an effective process for reviewing the summer school.

A course report is created each year and is used to plan future courses. This includes financial information, numbers enrolling on the courses and a summary of the feedback received. The summer school report feeds into the Dartington Trust's annual report submitted to the Trustees.

A self-assessment report, which is more detailed, is also compiled which identifies key strengths and actions for improvement which are implemented effectively.

**INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT**

**9. Programme management is effective**

9.1	There is a suitably qualified and experienced programme manager or management team with responsibility for teaching, learning and assessment and the management of the body of trainers	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
9.2	Classes are timetabled and rooms allocated appropriately for the courses offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
9.3	The allocation of trainers to classes provides for a consistent learning experience and delivery is monitored to ensure consistency.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
9.4	There is an appropriate policy and effective procedures for the acquisition of academic resources.	<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 freelance Artistic Director, a highly experienced and renowned professional musician, creates the content for each year's summer school programme. Many of those attending will know the reputation of the Artistic Director and this helps with the marketing of the courses.

Classes are timetabled making use of the excellent practice and performance spaces, including the Great Hall, which is a large medieval hall used for the choir work and concerts.

The tutors, who are experienced professional musicians, are carefully chosen to be the most suitable for any particular course. The tutors, who are freelance artists perform, run workshops and guide the participants during the summer school are contracted because of their high reputations and respected work among fellow professional musicians.

The administrative team ensures that any music scores required for any courses are ordered well in advance of the courses. There are no other academic resources required as such.

**10. The courses are planned and delivered in ways that enable participants to succeed**

10.1	Courses are designed and delivered in ways that allow participants to develop the knowledge and skills which will be required for final examinations or assessments or which meet stakeholders' requirements.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
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	<input type="checkbox"/> NA
10.3	Formative assessments appropriately reflect the nature and standards of summative examinations.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
10.4	Participants are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
10.5	The academic backgrounds and particular needs of participants are taken into account in the classroom delivery of the course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

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

**Comments**

The Artistic Director curates the programme and selects the professional musicians to run the courses. The musicians who run the courses design them carefully to develop the participants' musical skills effectively and to meet their needs.

Lessons are clearly focused on developing the musical skills to meet the course outcomes.

There is no end-of-course examination. However, many workshops and courses work through the week towards participants producing an end-of-course performance so that they can demonstrate the skills that they have developed. This end of course performance is often held in the Great Hall and may be presented to paying guests.

Participants are encouraged to practice outside of the lessons, which develops their independent learning skills.

Trainers are sensitive to the range of musical abilities and skills within the participants and this is reflected in their coaching approach which meets the needs of participants well.

**11. Trainers are suitable for the courses to which they are allocated and effective in delivering them**

11.1	Trainers are appropriately qualified and experienced.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.2	Trainers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.3	The appraisal procedures for trainers incorporate regular classroom observation.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

- |      |  |   |                             |  |
|------|--|---|-----------------------------|--|
| 11.4 | Trainers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of participants.       | <input type="checkbox"/> Yes            | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 11.5 | Trainers respond to different learning needs of participants where appropriate, taking various learning styles into account in their planning and delivery of lessons. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |  |
| 11.6 | Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content.              | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |  |

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Professional musicians, who are internationally renowned performing artists, are used as tutors. They are carefully selected based on their professional standing and reputation. They are also chosen based on their ability to teach either formally in a conservatoire setting, through master classes, or through their one-to-one teaching experience.

Members of the summer school team regularly observe the tutors. Any tutor new to the summer school will be observed within the first couple of days of a course in order to establish that the quality of the teaching is of an appropriate standard.

Formal professional development for internationally renowned performing artists is not part of the summer school's remit. However, where feedback from delegates indicates areas for improvement summer school staff provide support in, for example, redesigning the course to better meet the needs of the participants.

The courses are very practical and effective in developing musical skills as a result of the gradual introduction of new activities, for example, within a course for choirs, the course tutor allows the participants to focus initially on the tune and only gradually introduces the words of the verses. Participants respond well to this.

Participants reported that the courses are enjoyable and highly engaging, and this concurred with the inspector's observations. They also reported that their musical skills develop quickly during the courses.

**12. The provider provides participants and trainers with access to appropriate resources and materials for study**

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Participants are provided with any music scores required with their course. Course tutors advise the administration team of their needs regarding music scores, and the administrative team obtains these from libraries and publishers.

Dartington Hall and its surrounding buildings offer a plentiful supply of practice and performance rooms and halls. There are 33 music studios and teaching and rehearsal spaces. Most concerts take place in the medieval Great Hall. Most participants bring their own instruments. Many studios have pianos in them, some of which are hired specifically for the summer school.

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

- |      |   |   |                             |  |
|------|---|---|-----------------------------|--|
| 13.1 | Feedback is given to individual participants tailored to meet their specific needs and constructive in its nature and delivery.                                       | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |  |
| 13.2 | Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to participants and trainers. | <input type="checkbox"/> Yes            | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 13.3 | Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention where appropriate.    | <input type="checkbox"/> Yes            | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |

- 13.4 Participants are made aware of how their progress relates to their targeted level of achievement.  Yes  No  NA
- 13.5 Additional support or advice on alternative courses is provided to participants who are judged not to be making sufficient progress to succeed.  Yes  No  NA
- 13.6 Participants have appropriate access to trainers outside class time.  Yes  No  NA

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

**Comments**

The artists use a one-to-one coaching approach to provide feedback to participants. The feedback is well received.

Most participants and artists are residents together at the summer school and this provides the opportunity for discussing music outside of the times of the formal courses.

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

**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 participants 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 provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration.  Yes  No  NA
- 16.2 For internal assessments and awards, there are effective systems in place for examination security and administration, and clear procedures for participants to appeal against their marks.  Yes  No  NA

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

## Comments

### INSPECTION AREA - PARTICIPANT WELFARE

#### 17. Participants receive pastoral support appropriate to their age, background and circumstances

17.1	There is at least one named staff member responsible for participant welfare who is suitably trained, accessible to all participants and available to provide advice.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
17.2	Participants receive appropriate advice before the start of the programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
17.3	Participants receive an appropriate induction and relevant information at the start of the programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
17.4	Participants are issued with a contact number for out-of-hours and emergency support.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
17.5	The provider 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	
17.6	Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
17.7	Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	

This standard is judged to be:

Met  Partially Met  Not Met

## Comments

The Executive Director is responsible for participant welfare and is suitably trained and accessible to participants.

Participants receive appropriate pre- and post-arrival information and are welcomed on arrival. The staff are available to help with individual queries.

The welcome pack includes reference to the safeguarding arrangements and is provided during the induction. This includes key telephone numbers for out-of-hours and emergency support. Effective safeguarding arrangements are in place. Permanent full-time staff undertake Disclosure and Barring Service checks (DBS). The Provider has a designated safeguarding lead with appropriate training. All staff are fully aware of their safeguarding responsibilities.

All course leaders receive copies of the safeguarding policy and additional guidelines for dealing with participants under the age of 18. There are clear guidelines for the musician tutors that prohibit one-to-one tuition with those under the age of 18 without the presence of the young person's parent or carer.

17.7 The Provider has not developed suitable arrangements to protect participants from the risks associated with radicalisation and extremism. An appropriate policy, risk assessment and staff training are not in place.

#### 18. International participants are provided with specific advice and assistance

18.1	International participants receive appropriate advice before their arrival on travelling to and staying in the UK.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
18.2	International participants receive an appropriate induction upon arrival covering issues specific to the local area.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
18.3	Information and advice specific to international participants continues to be available throughout the course of study.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

18.4 Provision of support takes into account cultural and religious considerations.  Yes  No

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

**Comments**

Participants from overseas receive appropriate pre-arrival information that provides useful travel information and details about obtaining visas. This is supplied after participants apply for the course.

These participants also benefit from an appropriate induction.

Participants from overseas who were interviewed by the inspector reported that they chose the course because of the quality of the musicians and the very traditional English setting of the environment.

Participants from overseas are provided with little guidance on the website prior to their application. There is no reference to travel details and any possible visa requirements they may have, these are only provided during the application process.

Dietary requirements specific to particular cultures and arrangements for worship are made available if required.

**19. The fair treatment of participants is ensured**

19.1 Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions.  Yes  No

19.2 Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course.  Yes  No

19.3 Participants are advised of BAC's own complaints procedure.  Yes  No

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

**Comments**

Participants purchase courses under fair and transparent terms and conditions.

Bursary students are auditioned and selected based on their ability. The terms and conditions of their offer are also transparent.

The approach to handling complaints is clearly described as part of the welcome pack that all participants receive. This is fair and transparent and includes reference to BAC's complaints procedure.

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

20.1 Any residential accommodation is clean, safe and of a standard which is adequate to the needs of participants.  Yes  No

20.2 Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where participants under 18 are accommodated.  Yes  No  NA

20.3 Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for security of participants and their property.  Yes  No

20.4 A level of supervision is provided appropriate to the needs of participants.  Yes  No

20.5 Separate accommodation blocks are provided for participants under 18.  Yes  No  NA

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

**Comments**

The residential accommodation is of a good quality.

Most of the few participants who are under the age of 18 are accompanied and accommodated with their parents or carers.

House parents are organised for unaccompanied participants aged 16 to 18. The house parents are appointed by the Provider and are DBS checked.

Accommodation on the Dartington Hall estate is provided for unaccompanied participants aged 16 to 18. Each of these participants has their own bedroom. There are no dormitories.

**21. Where home-stay accommodation is organised, the welfare of participants is ensured and the provider's relationship with hosts is properly managed**

21.1	Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
21.2	Any home-stay accommodation is inspected before participants are placed and is subject to regular re-inspection by a responsible representative or agent of the provider.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
21.3	The provider 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
21.4	Appropriate advice and support is given to both hosts and participants before and during the placement.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
21.5	Clear monitoring procedures are in place with opportunities for participant 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**

**22. The provider provides an appropriate social programme for participants and information on leisure activities in the area**

22.1	Participants 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
22.2	The social programme is responsive to the needs and wishes of participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
22.3	Any activities within the social programme have been chosen with consideration for their affordability by the majority of participants.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
22.4	Any activities organised by the provider are supervised by a responsible representative with suitable qualifications and experience.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

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

**Comments**

The social programme is very relevant for the participants and is of a high standard. It consists of the concerts and other performances and activities that form part of the summer school. All participants are provided with a

programme of the concerts and events and these concerts are included in the cost of the summer school. The concerts are of a high quality.

The summer school management team will help individual participants who want to make their own arrangements to explore the surrounding area.

#### INSPECTION AREA – PREMISES AND FACILITIES

##### 23. The provider has secure possession of and access to its premises

23.1	The provider has secure tenure on its premises.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
23.2	Where required, the provider 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 Dartington Hall Trust owns Dartington Hall and its large estate.

##### 24. The premises provide a safe, secure and clean environment for participants and staff

24.1	Access to the premises is appropriately restricted and secured.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
24.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
24.3	There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to participants, staff and visitors.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
24.4	General guidance on health and safety is made available to participants, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
24.5	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	
24.6	There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
24.7	There are toilet facilities of an appropriate number and level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
24.8	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

Visitors and participants are issued with a welcome pack that includes appropriate health and safety guidance and safeguarding information.

There are no specialist facilities with particular hazards, as these are not required for the courses offered.

Emergency fire exit routes are signposted throughout the buildings.

The premises are spacious and well ventilated.

Appropriate toilet facilities are available for staff and participants.

##### 25. Training rooms and other learning areas are appropriate for the courses offered

25.1	Training rooms 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
25.2	Training rooms 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
25.3	There are facilities suitable for conducting the assessments required on each course.	<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 facilities available for participants to practice and perform are of a very high quality. The acoustics in the medieval hall are particularly good for the choral classes and the performances that take place there.

Participants have many high quality spaces for practicing.

**26. There are appropriate additional facilities for participants and staff**

26.1	Participants 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	<input type="checkbox"/> NA
26.2	Trainers have access to sufficient personal space for preparing lessons, marking work and relaxation.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
26.3	Participants 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
26.4	Participants and staff have access to storage for personal possessions where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
26.5	There are individual offices or rooms in which trainers 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	
26.6	Administrative offices are adequate in size and resources for the effective administration of the provider.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

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

**Comments**

Participants have good access to practice rooms, along with access to computers and printers. All participants have wireless internet access throughout the premises.

Course tutors have access to practice rooms, the front office and their own residential accommodation for private work.

Full catering is provided by means of a restaurant and canteen. Two additional cafeterias are also available, should participants wish to purchase snacks. The food provided is of a high quality and is appreciated by the participants.

Secure storage is available in the front office, if required. Participants can also store their personal possessions in their bedrooms.

Meeting rooms are available on request for staff and tutors. Staff have access to spacious offices.

**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

#### Provider's Strengths

The Provider is very well managed.	
The administration is well organised and highly effective.	
<b>Actions Required</b>	<b>Priority H/M/L</b>
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Provider's Strengths

The programme is very well designed to meet the needs and interests of the participants.	
Very experienced internationally renowned professional musicians provide effective tuition.	
Participants make good progress developing their musical skills.	
<b>Actions Required</b>	<b>Priority H/M/L</b>
6.2 The Provider must establish accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and reviewed.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
6.3 The Provider must ensure that participant absences are followed up promptly and appropriate action taken.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
7.4 The Provider must ensure that there is a mechanism for reporting on the Provider's response to the feedback to the participant body.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

### PARTICIPANT WELFARE

#### Provider's Strengths

The welfare provision is very suitable to meet the needs of the participants.	
<b>Actions Required</b>	<b>Priority H/M/L</b>
17.7 The Provider must develop appropriate arrangements to protect the participants from the risks associated with radicalisation and extremism.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

### PREMISES AND FACILITIES

#### Provider's Strengths

Dartington Hall provides an outstanding and stimulating venue for this residential international summer school.	
Learning takes place in excellent practice and performance spaces.	
<b>Actions Required</b>	<b>Priority H/M/L</b>

None

High  Medium  Low

**RECOMMENDED AREAS FOR IMPROVEMENT**

To be reviewed at the next inspection

It is recommended that the summer school provides appropriate additional guidance and information on its website for participants from overseas.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**