



Music Education Hubs: Performance Framework

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**ARTS COUNCIL
ENGLAND**

Appendix 3 – Music Education Hubs – How to use the Performance Framework

This framework clarifies performance expectations and standards for Music Education Hubs (Hubs), setting out a range of criteria across seven performance areas that should inform understanding of a Hub's performance to date and its areas for development. It should be read alongside the [2023-24 Relationship Framework](#) and [Additional Conditions](#).

The following information and prompts should be used by Hub Lead Organisations (HLOs), Hub boards and Arts Council Relationship Managers to review each Hub's performance rating across the seven areas. As noted in the Relationship Framework, judgements of performance should draw upon a wide range of evidence, such as, but not limited to, Local Plans for Music Education (LPME), a Hub's needs analysis, self-evaluation and performance data. Performance ratings will be discussed and reviewed on a quarterly basis with your Relationship Manager and shared with the Department for Education (DfE) as part of our regular programme reporting.

There are **three steps** to using this framework:

1. The HLO should reflect on the Hub's self-evaluation and performance to assign a rating against each performance area.
2. These ratings should be discussed with the Hub's senior management team or equivalent and reviewed by the Hub board.
3. Ratings must be submitted via the [SMART objectives template](#) as part of your quarterly payment submission to the Arts Council. These ratings will be discussed with your Relationship Manager, who will then review them as part of your quarterly feedback.

How to use the prompts

The prompts in the table below set expected standards for Hubs and define each of the performance areas and performance ratings. 'Developing' and 'Emerging' ratings are based on the same set of criteria within the first column for each performance area. If three or more of the criteria in the first column apply in a performance area, a Hub's work in that area should be marked as 'Developing'. If one or two apply, then it would be marked as 'Emerging'. If none apply, then a Hub's work in a performance area should be assessed against the 'Engaging' criteria. A Hub must meet all the criteria in the second column to be classed as 'Engaging'. To be classed as 'Stretching' in the third column, a Hub needs to meet all the 'Engaging' criteria and at least two of the 'Stretching' criteria. The HLO can also use the comments section in the SMART objectives template to provide further detail on how their Hub is meeting the different criteria.

July 2023 Update

Your ratings for September and during 2023-24 will be impacted by some recent changes in response to feedback from Hubs. The requirements for workforce plans, environmental sustainability and financial sustainability for the 2023-24 funding period (as published on 12 May) have now been made optional. The requirement for a progression strategy is for an outline only and is due as part of your December 2023 payment conditions.

For elements that are optional you will not be required to submit them during the funding period. You can still submit them if you wish to, and self-assess your ratings, recorded within your SMART objectives template, as per this Performance Framework.

If you do not submit these elements you will be able to record 'not applicable' for the 'Sustainability' performance area within the SMART objectives template. This is in lieu of determining a performance rating for this performance area. You will be able to review your ratings at a later date, as part of your quarterly payment condition submission.

For Hubs who will submit their outline progression strategy in December, please use the 'not applicable' dropdown option for the 'Progression and musical development' performance area when you submit your ratings in September. You can then assess the rating in December based on the information you provide at that time.

Support

Briefings and support will be provided on how to use the Performance Framework, and during 2023-24 we will also provide opportunities to feedback on the framework and support its future development and improvement. Additionally, Hub guidance documents are available on the Arts Council website which provide detailed expectations for key areas of work. These have been flagged in the table below alongside example data points that can be used to help evidence performance.

Performance areas	Performance ratings			
	Developing	Emerging	Engaging	Stretching
	A performance area is classed as 'Developing' if three or more of the criteria in that area are true:	A performance area is classed as 'Emerging' if one or two of the criteria in that area are true:	A Hub must meet all the following criteria to be classed as 'Engaging':	A Hub meets <u>all</u> of the engaging criteria plus two or more of the following:
Programme of activity <i>Example data points to consider: number of children and young people engaged in lessons, ensembles and other opportunities, and uptake of CPD or curriculum support opportunities.</i> <i>Please also refer to Hub needs analysis guidance and LPME guidance.</i>	<ul style="list-style-type: none"> • Needs analysis and vision for the Hub is unclear or limited and does not respond to the guidance. • Diversity of genres and range of activity are limited and do not respond to needs of children and young people and stakeholders. • Range of activity does not incorporate in and out of school activity as well as workforce development. • There is limited access to a range of instruments and equipment. • Take-up of opportunities is limited. • There is limited local visibility of the offer through the Hub's communications and engagement strategy. 		<ul style="list-style-type: none"> • There is a clear vision with needs analysis and self-evaluation based on a comprehensive and strong evidence base and a broad range of views, including youth voice. • Needs analysis clearly informs programme design and development. • Diversity of genres and range of activity fully reflect and respond to need. • Range of activity includes in and out of school provision, workforce development opportunities (including CPD), and weekend, after school and holiday provision where appropriate. • Children and young people can access a range of affordable musical instruments and equipment, 	<ul style="list-style-type: none"> • An impact framework helps support the Hub's understanding of its work. • Hub shows strong understanding of the wider arts, culture, education and music ecology and leverages its position to influence, support and encourage a strong eco-system of support for children and young people. • Hub innovates and develops new successful approaches and types of activity, based on need, which have demonstrable impact and local, regional or national significance. • Hub incorporates consideration of early years as part of its work. • Hub shares its best practice, research, learning and/or resources with peers. • Hub shares its best practice, research, learning and/or resources across wider cultural or

		<p>including through an instrument hire service.</p> <ul style="list-style-type: none"> • Take-up of opportunities is meeting or exceeding the Hub's expected targets and/or increasing year on year. • Activities and key policies are clearly visible and accessible to children and young people and their parents/carers, schools, <u>teachers</u> and local stakeholders via a range of communications and engagement activity, including via the Hub's website. 	<p>other sectors.</p> <ul style="list-style-type: none"> • Communications and engagement activity is enabling advocacy and community ownership and support which strengthens the Hub.
Quality	<ul style="list-style-type: none"> • Quality assurance processes are not in place or are being developed. • Quality assurance processes and wider workforce understanding of quality are not actively maintained. • Quality framework is not in place. No comparison has taken place with other approaches from within or outside the sector <u>in order to learn from others</u>. 	<ul style="list-style-type: none"> • A quality framework is in place as well as robust, well defined quality assurance processes, ensuring activity is regularly reviewed. • Quality frameworks show learning from sector (e.g. links to the <u>Arts Council's Quality principles</u>) and beyond (international, other sectors.), and are regularly reviewed. • Evidence of continuous improvement, feedback and self-evaluation support a consistently high-quality approach and enable the Hub to continually learn and improve. 	<ul style="list-style-type: none"> • Research and development activities support improving quality of provision and understanding of quality. • Leverages its position to influence, support and encourage high quality provision across wider non-Hub music and music education activity in the area. • Shares best practice, research, learning and/or resources with peers. • Hub shares best practice, research, learning and/or resources across wider cultural or other sectors.

		<ul style="list-style-type: none"> • Partners and the wider workforce have a strong understanding of the Hub's policy and quality definitions. 	
Partnerships <i>Example data points to consider: the number, range and nature of Hub partnerships, Hub partner financial information.</i> <i>Please also refer to partnerships guidance</i>	<ul style="list-style-type: none"> • Partnership is limited in its diversity or representation. • Partners are not sufficiently engaged with the Hub aims, policy and ambition to adopt as their own. • Partnerships are not supporting efficiencies, shared learning and/or greater range of activity or reach. 	<ul style="list-style-type: none"> • Hubs have varied, diverse and representative strategic and delivery partnerships at local, regional and national level that meet the needs of children and young people locally. • Partnerships support the Hub's work across all other strategic functions: school engagement, progression, inclusion and sustainability. • Evidence of buy-in from partners, through shared ambitions, policy, programmes, communications and joint income generation and fundraising • Effective collaborations, including with other Hubs, ensure efficiencies, shared learning and/or greater range of activity or reach. • Partnerships enable ambitious, effective and innovative opportunities for children and young people. 	<ul style="list-style-type: none"> • Partnering with other Hubs to share staff, policies, provision or enabling other efficiencies and greater alignment and consistency for children and young people. • Hub develops partnerships on behalf of several Hubs, the region or nationally. • Partnerships look beyond music/education to other sectors where there might be alignment of ambition (cultural sector, youth, health, justice, etc). • Strong buy-in across partnership sees partners take a proactive role both in delivery of activity and across the strategic functions where appropriate. • Partnerships enable innovation in ways of working or provision.
Schools <i>Example data points to consider: the number and nature of school</i>	<ul style="list-style-type: none"> • Not all schools receive an offer of support. • There is no clear strategy or plan in place to address school 	<ul style="list-style-type: none"> • A clear, well-considered approach to engaging schools, with ambitious targets, that demonstrates a diverse offer 	<ul style="list-style-type: none"> • Hub is successful in engaging all schools in area including those that have historically not engaged with the Hub.

<p><i>engagement, evidence the Hub has on school provision (lessons, ensembles, wider activities), school financial contributions towards music and/or Hub activity.</i></p> <p><i>Please also refer to working with schools guidance</i></p>	<p>engagement, with no consideration of how to engage those historically disengaged.</p> <ul style="list-style-type: none"> • Hub lacks understanding of school needs. • Offer to schools is narrow and/or inflexible to needs of individual schools. • Take-up of support or engagement in Hub activities by schools is limited. 	<p>based on a thorough understanding of the needs of all schools.</p> <ul style="list-style-type: none"> • There are plans to engage with every school, targeting those who have been historically disengaged with the Hub. • A strong, in-depth offer of support is made to all schools including supporting schools with their School Music Development Plans, CPD, curriculum support (including Model Music Curriculum), provision of music lessons and ensembles, and links between in and out of school provision. • Hub responds to all requests for support from Schools on their School Music Development Plans. • School engagement is meeting or exceeding the Hub's expected targets and/or increasing year on year. • Schools take an active role in Hub governance as well as feeding into consultation and/or development of Hub strategy where appropriate. 	<ul style="list-style-type: none"> • Hub innovates and develops new successful approaches and types of activity in partnership with schools, which go beyond the expected types of activity and have demonstrable impact and local, regional or national significance. • Feedback shows the curriculum support provided by the Hub is valued locally. • Hub shares good practice with peers on how to engage with, and support, schools. • Hub shares best practice across wider cultural or other sectors. • Hub builds appropriate connections and/or collaborations with local Teaching School Hubs.
<p>Progression and musical development</p> <p><i>Example data points to consider: the range of</i></p>	<ul style="list-style-type: none"> • Range of activity is limited, which limits progression routes. • Opportunities show little consideration or mapping of 	<ul style="list-style-type: none"> • A clear, well-considered approach to progression that demonstrates a range of mechanisms, opportunities 	<ul style="list-style-type: none"> • Hub shares good practice with peers on how to support progression. • Hub shares good practice across

<p><i>Hub activities, numbers of children and young people reaching different standards, continuation data.</i></p> <p><i>Please also refer to progression strategy guidance</i></p>	<p>progression (ie too much focus on first access) and no targeted work on pathways to industry or progression/talent development activity.</p> <ul style="list-style-type: none"> • Barriers to progression facing some children and young people are not considered or addressed. 	<p>and activities that support children and young people to progress and advance their musical learning, ie progression routes.</p> <ul style="list-style-type: none"> • Consultation and feedback with children and young people enable a good understanding of local progression journeys. • Bespoke and individualised opportunities or interventions are used to support progression. • Actions are taken to identify and address barriers. • Clear join up between progression, CPD, communications and inclusion strategies enables a holistic approach to progression. 	<p>wider cultural or other sectors.</p> <ul style="list-style-type: none"> • Hub supports research and exploration of progression to support wider sector.
<p>Inclusion</p> <p><i>Example data points to consider: the range of Hub pupil, workforce and governance diversity characteristics data, remissions/charging data.</i></p> <p><i>Please also refer to inclusion strategy</i></p>	<ul style="list-style-type: none"> • Limited consideration of inclusion, or strategy in development. • No inclusion lead has been identified. • Charging and remissions policy is not affordable for users. 	<ul style="list-style-type: none"> • There is an inclusion strategy in place which clearly evidences how inclusion is embedded across all activity, plans and policies, leadership, workforce and governance. • An inclusion lead has been identified and is supporting delivery of the inclusion strategy. • There are initiatives in place to address and remove barriers to access and participation, 	<ul style="list-style-type: none"> • Inclusion strategy is firmly embedded and builds on previous learning, with the Hub then sharing good practice with peers on how to support and embed inclusion. • The Hub seeks out specialist partners to support inclusive provision as needed. • Hub shares good practice across wider cultural or other sectors. • Hub is engaged in regionally or nationally significant research

<i>guidance</i>		<p>including through an affordable, transparent and fair remissions/bursary scheme.</p> <ul style="list-style-type: none"> • The Hub is meeting or exceeding targets for increasing participation with children and young people from disadvantaged backgrounds (including Pupil Premium and those who have an identified special educational need or disability (SEND) at least proportionally supported). • There is strong buy-in and support across the Hub partnership for the inclusion strategy. 	<p>and/or activities.</p> <ul style="list-style-type: none"> • The Hub board and workforce is representative of the Hub area. • The bursary/remissions scheme meets demand. • Reach and engagement data shows take-up from a diverse group of children and young people and stakeholders.
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<p>Sustainability <i>Example data points to consider would include workforce and governance data, CPD statistics, income raised from other sources beyond the Hub grant, energy usage data.</i></p> <p><i>Please also refer to governance guidance and the Investment Principles Resources Hub.</i></p>	<ul style="list-style-type: none"> • Governance and management structures do not ensure necessary capacity or oversight at all levels of the Hub. • Mismanagement leads to ineffective delivery. • Workforce does not feel adequately informed or supported. • Hub demonstrates limited income from other sources and fails to make the case for investment. • Environmental sustainability has not been considered in any way. 	<ul style="list-style-type: none"> • Strong, effective and representative governance ensures clear local accountability, visibility, efficiency and encourages a sense of ownership from the community and stakeholders. • Leadership and management of the Hub is effective, providing clear direction and ensuring buy-in from partners. • Hub uses risk and self-evaluation to proactively problem solve and consider new ways of working and solutions. • The Hub supports a dynamic and well-trained workforce. • There is a well-considered fundraising strategy in place and the Hub partnership is successfully leveraging other sources of income beyond the Hub grant. • There is an appropriate environmental sustainability policy and action plan in place, or in development. 	<ul style="list-style-type: none"> • Hub shares good practice with peers. • Hub shares good practice across wider cultural or other sectors. • Hub is engaged in regionally or nationally significant research and/or activities. • Hub governance, leadership and/or management demonstrate innovative, inspiring and ambitious ways of working and/or approaches have demonstrable impact and local, regional or national significance. • The workforce are strong advocates for the Hub and feel consulted and respected. • Other sources of income are diverse and provide a reliable and sustainable income stream. • Hub activities are helping raise awareness of environmental issues.
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