



# Music Education Hubs: Annual Survey Guidance 2023-24

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## Introduction

This document provides guidance for completing the Music Education Hubs annual survey. The purpose of this annual return is to capture the range of activities and impacts enabled and supported by the Music Education Hub grant in meeting the aims and ambitions for Hubs as set out in the 2022 National Plan for Music Education (NPME). The collected data will provide information on the Hubs’ reach and range of activities.

If a Hub covers more than one local authority area, figures should be aggregated for the purpose of this survey.

Key dates for the survey are:

- Survey opens 4<sup>th</sup> September 2024 - login details and instructions on how to access the portal to submit data will be shared at this time.
- Survey close 5pm 4<sup>th</sup> November 2024

You can discuss this survey at any of our drop-in sessions via Microsoft Teams with the Arts Council’s policy and data analysis colleagues. These will take place monthly during July to October. Exact dates and times will be shared with Hubs in due course. We share questions and answers arising from these sessions with all Hubs in a Frequently Asked Questions document.. To register for these sessions or for any further information, please contact [MEH.Data@artscouncil.org.uk](mailto:MEH.Data@artscouncil.org.uk).

## How we will use your data

The data and information you provide is used by Arts Council England and the Department for Education to monitor how Music Education Hubs are supporting the achievement of the objectives as set out in the National Plan for Music Education. We use it to help measure the impact of the investment made in Music Education Hubs and equality of access. The Arts Council also uses the information to identify trends and areas where further support for Hubs could be offered. The information you provide will be held securely. The Arts Council's Privacy Notice can be found [here](#). As per the terms and conditions of your grant, it is important that you follow the guidance carefully and ensure that you do not submit information that is wrong or misleading. We strongly suggest that you double check the figures that you provide.

As in previous years, some of the data will be published. This will provide relevant stakeholders, including Hubs, with rich information on the work of Music Education Hubs in England. It is hoped that the data will provide a valuable tool for Hubs as part of their self-evaluation and to support self-improvement and learning from peers.

## Data collection processes

We expect Hubs to use data in a responsive and proactive way, to help them understand the range and breadth of their provision, and to support them in prioritising and planning their work ahead. As such the range of data that Hubs collect and use should go beyond what is asked of Hubs in the annual survey and we encourage Hubs to explore ways to improve their data collection, use data in benchmarking and planning, and unlock the power of data for advocating for music education in young people's lives.

The annual survey consists of information to be collected by all Hub lead organisations for the previous academic year, for all activities they provide, enable and support, as a condition of their grant agreement with Arts Council England. Although the responsibility for data collection lies with the Hub lead organisation, Hub partners, and where necessary schools, are expected to contribute and evidence how the Hub grant and related income has been used, and this should form part of any service level agreement or partnership agreement.

## Question changes for 2023-24

- **Section A:** Schools Form (Schools) – All questions and definitions on this tab have changed to enable reporting against the NMPE 2022. See [Section A](#) for details.
- **Section A:** Schools Form (CIL) – References to Whole Class Ensemble Teaching have been updated to Classroom Instrumental Lessons (CIL). A question has been added to capture where Hubs are aware the school has removed pupils from CIL provision.
- **Section B:** Questions have been added to capture information on the sex, neurodiversity, and socio-economic background of Hub workforce. Options have

been added within the gender and sexual orientation questions; and the leadership diversity question has changed. See [Section B](#) for details.

- **Section C:** Questions on continuation and online performances have been removed.
- **C1-C4:** Collection by mode of lesson delivery has been removed. C1 collects participants in any lesson. C2 – C4 collects pupils by lesson size. See [Section C](#) for details.
- **C1, C8:** Pupil characteristics tables have been changed to collect sex instead of gender; this is to mirror the School Census, to which the collected data is compared. As per the [School Census Guidance](#), the change from gender to sex is being rolled out across all DfE data collections over the next year or so. Hubs may continue to collect gender information for local use if they wish.
- **C1, C8:** Pupil characteristics tables now include pupil ethnicity. See [Section C](#) for details.
- **Section C:** Pupil tables include Key Stage N/A and Unknown Key Stage, and ask for pupils with SEND, rather than only pupils with an Education, Health and Care plan. See [Section C](#) for details.
- **C5:** Group Playing Activities (previously named 'Ensembles') language has been updated to reflect the 2022 NPME. This question now uses more broader categories.
- **C6:** New question to collect the number of schools contributing data to 'Groups delivered independently by schools'.
- **C7:** New question to capture the number of groups with a SEND focus and/or enabling access to those with SEND.
- **C8:** New question regarding number/characteristics of choirs/vocal group participants.
- **C11:** Questions added for availability of weekend and school holiday provision.
- **E1, E4:** New categories: different types of educational establishments.
- **E2, E3:** Income and expenditure categories have been updated for similarity to the quarterly Financial Reporting Template and operate to academic year.
- **Section F:** Narrative questions have been updated to reflect delivery against the 2022 NPME.

### How we will calculate the national school engagement figure

From September 2023 onwards there is an overall programme-wide ambition to move towards 95% school engagement. It's great that some Hubs are already reaching this, and we acknowledge that others are at an earlier stage in this journey. To calculate this statistic, we will combine the following data points collected from question A1 where schools are noted as:

- 'Yes', the school has engaged meaningfully with the Hub during the academic year

- 'No', the Hub has engaged with the parent Trust/MAT, but not necessarily the school directly.

Calculations will only be based on in-scope state-funded schools included in the Schools Form. We will analyse the responses to this question alongside input from the Hub Data Group to develop and inform our understanding of the school engagement measure and how it can be improved in future years.

### **How to complete the survey**

For 2023-24 the annual survey must be completed using the annual survey template documents, which can be found on our website. Please ensure you are using version 2.0 onwards of the template (found on the top left of the Introduction page) and that you fully complete the survey.

All current Hub Lead Organisations (HLO) will be required to complete a 2023-24 survey template for their respective Hub area. This will then need to be sent to the new HLO who will be responsible for collating the relevant annual survey templates for each of the current Hub areas within their new Music Hub geography. This template includes a greater level of data validation than in previous years to allow the data to be submitted in this way. The new HLO will upload the completed templates to the Qualtrics online survey platform. This method is specific to the 2023-34 annual survey, in recognition of the transition to a new Music Hub programme from September.

When the survey opens, HLOs will receive an email containing a link to the survey, a username (your Grantium project number) and a randomly generated password. This email will be sent to the person marked as your lead contact on Grantium. The details can be shared within your organisation, so more than one person can work on the survey, but we would advise only having one person working in the portal at a time. Alternatively, you may prefer to have multiple people collate the data on the question template, and just one person transfer the data into the portal.

The portal saves your work when you move onto a different page. To ensure that the data collected is accurate, sometimes your data will be validated before leaving the page; invalid data will need to be removed before moving onto the next screen. The survey will let you know if this is the case.

Should you wish to pause your work and return to the survey later, you can log back in using the same username and password and your work will have been saved. You will only be able to submit the survey once.

If you would like a **PDF copy** of your submission for reference, please **download it immediately after submitting your form**, you will be prompted on the final page confirming submission. This PDF will confirm that your question template(s) have been

uploaded, but will not contain the data within them, so please keep a copy of the question templates for your records.

## **Section A: Schools Form**

The Schools Form captures the schools Hubs have worked with on various activities at any point during the academic year 2023-24. Hubs will be notified when the form is made available for download from the Arts Council website. Hubs should complete this form; there is space within the Qualtrics portal to upload this file at the same time the rest of the survey data is submitted.

The structure of the form is password protected; you will not be able to add columns or rows. This protection ensures all Hubs forms remain identical, which allows our data analysts to combine the data. We are not able to accept versions of the Schools Form that have been altered in any way.

Please ensure there is consistency across the answers in the Schools Form. For example, where you have indicated an establishment received Classroom Instrumental Learning (CIL) within the CIL tab, you must select 'Yes' for A1. The form does have some in-built validation to help with this.

### **A1 School Engagement**

This question is intended to capture where there has been any meaningful engagement between educational establishments and the Hub, through one or more activity or type of support. By meaningful, we mean where there has been an activity or support by the Hub lead organisation or Hub partners which has led to an action or engagement by the school which has benefited or improved its music provision.

This question also gives us an understanding of why schools might *not* be engaging with the Hub. Although a Hub is expected to offer support to all schools, it remains a school's choice to engage with a Hub. We'd like to see as many schools as possible choosing and able to engage with their Hub, however a school who is offered support but chooses not to engage can be recorded in this question.

The following should be counted under 'Yes':

- Lessons - can include one-to-one, small, and large group instrumental, vocal, and composition tuition programmes delivered or supported by the Hub.
- Classroom instrumental lessons, including Whole Class Ensemble Teaching delivered or supported by the Hub.
- Group playing activity supported or delivered by the Hub - including ensembles, choirs and other group playing or creative activity.

- Curriculum support, including CPD (see definition under A2 below), which incorporates support to schools on School Music Development Plans and Model Music Curriculum.
- Performing and creative opportunities or projects with the Hub, such as:
  - composition, song writing and production
  - digital and live platforms and performance opportunities
  - careers programmes, mentoring programmes, and connection with professional musicians, artists, practitioners in the creative industries
  - Large and small-scale activities, potentially through short-term or regular engagement (for example festivals, workshops, and masterclasses)
  - Joint research projects.
- Expert music leadership, including for school-programmed activity, projects and assemblies.
- Connection to instruments, equipment, or venue/space hire through the Hub.

Do not count schools where the only known engagement was response to a survey or consultation, or where you have provided information, links to resources or signposting, but the school has not been engaged in a dialogue with the Hub or accessed more in-depth support or provision that you know has resulted in a meaningful contact.

The other options within this question are as follows:

We accept that these answers may not be exhaustive. Please take a 'line of best fit' approach. Sometimes multiple options may be applicable, in these instances please choose the overriding reason where you can.

- No - Hub has not offered support to this establishment.
- No - Establishment offers no music activities for its pupils.
- No - Hub offered support; but the establishment manages its music activities independently from the Hub (i.e., provided by own school staff or other providers)
- No - Hub offered support; but the establishment manages its music activities independently, which is done as a direct result of previous Hub engagement (e.g., training/support)

*If selecting this option, Hubs must be certain that the choice and ability of the school to work without the Hub is directly linked to support the Hub has previously provided.*

- No - Hub engaged with the parent Trust/MAT of this establishment and cannot be sure of individual establishment engagement.  
*Please only select this option if it is genuinely not possible to identify individual establishment engagement. If you are aware that you worked with this school, as well as working with the parent Trust/MAT, then select 'Yes'.*
- No - Hub offered support, establishment did not accept for a different reason.  
*Please only select this option where the other options are not relevant.*
- No - Hub offered support, it is not known why the establishment did not accept.

If you are unsure which option to select, please contact us and we will advise.

## **A2 Did your Hub provide this establishment with curriculum support?**

Select 'yes' if you provided this establishment with curriculum support. By 'curriculum support' we mean any activity by the Hub lead organisation or Hub partners which has aimed to benefit or improve the school's music curriculum provision.

This question aims to capture a range of activities undertaken by the Hub including:

- Continuing Professional Development (CPD) and training.
- Support and advice via in-person meetings or conversations, which includes discussion of School Music Development Plans and the Model Music Curriculum.
- Bespoke advice on how to expand and improve the school's offer.
- Conference/event attendance by school staff, where you are certain they attended sessions on curriculum provision.
- Access and use by the establishment (where the use is known via feedback from the establishment) of Hub-recommended resources, templates, toolkits, schemes of work, lesson plans and examples of effective practice; where these are provided in response to the unique needs of the establishment.
- Support and advice on the use of quality frameworks and quality assurance.
- Attendance at networking or peer support sessions.
- Providing feedback on the school's curriculum.
- Teacher shadowing or side-by-side class delivery/training.
- Peer to peer learning, mentoring or coaching for classroom teachers.



When we refer to resources, we expect this to mean raising awareness of and sharing high quality, carefully sequenced, coherent curriculum resources. This will include but not be restricted to:

- the Model Music Curriculum: each Music Hub should support the Model Music Curriculum for Key Stages 1-3 as part of its offer to schools.
- Oak National Academy: adaptable, digital curriculum resources will be available for music for Key Stages 1-4.

Engagement can be included where it is one or more teachers/practitioners or staff from the school taking part.

Please do not count lessons, ensembles, or classroom instrumental lessons which might be in support of the school's curriculum. These activities are counted in A1 and elsewhere.

**A3 Did this establishment participate in Continuing Professional Development (CPD) from your Hub?**

Select 'yes' if one or more teachers from this establishment participated in CPD your Hub has delivered or supported.

By 'CPD' we mean the Hub's programme of high-quality, evidence-based CPD courses, training and learning events for specialist and non-specialist teachers and teaching assistants, senior leadership teams, and/or governing bodies.

This can include CPD sessions as part of a conference. It would not include networking and peer discussion. One to one advice can be included in either this question on CPD, or in A2 on curriculum support. It is for the Hub to determine the nature of the conversation and where it most appropriately sits.

A teacher or school accessing and using the Hub's resources, toolkits, or information would not be classified as CPD and can be captured instead in question A2, which captures a broader range of curriculum support. A3 is intended to only capture where CPD took place.

**A4 Did your Hub support this establishment with its School Music Development Plan?**

Select 'yes' if you supported this establishment with its School Music Development Plan (SMDP). By 'support' we mean any action by the Hub lead organisation or Hub partners which has led to a meaningful action, engagement, or improvement by the school.

If you engaged with the parent Trust/MAT of this establishment on a SMDP that will impact this school, then select 'Yes'.

**A5 Did your Hub provide this establishment with Model Music Curriculum support?**

If you provided this establishment with support with the Model Music Curriculum, or an equivalent, please select the appropriate option from the dropdown. By 'support' we mean any action by the Hub lead organisation or Hub partners which has led to a meaningful action, engagement, or improvement by the school.

Hubs should use their expertise to ensure that equivalents counted here are a clearly sequenced curriculum that is at least comparable in breadth and ambition to the Model Music Curriculum.

**A6 What stage of development is this establishment's School Music Development Plan?**

This question is highlighted orange to show it will not be used to measure Hub performance but will provide valuable insight into the wider landscape of music education provision and how schools are supporting the NPME.

SMDPs are overseen by schools; we expect Hubs to have an awareness of how developed a school's curriculum might be, but it is ultimately for schools to share information about their curriculum with you. We ask that you aim to gather this information from schools at a similar point each academic year, preferably towards the end of the year, however we understand it is unlikely that all schools will respond on the same day.

We appreciate that this will provide a snapshot of how established a SMDP is at the time each school responds, and that provision can change throughout the year. We expect to be able to see changes over time through future surveys.

Select from the following:

- Established – The SMDP has been written/created and is being delivered in this establishment, and mechanisms may be in place for ongoing review and improvement. This also includes establishments within a Multi Academy Trust which are delivering a plan that is in place for the whole trust.
- In Development – The SMDP is in the process of being created. It is not yet being delivered in this establishment but aims to be delivered within the current or following academic year. This also includes establishments within a Multi Academy Trust where a plan for the whole trust is in development.
- Development Pending - The establishment has not yet begun to create a SMDP but has indicated intent to create an SMDP within the following academic year. This also includes establishments within a Multi Academy Trust where a plan for the whole trust is pending development.

- No intent around SMDP – The establishment does not have a SMDP in development or pending. It has been confirmed that the establishment does not currently intend to create a SMDP.
- Not Known – Stage of development for the SMDP in this establishment is not known.

#### **A7 How embedded is the Model Music Curriculum (or equivalent) in this establishment?**

This question is highlighted orange to show it will not be used to measure Hub performance but will provide valuable insight into the wider landscape of music education provision.

Schools oversee their music curriculums; we expect Hubs to have an awareness, but it is ultimately for schools share information about their curriculum with you. We ask that you aim to gather information on this from schools at a similar point each academic year, preferably towards the end of the year, however we understand it is unlikely that all schools will respond on the same day.

We appreciate that this will provide a snapshot of how established the MMC (or equivalent) is at the time each school responds, and that provision can change throughout the year. We expect to be able to see changes over time through future surveys.

Select from the following:

- Established – The MMC (or equivalent) has been adopted and is being delivered in this establishment in all relevant year groups/Key Stages. Mechanisms may be in place for ongoing review and refinement. This also includes establishments within a Multi Academy Trust which are delivering a music curriculum that is in place for the whole trust.
- Partially Established - The MMC (or equivalent) has been adopted and is being delivered in this establishment in some but not all relevant year groups/Key Stages. Plans may be in place to expand across all year groups/Key Stages. This also includes establishments within a Multi Academy Trust which are delivering a music curriculum that is in place for some but not all year groups/Key Stages for the whole trust.
- In Development – The MMC (or equivalent) is in the process of being adopted. It is not yet being delivered in this establishment but there is an intention to implement it this or next academic year. This also includes establishments within a Multi Academy Trust where a music curriculum for the whole trust is in development.

- No intent around MMC (or equivalent) – The establishment has not adopted the MMC (or equivalent). It has been confirmed that the establishment does not currently intend to do so.
- Not Known – How embedded the MMC (or equivalent) is in this establishment is not known.

**A8 Please provide information about the Classroom Instrumental Learning (CIL) that your Hub provided or supported across all Key Stages.**

The 2022 NPME includes a section on CIL on pages 53-54. CIL refers to group instrumental teaching programmes in class time – either WCET or large/small-group tuition, for pupils aged 5-18 years in state-funded schools. While WCET remains one option, large/small-group instrumental teaching (for example around 10 pupils/one-third of a class in each group) can also be adopted as part of CIL, provided that all children in the class participate.

For each instance of CIL please provide: year group; number of pupils in each year group receiving CIL; number of pupils in each year group receiving CIL for the first time; and how many terms (autumn, spring, summer) the programme ran in that year group. Please record only the actual CIL delivered, not what was booked or planned. Each pupil should only be counted once.

Small or large group lessons that are extra-curricular should be recorded in section C.

Although we recognise that CIL provision largely takes place in Key Stage 2, this question collects information on provision for all Key Stages where Hubs have 'delivered' or 'supported' it. These are defined as:

- 'Delivered' means CIL that is directly delivered by the Music Education Hub lead organisation or other Hub partner.
- 'Supported' means CIL delivered by classroom teachers or others who have been assisted by the Music Education Hub lead organisation or other partner (e.g. CPD, provision of instruments) to carry out their role; where they use Hub resources; or delivery is funded by the Hub.

For mixed year groups:

- Where the number of pupils in each year group is known, complete a row for each year group, following steps a-e for each row.
- Where year groups are known but the number of pupils in each per year group is unknown, select 'Mixed year groups (unknown split)', and list the year groups involved as numbers only, and separated by commas. (For example, if the year groups were Year 3 and Year 4 enter '3, 4').

- Where the year groups involved are unknown, please select 'Mixed year groups (unknown split)' in column E and enter 'unknown' in column F.

We recognise that there may be reasons why pupils are removed from this provision; the new question 'f' asks you to note where you are aware that this is happening, even if the information has been received anecdotally. This is so we can understand how schools are utilising this provision and how inclusive it is. It may also inform our understanding of pupil characteristics as responses from this question are mapped to School Census data to provide an indication of pupil characteristics. Our approach to analysing this data may change if it is not the whole class taking part.

## **Section B: Workforce**

We are committed to gaining an accurate picture of the diversity of Hub workforce. This section includes questions on sex and gender, age, disability, ethnicity, and sexual orientation, as well as socio-economic background and status. This information should be collected through official monitoring or staff surveying, not based on assumptions or informal knowledge.

This data will provide the Arts Council, Department for Education, and the sector with insights into the workforce that is supported by the Hub grant, which can be used to understand the potential support, development and talent pipelines needed to enable and maintain a strong and resilient sector.

The total number of staff involved in Hub activity (B1) will be published on a per-Hub basis within the Hub Data Dashboard.

Any figures regarding the diversity of Hub workforce will only be accessed in full by our team of Data Analysts. It will only ever be released in aggregate (regional or national totals), or in an anonymised format (e.g. where there are less than 5 people in a category, we will show that as <5 so that no individual is identifiable).

Where staff surveys led by Hubs differ to what is requested within the Annual Survey, (for example, Hubs may capture a broader range of staff types, fields within questions or allow staff to self-declare), please aggregate numbers to fit the categories within the survey.

It is our recommendation that organisations have or develop collection mechanisms for this information, and follow best practice, for example ensuring respondents can answer

'prefer not to say' and that information can be collected anonymously and handled appropriately.

We welcome your thoughts on how we can improve this section and use the data to best support the workforce and governance of Hubs.

### **Requesting a separate workforce survey**

We recognise that Hubs have varying numbers of staff and board members, and that sometimes it is possible to identify individuals within Hub level diversity data. Where this is the case, we appreciate that it may not be appropriate for the individual(s) completing the survey to have access to this data.

If this applies to your Hub, you can request that the workforce and board diversity questions (B1 to B21) be completed within a separate version of the online survey. You can nominate an appropriate member of Hub staff (i.e., the member of staff that already has access to this data) to complete this survey so that no additional members of Hub staff have access to it.

The separate diversity survey will only include the workforce and board diversity questions. The rest of your annual survey data must be submitted within the original version of the online survey. This separate workforce survey must be submitted by the same deadline as the rest of the annual survey. Please contact us for more information.

### **B1 Enter the total number of staff involved in Hub activity as of 31 March 2024.**

This should be the total workforce numbers for the Hub. If your Hub covers more than one Local Authority area, please ensure you include the substantive workforce across the entire Hub area. This will vary according to your Hub set up but includes any other music services (or equivalent organisations) for whom you hold the grant on their behalf. Please use the '*Other Music Services / Organisations*' section of the table to enter the aggregated workforce data for these organisations. Do not add them to B12 as this is for other Hub delivery partners. We understand that Hubs work in different ways and for some models of working, the lead organisation will need to answer zero.

Please do not double count staff, they can only appear in each type once. Only enter known numbers of staff, and if unknown please enter zero.

If you are unsure of which staff type different members are, please check with your HR Team/Lead. The HMRC website on different employment status also provides useful definitions: <https://www.gov.uk/employment-status>.

Permanent staff – covers staff on permanent contracts, working for the Hub lead organisation and other music services (or equivalent organisations) in relation to

work as part of the Music Education Hub, who are either full or part-time (including the Chief Executive or equivalent under 'managers'), as at 31 March 2024. Please count staff on fixed term contracts of 52 weeks or more as permanent. Staff working a total of 35 hours a week or more should be counted as full-time. Those working less than 35 hours a week should be counted as part-time. Please note the one exception to this rule is for staff on School Teachers' Pay and Conditions (STPC) Contracts which state 1,265 hours per year (or 32.5 hours per week during term-time) of Directed Time. These should be counted as full-time staff. For Local Authorities, please only count staff working specifically on Hub activity, not the entire LA workforce.

Staff employed on a contractual basis – this covers staff on a fixed-term, short-term, casual or temporary contract. Staff are either permanent (full-time or part-time) as above OR employed on a contractual basis. Please do not double count staff in these categories.

Freelance / self-employed – this is for any self-employed workers who are not employed by the Hub lead organisation. Self-employed workers are not paid through PAYE and do not have the employment rights and responsibilities of employees.

Staff role type definitions:

Each member of staff should only be represented once; for example, if someone has both teaching and management responsibilities, please assign them to the role that takes up the greater part of their time. Once you have assigned an employee to a category, please ensure that you assign them consistently throughout the rest of the questions. For those whose time is split equally across these two areas, please categorise as managerial.

Managers	Refers to executive or senior management staff, for example chief executive, executive director, finance director, chief accountant, general manager, human resources manager and legal advisor.
Teaching staff	Refers to teachers in both formal and informal settings, workshop leaders, and similar.
Other Staff	Refers to administrative staff, for example finance, reception, fundraising, or any other office staff involved in the Hub.
Board/ governing body	Refers to elected or appointed members who oversee your organisation's activities.



For the diversity questions below, the totals for paid permanent staff members should match that entered in B1. The totals for board members should match that entered in B13.

### **Sex and gender identity of paid permanent staff and board**

#### **Questions: B2, B3, B4, B14, B15, B16**

We collect the sex and gender of the workforce and ask how many staff identify as a gender different to the sex registered at birth. These questions take three parts.

- B2 and B14 - sex
- B3, B15 - gender identity
- B4, B16 - where gender is different to the sex registered at birth.

Please enter the number of staff whose gender identity is different to their sex as registered at birth. This box should be a total and should only include staff where this is known. We have adopted a consistent measure across all our funding programmes, and whilst we recognise there may be limitations in this data, we are continually reviewing guidance and best practice around this monitoring.

### **Sexual Orientation of paid permanent staff and board**

#### **Questions: B5, B17**

We've asked for a breakdown of the sexual orientation of your workforce. We recognise that the list of options is not exhaustive but hope there are enough choices for everyone to feel represented. Where staff surveys led by Hubs differ to the options within the Annual Survey, (for example, Hubs may capture a broader range of fields or allow staff to self-declare), please aggregate numbers to fit the categories within the survey.

### **Age of paid permanent staff and board**

#### **Questions: B6, B18**

Age should be recorded as of 31st March, using the options provided in the template.

### **Ethnicity of paid permanent staff and board**

#### **Questions: B7, B19**

The definitions for ethnicity are based on national standards as set out by the Office for National Statistics. This gives us a comparable dataset that we can map against other sources and population data and run national and area level analysis. Ethnicity specific data collection advice from the National Archives [can be found here](#).

**NOTE:** The ethnicity categories available within pupil characteristics tables are different to those available within the ethnicity question for the Hub workforce/board. This is because the two datasets will be compared to their most



appropriate national counterparts; pupil ethnicity data will be compared to the School Census run by the Department for Education, and workforce ethnicity data will be compared to the National Census run by the Office for National Statistics. These bodies collate the resulting data in different ways; therefore, the workforce ethnicity table includes Arab and Latin American as standalone categories, and the pupil ethnicity table does not. As always, Hubs can capture a broader range of diversity data if they wish (including allowing a wider range of categories, or self-declaration), but should aggregate numbers to fit the categories within the templates in the survey reporting.

### **Disability of paid permanent staff and board**

#### **Questions: B8, B9, B20, B21**

We work to the social model of disability. This model was developed by disabled people in the 1970's and states that people are disabled by inaccessible societal structures and environmental barriers. This question takes two parts:

- B8, B20 – identification as disabled
- B9, B21 – neurodivergent

This is a total count by role type and should only include staff where this identification is known.

### **Socio-economic background of paid permanent staff/board**

#### **Questions: B10, B11, B22, B23**

This question is to capture the socio-economic background of the workforce in the sector, so we can better understand access to the arts and culture and what barriers there may be. The data is collected in two parts, asking the same question for both an individual's background, and where their current role sits. This metric is in line with that adopted by other cultural organisations and will provide a benchmark that we can build on in the future.

We appreciate that this is a new measure and may be difficult for you to introduce. Please make use of the 'No answer given/question not asked of individual' field if necessary.

Questions B10 and B22 ask for the number of staff by occupation of the main/highest income earner in their household at age 14. Questions B11 and B23 ask which of these categories the respondent's current role best aligns with.

- Modern Professional Occupations (*E.g., Teacher/lecturer, nurse, physiotherapist, social worker, welfare officer, actor, artist, musician, police officer (sergeant or above), software designer*)

- Clerical and Intermediate Occupations (*E.g., secretary, personal assistant, clerical worker, office clerk, call centre agent, nursing auxiliary, nursery nurse*)
- Senior Managers and Administrators (*Usually responsible for planning, organising and co-ordinating work for finance such as finance manages, chief executive etc.*)
- Technical and Craft Occupations (*E.g., motor mechanic, fitter, inspector, plumber, printer, tool maker, electrician, gardener, train driver*)
- Semi-Routine Manual and Service Occupations (*E.g., postal worker, machine operative, security guard, caretaker, farm worker, catering assistant, receptionist, sales assistant*)
- Routine Manual and Service Occupations (*E.g., HGV driver, van driver, cleaner, porter, packer, sewing machinist, messenger, labourer, waiter/waitress, bar staff*)
- Middle or Junior Managers (*E.g., office manager, retail manager, bank manager, restaurant manager, warehouse manager, publican*)
- Traditional Professional Occupations (*E.g., solicitor, accountant, medical practitioner, scientist, civil/mechanical engineer*)
- Self-employed
- Short Term Unemployed (*Claimed Jobseeker's Allowance or earlier unemployment benefit for a year or less.*)
- Long Term Unemployed (*Claimed Jobseeker's Allowance or earlier unemployment benefit for more than a year.*)
- Retired
- Not applicable
- Don't know – the individual doesn't know/remember.
- Prefer not to say.
- Other
- No answer given/Question not asked of individual.

## **B12 Partner organisation staff**

Please enter the staff numbers/types in Hub partner organisations that are working on Hub activity, if you know it. By partner, we mean those organisations you told us about as part of your funding agreement as being part of your Hub consortium, or key strategic or delivery partners in meeting your role as Hub lead organisation. We are not expecting or asking Hubs to survey school staff.

We understand that it might not always be easy to obtain data on partners' workforces; this question is optional, and a follow up question asks if these numbers are estimated.

**B13 Number of board members**

Please input the total number of board members for your Hub. Please complete this question, even if your governing body would not be named a 'board'.

**B24 Leadership Characteristics**

We ask specifically about the Hub Lead and Hub Chair. Where you have more than one person fulfilling either of these roles, please contact us so we can advise how best to submit this information.

This question is designed as a Y/N response to the key demographics of Black, Asian or Ethnically Diverse, Disabled, LGBTQ+, Female, alongside the occupation of the main/highest income earner at age 14.

**B25 Delivery Model**

Please select from the dropdown list the option that best reflects how your Hub operates. We appreciate this may be an estimate.

# Section C: Learning Provision

## C1 Singing / instrumental lessons

This question captures the number and characteristics of children and young people receiving regular singing or instrumental tuition by the Hub partnership. This should reflect overall engagement in lessons, across all lesson types (individual, small group, large group) and modes of delivery (face to face, online, etc.), with each pupil only counted once. This table allows us to see the total number, and characteristics, of pupils taking part in any lesson type.

We expect the lessons to be regular or recurring, rather than one-off master classes or taster sessions. Please record only pupils that attended lessons that took place, not estimations of provision, or provision that was planned but wasn't carried out.

Enter pupils by Key Stage where possible. If you do not know the key stage of a pupil, please use the 'Unknown key stage' field. 'Key stage N/A' is for pupils attending a school that does not use the national curriculum (e.g. some special schools).

We ask about a range of pupil characteristics; however, we recognise that for many Hubs, gathering this level of data might not always be possible. Please capture data as best you can and note any challenges you encounter in narrative question F6.

### Table 1: Sex

From 2023-24, the pupil characteristics tables have been changed to collect sex instead of gender; this is to mirror to the School Census, to which the collected data is compared. As per the [School Census Guidance](#), the change from gender to sex is being rolled out across all DfE data collections over the next year or so. Hubs may continue to collect gender information for local use if they wish.

This table includes fields for Prefer Not to Say and Not Known. Prefer Not to Say should be used where the pupil was given the opportunity to declare their sex and chose not to. Not Known should be used where pupils were not asked, or you do not have the data.

### Table 2: SEND and Pupil Premium

This table asks how many pupils were eligible for Pupil Premium and how many had SEND. By SEND we mean those identifying as having SEND and/or in receipt of SEND support, not only those with Education, Health and Care plans. Please note that if both Pupil Premium and SEND categories apply to a pupil, please count them in the 'Both' column only – do not double count.

We appreciate that Hubs may be provided with data that confirms where pupils have SEND or are eligible for Pupil Premium, but will not necessarily be provided

with 'confirmed negatives' (i.e., the number of pupils that are *not* eligible for Pupil Premium and do *not* have SEND). The '*Pupils NOT eligible for Pupil Premium and NOT SEND*' field should be used where it can be reasonably assumed, based on the data you have been provided with, that the pupil falls into this category. If you know that the data you have is incomplete and cannot reasonably make this assumption, please use the '*Pupils with unknown SEND/Pupil Premium information*' field.

### Table 3: Ethnicity

This table collects the ethnicity of participating pupils. We recognise that this might be challenging for some Hubs, particularly those who are new to collecting this data; please make use of Not Known fields where necessary.

Note: The ethnicity categories available within pupil characteristics tables are different to those available within the ethnicity questions for the Hub workforce/board. This is because the two datasets will be compared to their most appropriate national counterparts; pupil ethnicity data will be compared to the School Census run by the Department for Education, and workforce ethnicity data will be compared to the National Census run by the Office for National Statistics. These bodies collate the resulting data in different ways; therefore, the workforce ethnicity table includes Arab and Latin American as standalone categories, and the pupil ethnicity table does not. As always, Hubs can capture a broader range of diversity data if they wish (including allowing a wider range of categories, or self-declaration), but should aggregate numbers to fit the categories within the templates in the survey reporting.

### Table 4: Subsidy/Fee Remission

Please complete the number of pupils receiving individual subsidy/fee remission to enable them to take up singing or instrumental tuition or provision. This should not be general subsidies that apply to all pupils.

## **C2, C3, C4 Individual, Small Group and Large Group Lessons**

These questions capture the number of pupils involved in individual, small group, and large group lesson types. 'Small groups' are defined as lessons comprising 2-10 pupils. 'Large groups' are defined as all other lessons with more than 10 pupils that do not fall under the categories of CIL and ensembles or other similar group playing activities.

These questions ask only for pupil characteristics in relation to SEND and Pupil Premium. This is to provide us with a greater understanding of how those from these disadvantaged backgrounds are accessing different types of provision. For more information on how to input data into this table, please see the guidance for C1.

Please ensure each pupil is only counted once within each question. If you are unable to identify the type of lesson that a pupil received, please include them in C1 and not in C2-C4. We understand that pupils may attend more than one lesson type, so it is not expected that the sum of C2-C4 matches C1.

### **C5 Group Playing Activities**

For the academic year 2023-24, please state the total number of ensembles, bands or groups:

- a) delivered by school/s in partnership with the Hub lead organisation or Hub partners.
- b) Area-based groups supported and/or delivered by the Hub lead organisation or Hub partners.
- c) delivered independently by school/s as part of their co-curricular or extra-curricular activity.

Please break these down by type of group, including all groups, regardless of mode of delivery. Select the category which best describes the group. 'Group playing activities' refers to organised ensembles, bands and groups that meet regularly and provide opportunities for young musicians to play and to perform.

The category 'Choir/ Vocal Group Upper Voices' refers to choirs or vocal groups featuring only upper voices, including girls and unchanged boys' voices. The category 'Choir/ Vocal group Mixed Voices' refers to choirs or vocal groups featuring both upper voices and older/changed male voices (e.g., Soprano, Alto, Tenor, Bass) or lower voices only.

Use the 'unknown' field where you are unsure of the nature of an ensemble.

### **C6 Schools that provided data for inclusion in C5**

We understand it can sometimes be difficult to get data from schools about groups that they have run independently, which will impact the accuracy of question C5c. Please record how many schools in your assigned local authorities provided data for you to include C5c.

### **C7 Groups that have participants who use adapted/adaptive instruments or equipment, or where you have made adjustments to enable SEND participants to take part.**

For groups that you have entered into C5a) and b) only. This can include groups that are specifically focused on supporting young people with SEND, as well as any group you support/deliver where adjustments have been made to enable one or more participants with SEND to take part.

## C8 Pupils Participating in Group Playing Activities

Indicate the total number pupils in your area(s) who regularly attended at least one of the ensembles or groups listed above in C5 a) and b), split by sex, key stage, and other pupil characteristics. Participants in groups listed in C5 c) should not be included.

By regularly, we mean at least once a week for a minimum of half a term, or several times a year for a more intensive experience (e.g., holiday residential/weekend courses/sub regional ensemble meetings that run for more than one day). Please note that pupils should only be counted once, a pupil that attends 20 rehearsals or multiple ensembles should only be counted as 1.

### Table 1: Sex

From 2023-24, the pupil characteristics tables have been changed to collect sex instead of gender; this is to mirror to the School Census, to which the collected data is compared. As per the [School Census Guidance](#), the change from gender to sex is being rolled out across all DfE data collections over the next year or so. Hubs may continue to collect gender information for local use if they wish.

This table includes fields for Prefer Not to Say and Not Known. Prefer Not to Say should be used where the pupil was given the opportunity to declare their sex and chose not to. Not Known should be used where pupils were not asked, or you do not have the data.

### Table 2: SEND and Pupil Premium

This table asks how many pupils were eligible for Pupil Premium and how many had SEND. By SEND we mean those identifying as having SEND and/or in receipt of SEND support, not only those with Education, Health and Care plans. Please note that if both Pupil Premium and SEND categories apply to a pupil, please count them in the 'Both' column only – do not double count.

We appreciate that Hubs may be provided with data that confirms where pupils have SEND or are eligible for Pupil Premium but will not necessarily be provided with 'confirmed negatives' (i.e., the number of pupils that are *not* eligible for Pupil Premium and do *not* have SEND). The '*Pupils NOT eligible for Pupil Premium and NOT SEND*' field should be used where it can be reasonably assumed, based on the data you have been provided with, that the pupil falls into this category. If you know that the data you have is incomplete and cannot reasonably make this assumption, please use the '*Pupils with unknown SEND/Pupil Premium information*' field.



### Table 3: Ethnicity

This table collects the ethnicity of participating pupils. We recognise that this might be challenging for some Hubs, particularly those who are new to collecting this data; please make use of Not Known fields where necessary.

It is important to note that the ethnicity categories available within pupil characteristics tables are different to those available within the ethnicity questions for the Hub workforce/board. This is because the two sets of data will be compared to their most appropriate national counterparts; pupil ethnicity data will be compared to the School Census run by the Department for Education, and Hub workforce ethnicity data will be compared to the National Census run by the Office for National Statistics. These bodies collate the resulting data in different ways; therefore, the Hub workforce ethnicity table includes Arab and Latin American as standalone categories, and the pupil ethnicity table does not. As always, Hubs can capture a broader range of diversity data if they wish (including allowing a wider range of categories, or self-declaration), but should aggregate numbers to fit the categories within the templates in the survey reporting.

### Table 4: Subsidy/Fee Remission

Complete the number of pupils receiving individual subsidy/fee remission to enable them to take up singing/ instrumental provision. This is not general subsidies applied to all pupils.

## **C9 Pupils Participating in Choirs/ Vocal Groups**

Please complete this table showing the total number of pupils who regularly attended at least one of the choirs/vocal groups listed in C5 a) and b) only. This question should be seen as a sub-set of C8; therefore, total key stage values should be less than or equal to the corresponding key stage totals from C8.

This question asks only for pupil characteristics in relation to SEND and Pupil Premium. This is to provide us with a greater understanding of how those from these disadvantaged backgrounds are accessing different types of music education. For more information on how to input data into this table, please see the guidance for C8.

## **C10 Standards Achieved**

Please indicate the standards achieved by pupils in your area by the end of the academic year. Select the appropriate level from Entry, Foundation, Intermediate or Advanced. The question refers to RQF standards and approximate grade exam levels as a guide to help you categorise each pupil; pupils do not need to have completed a formal qualification to be included. Please count each pupil only once by including their highest level of attainment, irrespective of whether they have taken a graded exam.



If there are any pupils in your area for which you do not know the standard achieved, please use the 'Pupils for which the standard achieved is unknown' field.

This question is in two parts. Sections a) to e) allow you to indicate standards achieved by pupils receiving tuition, including CIL, delivered by the hub lead organisation or by hub partners, while f) to j) are for pupils receiving lessons from external providers, if known.

#### **C11 Provision over weekend and school holidays**

Indicate if you offered weekend and school holidays provision.

### **Section D: Continuing Professional Development & Instruments**

#### **D1 Did you deliver CPD for teachers in this academic year?**

Please indicate in the yes/no dropdown if you delivered continuing professional development (CPD) for teachers in this academic year.

This section relates specifically to CPD work that your Hub provided to teachers, educators and practitioners that deliver music education. It is NOT currently intended to capture CPD for strategic/admin related staff roles.

#### **D2 Number of Teachers Benefitting from CPD**

Please complete the table, considering any form of CPD you have delivered or supported including; in person delivery sessions, virtual sessions, group or one to one advice.

We expect Hubs will make decisions regarding the topics of CPD they deliver within their areas that may be impacted by area demand and Hub strategy. We understand that you may not have data to input for every CPD topic given in the table. You may wish to discuss your strategic decisions regarding CPD delivery within the narrative questions.

We are not expecting you to track individual teachers engagement across the different types of CPD you have delivered, therefore if an individual attends more than one session, please count them more than once. Whenever this data is used, it will be clear that this represents the number of 'filled places' for teachers you have delivered sessions to, it is not a unique count of individual teachers.

If the CPD covered more than one topic, please count the teachers in all rows that are relevant. Teacher totals from each topic will not be added together.

There is an example within the survey template that demonstrates this.

If you have an accurate figure for the number of teachers that engaged with any resources/online content that you have created, please include these numbers as well. To prevent these figures becoming artificially inflated by the same individual repeatedly accessing the same material, please only include one engagement per resource per teacher. If you are not able to do this, engagement with these resources can still be captured within D4.

You can include teachers attending your provision from outside your Hub area in this question.

**D4 Teaching and/or curriculum resource and materials created during this period**

This should include any resource created during the year by the Hub partnership to support young people and schools with their music education. Interactions may include downloads, views on YouTube (not likes, which would likely duplicate views), website click rates etc.

Please only count the number of provisions produced / delivered once.

You are asked to enter both known and estimated interactions. These figures are added together by Arts Council England to get the total figures – the two figures are separate - there should be no overlap. e.g., You know for certain that a minimum of 25 people interacted with the resources but estimate this was actually around 35. This would be entered as 25 known and 10 estimated. If you know the exact figures these should be recorded as known, and the estimated should be entered as zero.

**D4 Number of hours CPD was delivered**

Please complete the table outlining how many hours you have spent delivering CPD sessions to teachers. This could be in person or online.

We appreciate that a significant amount of time will be spent preparing the sessions, however, please do not include any preparation time within the data below, this table is specifically to capture delivery time.

If the CPD covered more than one topic, please count the hours in all rows that are relevant, you do not need to apportion the hours across topics. There is an example within the survey template that demonstrates this.

**D5 Do you operate an instrument loan service?**

Please indicate in the yes/no dropdown

**D6 Number of Instruments**

Please enter how many instruments you held (including those currently on loan) at the start of the 2023 academic year. You can enter both known and estimated instruments. These figures are added together to get the total instruments. If you

know the exact number of instruments you hold, please record these as known, and the estimated should be entered as zero.

#### **D7 Instrument availability**

Please complete the dropdowns to indicate how frequently you are able to meet the exact requirements of instrument loans requested. Requirements could include things like: type of instrument, the timeframe of the loan, the duration of the loan, number of instruments if a bulk loan etc.

Where you couldn't meet the exact requirements, please let us know how frequently you completed a loan request with adjustments.

#### **D8 Pupils who loaned an instrument**

Please complete the table based on the number of pupils that loaned an instrument. This is for instances where the Hub has loaned an instrument to an individual pupil. This should not include bulk loans to schools. Please count each pupil only once, even if they had more than one instrument loan. We will use the totals of this table to see how many pupils loaned an instrument.

This table asks how many pupils were eligible for Pupil Premium and how many had SEND. By SEND we mean those identifying as having SEND and/or in receipt of SEND support, not only those with Education, Health and Care plans. Please note that if both Pupil Premium and SEND categories apply to a pupil, please count them in the 'Both' column only – do not double count.

We appreciate that Hubs may be provided with data that confirms where pupils have SEND or are eligible for Pupil Premium but will not necessarily be provided with 'confirmed negatives' (i.e., the number of pupils that are *not* eligible for Pupil Premium and do *not* have SEND). The '*Pupils NOT eligible for Pupil Premium and NOT SEND*' field should be used where it can be reasonably assumed, based on the data you have been provided with, that the pupil falls into this category. If you know that the data you have is incomplete and cannot reasonably make this assumption, please use the '*Pupils with unknown SEND/Pupil Premium information*' field.

#### **D9 What is the total number of instrument loans to individuals this academic year?**

By individual instrument loan, we mean each instance of a pupil borrowing an instrument. If the same pupil borrowed the same instrument twice, this would count as two loans. We appreciate that the number of instruments loaned will vary from Hub to Hub, and that the number of loans will be impacted by the length of time that instruments are loaned for.

This number should be the same as or higher than the total number of pupils that loaned an instrument. This is for instances where the Hub has loaned an instrument to an individual pupil. This should not include bulk loans to schools.

**D10 Instrument loan costs**

Where parents/carers are charged for instrument loan, please indicate if pupils within each of the categories provided would be eligible for free or discounted rates. There is space for you to indicate if parents/carers would not be charged under any circumstances.

There is a free text box for you to provide any additional detail about your subsidy policies.

**D11 How many, and what type of schools, have you loaned instruments to this academic year?**

Please count each school only once, regardless of the number of instruments you have loaned to them. If you cannot report the type of school that instruments are loaned to, please report them under 'Unknown'.

This question relates to loaning instruments to schools; including any instances where the loan agreement is with an individual member of school staff.

**D12 How many instruments have been loaned to schools this academic year?**

Please count all instruments cumulatively. If 30 keyboards are loaned to a school for a term, then returned, and loaned to the same school again next term, this would count as 60 instruments. If you cannot report the type of school that instruments are loaned to, please report them under 'Unknown'.

This question relates to loaning instruments to schools; including any instances where the loan agreement is with an individual member of school staff.

## Section E: Partners and Finance

### E1 Hub Partners

Please complete the table showing the number of partners you have of each organisation type, and the role that these partners play. If you are unsure which category an organisation should be counted under, please contact us and we can advise.

### E2, E3 Income and Expenditure

These questions ask for your actual income and expenditure for the 2023-24 academic year. Please provide financial information for the Hub lead organisation only, as recorded in the Hub lead organisations financial reporting.

The 'Hub Grant' income figure that you report should be the same as the figure detailed in your funding agreement. If you receive Teachers Pension Scheme funds through Arts Council for 2023/24, please report this under Other Income. Your Hub Grant will be automatically populated and will not include this amount.

The categories for income and expenditure have been updated to be similar to the quarterly Financial Reporting Template. Where possible, please allocate funds to the same categories that you have throughout the year within your submitted financial reporting templates. You will notice that the 'Partner Income' section from the financial reporting template is not present within E2; please allocate any partner income that went through the accounts of the Hub lead organisation to the category that best reflects the origin of this income. If you are not able to do this, please count it in 'other income'. Any partner income that did not go through the Hub lead organisations accounts should be entered in E5. Please do not include in-kind contributions from partners.

Please only use the 'other' income and expenditure categories when no other category applies. If you use these categories, please complete E3b to let us know what this included.

E3c asks how accurate your Hub grant expenditure tracking is, from the following options. Select the statement closest to your current situation.

- a) The figures are accurate, we track how we spend the Hub grant in such a way that it can be split into the above categories.
- b) The figures are broadly accurate, we track how we spend the Hub grant in such a way that it can be split broadly into the above categories.
- c) We only track grant expenditure between Delivery and Back-office Costs. The Delivery and Back-office Costs totals are broadly accurate, but the individual categories within are estimates.

- d) The above are all estimates. We do not track how we spend the Hub grant, even across Delivery vs Back-office costs.

Please contact your auditors, Arts Council Data Analysis Team or your Relationship Manager if you need help.

**E4 Partnership investment made by Hub Lead Organisation (if any)**

If your Hub provided cash investment or support in kind to partners for Hub activity, please complete this information here. By 'support' we mean cash investment via grants or commissions or in-kind support, such as staff time, CPD or instrument loan.

Please identify how much of the cash investment was from your Hub grant and how much was from your other/earned income, making use of the 'untracked source' field where necessary.

Include partners within the same organisation type as you have in E1. A message will appear on the template if you allocate cash or support in kind value to an organisation type that you have not declared partners for in E1.

If your Hub commissions partners to deliver all Hub activity, please still show the Music Education Hub grant and your expenditure in questions E2 and E3; insert the amount you gave to partners in this question (E4) and the income raised by partners in E5.

**E5 Income raised by partners (if any)**

Most Hubs support partners to deliver some Hub activity and these partners then raise further income to deliver this activity (e.g., from funders, schools, or parents), that does not go through the Hub lead organisation's financial reporting but can be significant.

The partner financial information should relate specifically to Hub activity you have supported, rather than the partner organisation's complete financial information.

Please do not include income (if any) that went through the Hub lead organisation's financial reporting. If you had no income or expenditure relating to these areas, please enter 0. Please only use the 'other income' categories when no other category applies.

**Section F: Narrative Questions**

We understand that a successful programme is not always demonstrated in numbers alone. The following questions are designed for you to highlight specific activity, successes, challenges, key developments or learning from the past year.

F1 to F4 have been updated for 2023-24. These questions present an opportunity to demonstrate the strategic ways that Hubs work, the context within which quantitative data sits, and the wider impact and outcomes the Hub has supported. In other words, activity that might not otherwise be captured elsewhere in the survey. We would encourage you to use this section to report only things that are additional information to what has already been reported in previous questions or through the ongoing reporting to your Relationship Manager throughout the year.

**F1 Please outline the successes your Hub has had over the last academic year.**

This might include any data, evidence or research that has not been required to be submitted this year, but you may have still collected, highlights from your wider work, or any key developments/learning.

8,000 characters maximum

**F2 Please outline any challenges your Hub has faced over the last academic year.**

This might include challenges in: engaging schools or delivering frontline activity; drawing in diverse income streams; partnership working, governance or management of the Hub; or challenges in responding to contextual factors, such as inflation, cost of living etc.

8,000 characters maximum

**F3 Please outline any additional information about the music education provision in your area which might be relevant to your work.**

This might include: information about other non-Hub providers delivering music education in your area (for example, non-Hub WCET delivery happening in your area); school and educational factors/structures, such as Multi Academy Trusts and Teaching School Hubs, that might be impacting or changing how you work; any additional activity you've supported in Department for Education's [Education Investment Areas](#) (including legacy [Opportunity Areas](#)), DCMS/ACE [Levelling Up for Culture Places](#), and category five and six areas.

8,000 characters maximum

**F4 For any establishments that you answered 'No' in A1, please let us know if you engaged with them in some other way.**

This might include: the establishment being on your mailing list; the establishment engaging with a survey or consultation.

**F5 Case studies**

Please indicate here if you have a case study that you'd like to share with us to support our national advocacy and comms. Hubs regularly create these materials for local advocacy and reporting, and we are interested in working together to support a national approach that can demonstrate the variety of positive ways that Hubs work. We may seek to use the information on our website, emails, and social media, as well as in our reporting and information sharing with Department for Education, Department for Culture Media and Sport and other stakeholders.

**F6 Anything to flag about your data?**

If there is anything you need to tell our data analysts about your data, please do so here. This might include where data is missing or partial, or if you're unsure you've answered a specific question correctly.

4,000 characters maximum

**F7 Contact Email Address**

Following the submission deadline, our data analysts look at the data you have submitted and carry out a validation process. We will email you if we have any queries following this validation process. Please let us know the email address of the best person to contact.