

Music Education Hubs: Business planning guidance

Arts Council England requires an annually updated business plan from each Music Education Hub as a condition of funding and reporting. Your business plan should cover your mid to long-term strategic aims and include specific detail regarding your planned activity and budget assumptions for the coming financial year of the Hub's activity for which funding has been agreed. We expect to clearly see how the core and extension roles will be delivered, and what your key performance indicators (KPIs) are.

It should be clear what partnerships are in place, including any working relationships with Bridge organisations and/or National Portfolio Organisations, and their role within the Hub. By building local, regional and national partnerships and where appropriate, commissioning work to ensure a high quality offer, partners can support the collective ambition to ensure that all children and young people take part in a high quality music education.

You should also include projections for future years of activity, although these need not be as detailed. Your business plan need not be a long document, but it must be complete, comprehensive and clear and show how you will use your resources to deliver the core and extension roles in the National Plan for Music Education.

Business plans are created and owned by Hubs. The Arts Council 'accepts', reviews and challenges Hub business plans as per the funding conditions related to Hub investment. Your relationship manager will always take the context of your Hub into consideration when reviewing your business plan and KPIs.

Following the submission of a draft business plan (as part of your mandatory documents), Relationship Managers will be able to advise you if there are any areas that we feel need further explanation or clarification before you submit a final version of your business plan. As part of the 2018–20 funding process, where your Relationship Manager has notified you of any areas requiring further development or of any serious concerns as outlined in the Ensuring Quality

document, the Hub is expected to address these areas as part of their draft mandatory document submission in November 2017.

As the legal structures, governance and business models of Hubs vary, the Arts Council does not have a template for the business plan. Business plans should be individual and tailored to the needs of the organisation. You should set the KPIs which you will use to measure your progress, we have provided some suggested KPIs at the end of this document. The plans should demonstrate that you have considered the risks associated with your programme thoroughly and have appropriate controls in place to mitigate them. You should provide us with evidence that the final plan has been approved and adopted by your Hub governance (for example by resolution of your board or by the chief executive/authorised signatory of your local authority).

Below is a suggested checklist for your business plan:

A summary of the Hub's plan

It is useful to include a short introductory text or summary of all the key facts about your Hub and its work, its key achievements to date and what you intend to achieve in the coming year. As a guide, imagine a text maximum of one page of A4 or maximum three minutes' reading time. You can present your key partnerships, the scope of your activities (eg in terms of schools, children, instrumental teaching, vocal work, events etc), the outcomes and results you are hoping to achieve, the fundraising activities you will undertake and the innovative or creative approaches you will be taking.

Mission, objectives and aims

Here you can present the mission statement or vision for your Hub, and set a number of clear objectives or long-range aims that you will achieve by the end of the funding period in order to meet the core and extension roles. You could also show your activities as a set of monthly or termly milestones or targets or include your programme of activity. Your business plan should describe your working relationships with a wide range of partners.

The context of your Hub's work: a needs analysis

You are required to undertake an (at least) annual needs analysis and show how the design of your Hub programme is responding to and addressing the needs of

the diverse range of children and young people in your area. Here you should evidence that a robust, detailed and updated needs analysis of your area has been undertaken, and show how you will collect and collate data on an ongoing basis. Guidance and a template for a needs analysis can be downloaded from the Arts Council website [here](#).

Governance

Your governance model and the legal structure you adopt should be described to show who in your organisation takes ultimate responsibility for the governance and financial matters. If you have a board, steering committee, advisory body, partnership group or strategy group etc, who are not legally responsible for the governance of the Hub but play an important role in the Hub's work, you should describe their terms of reference (your Relationship Manager may request to see a copy of these terms of reference), their roles as partners and how frequently they will meet. Where necessary, you should include an organisational diagram to show the relationship between the partners and their roles.. Further guidance from the Arts Council on appropriate and effective governance can be found [here](#).

Human resources

What is your management structure? Who are the lead officers managing the Hub and what is their relevant experience (this may include detailing the position within a local authority structure)? Who are the tutorial staff body (full-time equivalent, contractual arrangements, qualifications/specialisms etc)? Please also identify continuing professional development (CPD) needs.

Budgets/financial projections

Your Relationship Manager can advise on the layout and presentation of your budget projections. We have provided a suggested layout for the budget which can be downloaded from the Arts Council website [here](#). Please show income from all sources (eg Department for Education grant, local authority grant, fees paid by parents, income from schools, trusts/foundations etc). You should also indicate any significant in-kind income from partners or others.

In line with criteria originally set out in the Music Education Hub prospectus, we will look to ensure Hub budgets and finances are being appropriately managed and will consider (but not limit our consideration to) the following:

- how funding sources are being drawn together from a range of sources and aligned, including the Hubs ability to bring in additional funding
- efficiencies enabled through partnership working
- a maximum of 20 per cent of the Hub grant is spent on back office functions, and a minimum of 80 per cent on front line expenditure

Communications strategy

Consider the different audiences and groups that you need to communicate with and the methods you will use to promote the Hub's offer to schools, parents/carers and other audiences. This includes your web, social media and other online communications.

School Music Education Plans

All Hubs developed School Music Education Plans in 2014. Please provide the most up to date version of the plan, either as an integral part of your business plan or as an appendix. It should show how you have and describe how you will engage with, support and challenge all schools in your area to achieve the highest quality outcomes for young musicians possible, and how you will engage with any schools which have not yet worked with your Hub partnership.

Fundraising and development plan

What are your income targets for fundraising and how will you approach potential funders, sponsors, donors etc? What risks are there associated with your fundraising strategy?

Approach to quality of learning and teaching

Please provide an overview of your quality assurance methodology for the work delivered and supported by the Hub partners. This may include an indication of the standards you expect, the use of the Arts Council's Quality Principles and/or other relevant frameworks.

A risk register

You may wish to consolidate the risks you have identified in your business planning process into a risk register that identifies the key areas of risk/challenge for your Hub, the likelihood of the risk and the actions/steps you have taken to mitigate them.

Your Relationship Manager will be happy to discuss the structure and scope of your business plan with you to ensure that you produce a document which serves your needs and ours.

Key performance indicators (KPIs)

The KPIs within your business plan will be agreed with the Arts Council. Every Hub should write their own KPIs related to the core roles, the following list gives some examples of KPIs you may wish to consider and build on. This is not an exhaustive or comprehensive list. The monitoring of KPIs allows music Hubs and the Arts Council to continue to demonstrate the effectiveness and value of Department for Education investment, as the role of Hubs becomes embedded in the wider sector.

For more general advice on how to develop set KPIs specific to your Hub you may wish to refer to the Arts Council's Business planning guidance for NPOs [here](#).

Suggested KPIs

The following list provides examples but is not exhaustive.

Engagement with schools:

- number of publicly funded primary, middle and secondary schools involved in the delivery of each of the core and extension roles, broken down into local authority-funded, academies, free schools, independent schools and others, including pupil referral units and special schools
- number of schools you support to achieve an Artsmark

Whole Class Ensemble Teaching (WCET):

- number of children undertaking WCET at different key stages, broken down by: ethnicity; children known to be eligible for free school meals/Pupil Premium/children with special educational needs (schools to provide); and instrument (and by local authority where more than one area is covered)
- number of schools with at least one WCET programme (one year); number of schools with at least one WCET programme (one term)

Instrumental lessons/progression:

- number of children receiving instrumental and vocal tuition following WCET, broken down by: type of lesson; ethnicity; or known to be eligible for free school meals; children with special educational needs/disabled children
- number of children receiving instrumental and vocal tuition broken down by: type of lesson; ethnicity; or known to be eligible for free school meals/children with special educational needs/disabled children
- breakdown of instruments and standards across this group
- number of graded music exams achieved by pupils
- number of Arts Awards achieved by young musicians
- locally relevant KPIs around genre diversity

Progression:

- number of applications for places at Music and Dance Scheme schools or Centres for Advanced Training, and how many successful
- number of applications to a National Youth Music Organisation, and how many successful
- locally relevant KPIs around informal and non-formal progression route

Ensembles:

- number of ensembles supported by hub and partners in primary, middle and secondary schools
- number of local area ensembles (including non-formal provision) run by the music education hub partnership
- number of children involved in schools and area-based (eg non-formal) ensembles, broken down by: key stage; ethnicity; known to be eligible for free school meals/children with special educational needs/disabled children
- breakdown of genre diversity across ensemble offer
- locally relevant KPIs to support informal or non-formal activities

Singing/vocal strategy:

- number of primary, middle and secondary schools with one or more choirs (that meet at least once a week, sustained beyond one term)
- number of primary, middle and secondary schools offering vocal tuition
- number of children receiving vocal tuition in school

- number of local area training choirs beyond school and number of children involved
- number of local area intermediate and advanced choirs beyond school and number of children involved

Performances:

- number of local performances per year
- number of performances in regional/national events or festivals

Curriculum support:

- number of schools supported through the School Music Education Plan
- locally relevant KPIs related to depth of engagement with schools
- number of teachers benefiting from
 - (a) professional development courses and
 - (b) ongoing training in the classroom provided or contracted via the Hub

Instrument hire scheme:

- number of individuals hiring instruments
- number of remissions (looked after children/children known to be eligible for free school meals/children with special educational needs/disabled children)

Finance:

- income raised from schools, separated out between income from school budget and income from parents that is passed on by schools
- income raised from parents
- income raised from other non-public sources
- expenditure on administrative costs

Responding to local need:

- range of partners involved in Music Education Hub delivery
- range of services not provided locally but via other Hubs or national bodies where they have suitable services/expertise
- regularly updated needs analysis, informed by the views of a diverse range of parents/children/schools including those from disadvantaged

backgrounds – the needs analysis will generate locally specific key performance indicators for a Hub to work to

- consider a range of protected characteristics and socio-economic factors in your needs analysis and resultant KPIs
- needs analysis gathers views from those not already engaged with the Hub
- breadth of genre offered, including use of digital technology

Impact statements:

- impact statement (provided by Hub): large-scale performances and events
- impact statement (agreed by all partners): partnerships
- impact statement (agreed by head teachers): music education in schools
- impact statement (provided by group of parents): Hub contribution to children's personal development