**Needs analysis**

**Music education hubs**

**Introduction**

Music education hubs are required to undertake a regular (at least annual) local needs analysis and audit of music education provision across genres in their area in collaboration with the hub board, partners and schools. We expect hubs to use the needs analysis to ensure equality of opportunity and progression for all children, regardless of the school they attend, their background or personal circumstances – both in the context of ability to pay, as well as across the spectrum of special educational needs and impairments, looked after children, race and gender.

The leadership, management and governance and financial arrangements in a hub should also be determined by local need.

We expect hubs to undertake needs analysis in dialogue with Arts Council-funded Bridge organisations, which provides an opportunity to link music education to the wider cultural education offer.

**A local perspective**

**What are the local needs?**

The hub is responsible for conducting a local needs analysis across all children and state schools (including academies and free schools). The [National Plan for Music Education](https://www.gov.uk/government/publications/the-importance-of-music-a-national-plan-for-music-education) requires hubs to conduct this at least annually. There may be further areas of need that the hub wishes to explore but hubs should at least consider to what extent their current provision of the core and extension roles meets the following areas of need:

* Quality
* Musical diversity
* Universal coverage
* Musical progression and opportunities in and out of school
* Accessibility
* Inclusivity
* How it aligns to the Cultural Education Challenge
* The way the hub also works with partners to align and draw in funding streams

Hubs may wish to assign one or more partners to oversee and contribute to this, pooling a range of data sources including:

* Views of young people
* Views of schools and parents
* Views of out of school agencies/partners
* Hub data
* Self-evaluation
* Audit of local assets
* Arts Council annual data return
* Arts Council end of year letter
* The Arts Council’s Data Portal
* Demographic data
* Indices of multiple deprivation
* Data from the Bridge organisation

**What assets do we have?**

Hubs are also required to audit the range of opportunities and resources available locally in state schools (including academies and free schools) and beyond. This could, for example, be musical equipment, rehearsal spaces or specialist expertise that could be utilised to help effectively deliver the core and extension roles and contribute to addressing local needs. Again, hubs may wish to assign one or more partners to oversee and contribute to this.

**Addressing local need**

Following the annual needs analysis, hubs are expected to use this intelligence to make evidence-based decisions. The hub business plan and annual programme of activity should be based upon the findings of the needs analysis and describe what will be delivered, why and by whom. Guidance for business planning and the programme of activity can be found on the Arts Council website [here](http://www.artscouncil.org.uk/what-we-do/cyp/music-education/music-education-hubs/depth/).

**Evidence**

Your relationship manager will need to see that you have undertaken an annual needs analysis in your business plan and it should be clear how your plans have been influenced by it.

We also expect to see board engagement in the process and sign off of the needs analysis. Your relationship manager might engage with the needs analysis via attendance at board meetings and will read about it in the hub board minutes received as part of our quarterly monitoring.

**Template**

We have produced a template to support the needs analysis process, which you can use at your discretion. Drawing on a range of data sources, it first asks you to identify and list the characteristics of the current hub provision against the core and extension roles. It then asks you to describe the hub’s aspiration for the core and extension roles and to finally identify the gaps and consider how to address these.