



Music Education Hubs: Local Plan for Music Education guidance

Published 12 May 2023

Supported using public funding by



**ARTS COUNCIL
ENGLAND**

Introduction

On or by 1 September 2023, as part of your first payment condition, Music Education Hubs (Hubs) must set out their strategic and operational arrangements within a Local Plan for Music Education (LPME).

While we expect this to be a dynamic, constantly evolving document, your submission should cover the 12-month investment period 1 September 2023 to 31 August 2024.

Your LPME will feel quite similar to a Hub business plan but with some shifts in emphases and priorities:

- **Greater emphasis on the importance of local needs and contexts**, by which we mean the LPME is tailored to the needs of the geographic area the Hub covers, with bespoke detail as needed on each local authority within it. For example, it may be relevant for certain aspects of your LPME to be Hub-wide (eg your partnership arrangements, overall strategies for inclusion and/or progression, or details on your governance and management arrangements). For other sections, such as your programme of activity, it may be more appropriate to develop a bespoke approach for each area within your Hub, dependent on your needs analysis and/or consideration of each local context you operate within.
- **Developed and implemented by the Hub Lead Organisation (HLO) in collaboration with Hub partners**, drawing on appropriate skills and expertise as relevant. Your LPME should reflect a partnership approach to strategic planning and be appropriately informed by your collective understanding and analysis of local needs and circumstances in all local authority areas covered by the Hub.
- **Communicated by the HLO in collaboration with partners**. HLOs should publish elements of their LPME, as part of ensuring the offer and ambition of the Hub is clearly communicated and transparent locally.
- Sets out how you will deliver against the **vision, three aims and five strategic functions** stated within the 2022 publication, [‘The power of music to change lives: a national plan for music education’](#) (NPME).

Your LPME must be comprehensive and clear in order to show how you will use your resources to deliver aims set out in the NPME, incorporating all of the policies and strategies associated with Hub activity.

Updates on progress against the objectives outlined within your LPME are expected to be monitored through your Hub governance and management structure and evidenced through your Hub board papers and quarterly payment conditions. You

must provide us with evidence that the LPME and accompanying documents have been approved and adopted by your Hub board or equivalent oversight group (herein referred to as the 'Hub board'). This approval should be recorded in minutes or equivalent.

As the legal structures, governance and business models of Hubs vary, we do not have a template for the LPME (and the policies/strategies associated with it), but we do set out our minimum requirements within the [Additional Conditions for 2023-24](#).

The additional conditions, in particular section 1, can be used as a reference checklist to help you navigate the LPME requirements. They also signpost you towards additional guidance and other resources where relevant. The table below then provides supplementary information on certain elements of the LPME which are not covered in other guidance documents or templates. We will continue to add to this guidance document over the course of the 2023-24 funding period.

Programme of activity

- As stated in **section 4.1** of our [Additional Conditions for 2023-24](#), your programme of activity should detail the offer available to schools, teachers and children and young people. It should cover activity in and out of schools/educational establishments, as well as workforce development opportunities and (unless covered elsewhere in your LPME) affordable access to musical instruments and equipment. Some examples of the types of activity we expect to see may include but are not limited to:
 - one-to-one and small group instrumental, vocal, and creative composition tuition programmes
 - classroom instrumental lessons, including whole class ensemble teaching
 - ensembles, choirs, and other group-playing and creative activity
 - creative activity and projects (including composition, song writing, and production, creative careers initiatives, mentoring, signposting and other opportunities)
 - digital and live platforms and performance opportunities
 - expert music leadership, including for school-programmed activity, projects and assemblies
 - see also the Schools and Workforce plan sections of the additional conditions for details of types of activity expected for schools and teachers
- For each aspect of your programme of activity, you may wish to consider:
 - who will participate
 - who will deliver it

- when it will take place, making clear if activity is in or outside of school time (ie weekends, after school and during school holidays)
- where it will take place
- what it will consist of
- how it addresses your needs analysis
- Your programme of activity should:
 - respond to the needs and actions identified within your needs analysis work and demonstrate how you will deliver the activities set out in your LPME and SMART objectives template
 - align to your charging and remissions policy and communications and engagement strategy
 - be kept as a live document which is regularly updated, recognising that some activities may change and/or be confirmed later during the funding period

Outline workforce plan

- Your outline workforce plan is expected to expand on your existing approach to CPD as part of the previous NPME's extension roles for Hubs. It should demonstrate how you will support a skilled, experienced, diverse and dynamic workforce, with provision for specialist and non-specialist teachers and educators, that are school-based or non-school-based. As per the additional conditions you should consider the possible range of opportunities that might be available, including but not limited to, training, networking, peer support, and resources. In addition to these Hubs should:
 - respond to the new [working with schools guidance](#), which includes supporting schools with their School Music Development Plans and curriculum support, including for the Model Music Curriculum.
 - consider the ways in which a broader range of individuals can be supported into music education careers and to progress their careers, working to ensure that the Hub's workforce reflects the diversity of the individual and communities you are working with and working to reach. As such, career pathways as part of your approach to progression should align to thinking within your workforce plan.
 - support for the workforce should include essential training such as safeguarding and quality assurance.
 - ensure equitable and transparent pay and support for creative and cultural practitioners. Further guidance on fair pay has been produced by the Musicians' Union and Music Mark [here](#) and you should refer to the latest information on the MU's website [here](#). The Arts Council has published guidance on [Equality and Fair Pay](#) and

[Supporting Practitioners.](#)

Communications and engagement plan

- In addition to the points detailed in **section 4.4** of our [Additional Conditions for 2023-24](#), you should consider:
 - the different audiences and groups that you need to communicate with, the range of platforms you can utilise and the regularity with which you do so
 - the way the vision and aims for the Hub are communicated
 - how you ensure that the Hub offer is clear to children and young people, schools and teachers in your area, including publishing advice to schools on how to use Pupil Premium (aligned with current government advice)
 - how the communications and engagement plan can be supported and delivered across the Hub partnership
 - how your strategy can support other areas of your work, such as your needs analysis, consultation and gathering feedback, as well as to the potential to support day to day business administration

Approach to quality and impact

To support you in meeting the expectations set out in our [Additional Conditions for 2023-24](#) you may wish to review:

- [Youth Music's quality framework Do, Review, Improve](#)
- The Arts Council's [Quality Principles](#) framework, [Self-Evaluation Toolkit](#), and [Impact & Insight Toolkit](#).
- 'Ambition & Quality' section of our [Investment Principle Support Hub](#)
- in your overview of the quality framework and quality assurance methodology you should indicate the standards you expect, intended impacts, and how you will monitor and review how the Hub is working.
- we expect to see all Hub partners taking responsibility for ensuring provision meets its intended quality outcomes and inspires young people to enjoy, value and continue their music education.

Partnership arrangements

- Hubs are expected to evidence varied, diverse and representative partnership arrangements which support and enable the successful development and delivery of your LPME. Hub partners are likely to include:
 - music education organisations
 - music industry partners and employers

- private music tuition providers
- CPD deliverers, education training organisations, and initial teacher training providers
- youth and community organisations and services
- local cultural organisations
- specialists in certain genres, traditions, or instruments
- national providers and/or touring organisations
- place-based initiatives and partnerships (including the Department for Education's (DfE's) Education Investment Areas, the Arts Council's Local Cultural Education Partnerships, and the Arts Council and DCMS' [priority and Levelling Up for Culture areas](#))
- a wide range of educational institutions, including connecting with higher education institutions, further education colleges and independent schools (including specialist schools for music and Cathedral schools)

Environmental Sustainability

- Please refer to section 10.2 of our [Additional Conditions for 2023-24](#)
- You should demonstrate the progress you have made, or that you intend to make in considering the Hub's environmental impact.
- We welcome innovative, creative and thoughtful perspectives and encourage leaders within the music education sector to champion, educate and advocate in response to the climate crisis.
- We recognise that Hubs will be at different stages in their environmental journey but by including local and national environmental sustainability considerations in a needs analysis, you will be able to make impactful steps to working with stakeholders and other organisations to determine future actions and approaches.
- Within this section of your LPME, you may wish to consider the following (please note none of these are mandatory):
 - writing a new action plan and/or policy for environmental sustainability, where you've not previously had one. Areas you may consider include, but are not limited to: curriculum; buildings; operations (including the partners you work with); CPD (including carbon literacy training) and organisational culture; travel; governance; digital; procurement; resources and programming.
 - setting targets that are appropriate to your plan and policy

- the projects and initiatives you will undertake which will highlight and contribute towards your environmental commitment
- how any strategy, action plan or policy aligns with the DfE's sustainability and climate change strategy, and how you contribute towards this strategy's aims
- As per the Needs Analysis guidance, [Arts Council's essential read: Environmental responsibility](#) may provide further information for you as well as the following resources:
 - [Environmental Responsibility Resource Hub](#)
 - [Julie's bicycle: Resource Hub](#)
 - [Creative Climate Justice Hub](#)

Governance and management arrangements

In addition to the points detailed in **section 11** of our [Additional Conditions for 2023-24](#) and the [Hub governance guidance](#), you may wish to consider the following questions when reviewing your management approach:

- What is your management structure?
- Who are the lead officers managing the Hub and what is their relevant experience and expertise (this may include detailing the position within a local authority structure)?
- What succession plans are in place?
- Who are the tutorial staff body (full-time equivalent, contractual arrangements, qualifications/specialisms etc)?
- Is capacity expected to change?
- How will you demonstrate a commitment to promoting equality and diversity as an organisation?
- Who are the key partners for the Hub and their roles?
- How are they informing the Hub strategy and delivery?
- How will partners expand the capacity and reach of the Hub?