

TOP TIPS FOR MUSIC EDUCATION HUBS EQUALITY, DIVERSITY & INCLUSION REQUIREMENTS FOR ACE 2022



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What's new?



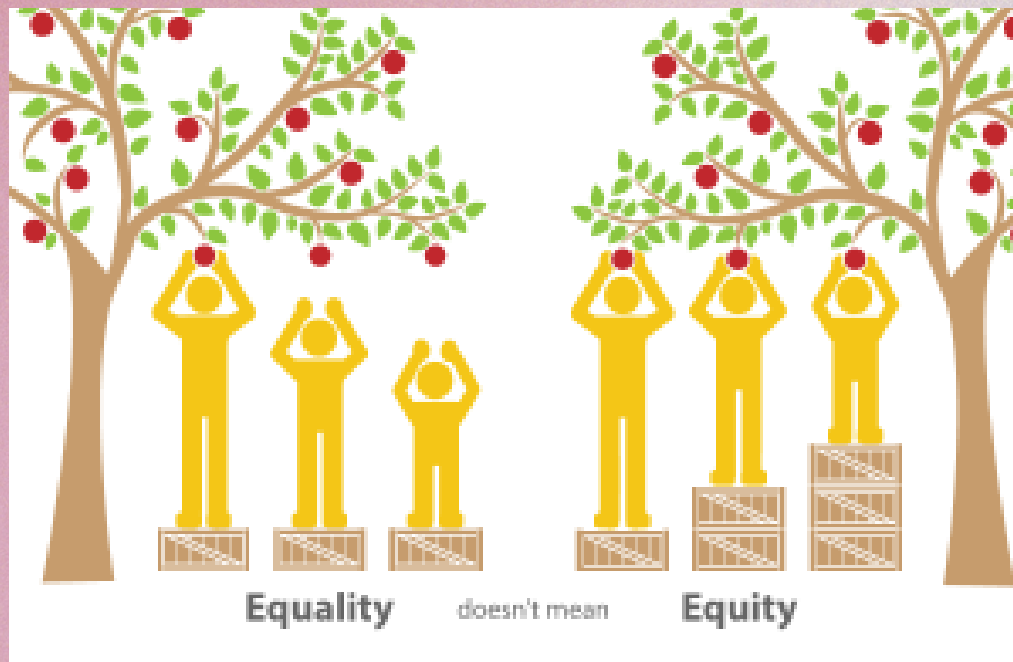
The DfE, would like to see a stronger focus on performance management and expect all hubs to monitor and improve their performance.

Equitable access to good quality music education is essential, no matter where a child or young person lives in England and regardless of their personal circumstances.

Excellent Hubs...embed equality, diversity and inclusion at the heart of everything they do, including business planning, governance, leadership, teaching and delivery

Equality or Equity?

ACE mainly refer to **equality** in their framework document however hubs can and should refer to **equity** as a means to achieve equality. Equity is promoting justice, impartiality and fairness within the procedures, processes, and distribution of resources by institutions or systems.



The image shows that equality is not always enough. On the left, each person has one box, but two of the three are still unable to access the fruit. On the right, equity provides the right number of boxes so each person can participate fully.

EQUALITY	EQUITY	EXPLANATION
All pupils are given the opportunity to learn the violin in KS 2	The school, pupils and parents are included in discussions about learning the violin and any children who would struggle to play the instrument are given an alternative instrument to play or assistance to enable them to play the instrument.	<p>Equity focuses on individual needs and requirement. Thus, it is also known as a need-based approach</p> <p>Equality means “ensuring that every individual has an equal opportunity to make the most of their lives and talents.”</p>
Staff are required to teach 10 weeks per term and are not allowed time off outside of public holidays	Staff are required to work 10 weeks per term but are involved in a consultation to identify when they may need time off outside of these weeks (eg religious holidays, carers responsibilities, disabilities etc). A plan is created with their schools, for them to allow them to have more flexibility with their teaching schedule.	<p>Equity is about giving people what they need</p> <p>Equality is not affected by the need of the people or society. Equality gives same thing to all the people, irrespective of their need and demand.</p>
All people are given the opportunity to apply for a trustee position and must submit a declaration of interest and attend an interview with existing board members.	Board applications are invited in the first instance by people from identified under-represented groups. Declaration can be submitted as a video, audio or written. The applications are blind and external panel member is invited for the interviews.	<p>Equity is positive discrimination. It refers to proportional representation (by race, gender, class etc.) to achieve a fair outcome.</p> <p>Equality might give rise to negative discrimination. It does not follow proportionality in representation.</p>
A report on the number of pupils who sat exams in the year 2021 – 2022 shows an increase of 20%	A report on the number of pupils who sat exams in the year 2021 – 2022 showed that 80% agreed or strongly agreed with the statement “I enjoy preparing for and taking exams” or “My teacher helps me prepare for my exams”	<p>Equity justifies things on the basis of quality</p> <p>Equality justifies things on the basis of quantity.</p>
All employees receive the same salary, benefits and rewards irrespective of the difference in their work performance.	There is a difference in salary, benefits and rewards to employees as per their work performance, expertise and specialty.	<p>Equity believe in equitable resource allocation and thus looks at everyone differently</p> <p>Equality believe in equal resource allocation and thus does not look anyone differently</p>

Expectation 1#



We expect hubs to provide **evidence** that your **strategy** for ensuring **equality diversity and inclusion** is **embedded across all areas of hub delivery** including your commitment to ensuring equality of opportunity for all pupils, regardless of race, gender, where they live their levels of talent parental income, whether they have special educational needs or disabilities and whether they are looked after children.

Core Roles

Governance

Extension Roles

Programme of activity

Workforce

School Music Education Plan

Expectation 2#



Hubs are expected to set ambitious SMART objectives, which strive for improvement, are based on appropriate data and evidence and are appropriately informed by national and comparative averages for delivery.

Does this activity support the following?

Priority (High, Medium, Low)	Core Role 2	Core Role 3	Core Role 4	Ex Role 1	Ex Role 2	Ex Role 3	Equality, Diversity and Inclusion	Management & Governance	Finance
							Yes		

Expectations 3#

Within governance, there are requirements to **improve diversity and representation**, including an **audit of the hub board or equivalent oversight group**.

Gender

Age

Ethnicity

Socio-economic

***Employment Status**

Sexual Orientation

Disability

Religion

Education

***Skills Audit**

Expectation 3#



A summary of your Hub's equality, diversity and inclusion strategy, reflecting your approach to charging, remissions and subsidy, must be published on the Hub website by December 2022

EDI policy & Statement

Key Areas (CCC/Race)

Current Landscape

Survey Outcomes

Action Plan

SWOT/Self Assessment

Training & Learning

Recruitment

Marketing & Comms

Partnerships

Fundraising/Bursaries

Resources

Monitoring risk & Performance



Programme of activity

How is the Hub lead organisation ensuring that the musical opportunities delivered across the Music Education Hub are high quality, based upon **evidence of need, with equality, diversity and inclusion embedded within their plans?**

Self Assessment

Needs Analysis

<u>Areas of Focus</u>	<u>PART A: 'What should be'</u>	<u>PART B: 'What is'</u>	<u>PART C: 'What are the gaps?'</u>	<u>Next steps: Actions,</u>
<p data-bbox="114 225 255 257"><u>Core Roles</u></p> <p data-bbox="114 261 624 396">Whole Class Ensemble Teaching Ensembles and Performance Opportunities Progression Routes Singing Strategy</p> <p data-bbox="114 432 307 464"><u>Extension roles</u></p> <p data-bbox="114 468 568 603">CPD Instrument Loans Large Scale and/or High Quality Music Experiences</p> <p data-bbox="114 639 465 671"><u>School Music Education Plan</u></p> <p data-bbox="114 707 515 738"><u>Hub Management & Governance</u></p> <p data-bbox="114 774 255 805"><u>Workforce</u></p>	<p data-bbox="664 225 896 498">Describe your Hub's aspirations / key aims for the Hub area (drawn from your business plan and aligned with NPME).</p>	<p data-bbox="902 225 1183 529">Identify the characteristics of the current Hub provision drawing on a range of data sources and considering the areas set out in the guidance notes. [Reference your data sources/evidence used]</p>	<p data-bbox="1189 225 1440 529">Using the current Hub provision identified in Part B, describe what the gaps are in Hub provision compared with the Hub's aspirations in Part A.</p>	<p data-bbox="1446 225 1731 498">dates/timescales to address this by? Who is best placed to action and how? What priority is this? [cross-reference with relevant section(s) in business plan, e.g. see SMEP action X:X]</p>

Youth Music - EDI Self Assessment Tool

[How do I know how I'm doing? The Equality, Diversity and Inclusion tool](#)
[| Youth Music Network](#)

I'm IN - D&I Self Assessment Tool

[I'M IN: Main Page](#) | [Music Masters](#)



ACE OF/BY/FOR ALL - Assessment Tool

[OF/BY/FOR ALL \(ofbyforall.org\)](http://ofbyforall.org)



Monitoring risk & Performance



Reputational Risk

Do the Music Education Hub's activity/operations present risk to the Arts Council and the Department for Education's reputation, for example due to allegations of fraud, damaging press coverage, **failure to comply with policies and procedures, or concerns around equality, diversity, safeguarding and child protection?**

Compliance

Procedure

EDI Officer/Lead

Policy & Review

Support & Guidance



Membership organisation, subject association and charity.

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Music Education Hub Support Programme 2021-22

Music Mark

TRAINING AND CPD

In collaboration with the Arts Council, Department for Education, and Sound Connections, Music Mark is delighted to offer an enhanced variety of training and resources to help support the development of Music Education Hubs. Through the two programmes – **Underpinning Hubs for the Future** and the **Workforce Development Programme** – we hope to offer flexible, needs-based opportunities for both organisations and individual colleagues to help rebuild and develop following the Covid-19 pandemic. We are excited to work with Music Education Hub colleagues to design and develop these programmes to best fit the needs of the sector.

About the Provider

Music Mark
The UK Association for Music Education

[View Their Resources](#)

Underpinning Hubs for the Future

Delivered by Music Mark, Hubs will be offered a range of additional advice, support, training, and resources to support organisational development and strategy. These sessions will be developed in response to the trends highlighted in the Consultancy Conversations and will encourage innovation and sharing of good practice across the sector.

Membership organisation, subject association and charity.



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TALK INTO ACTION

An Equity, Diversity and Inclusion movement for the Music Education sector

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