

Artsmark Part 2 application criteria questions 2014/2015

(Further education)



The term 'arts' in the Artsmark criteria applies to a wide range of disciplines including learners within SSA9 subject areas: 1. Performing Arts, 2. Craft, Creative Arts and Design and 3. Media and Communications. Production Arts are included within Performing Arts.

| Question | Guidance for answers | Why do the criteria ask for this? |
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| The arts in your college | | |
| <p>2.1 Arts vision</p> <p>What is included in your college's arts offer and why is it important to your organisation?</p> | <p>Provide a document or extracts from a document, which could be an arts policy or prospectus (max 400 words).</p> <p>Your statement must demonstrate:</p> <ul style="list-style-type: none"> • what your college understands by the arts and which art forms are covered through your courses • how your arts offer accommodates a range of learners' levels and needs • how your delivery evaluation includes a range of learner voices • how the involvement in arts activity is open to learners outside of the arts/creative faculty • how you link to the creative and cultural sector and higher education as progression routes • how you ensure your staff are skilled to deliver their arts subjects | <p>Artsmark colleges appreciate the role of the arts beyond technical training in a discipline and are able to clearly communicate what is on offer, and the importance of it. A strong vision and clear commitment will support and underpin the rest of your application, which enables you to demonstrate how you put your offer into practice.</p> <p>Here is a chance to celebrate what is embedded in the core values of your college.</p> |



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| <p>2.2 Quality & progression</p> <p>Please explain your organisation's approach to monitoring quality and student/learner progression.</p> | <p>Please tell us why you believe that your arts activities are of a high quality. Explain your college's approach and provide examples from two accepted art forms (Artsmark level) or four accepted art forms (Artsmark Gold level), showing how this information has modified teaching practice (max 150 words for explanation and 150 words for each example). You can include comments from Ofsted inspections and refer to or quote from your self assessment report.</p> <p>Arts Council England is developing a set of quality principles for arts and cultural education in collaboration with the arts sector. This may be useful when identifying what quality looks like for your organisation.</p> <p>As a member of the Artsmark network you will be signposted to examples of good practice that link to the wider quality principles developed by Arts Council England. You will also be able to use offline and online tools to help you collect this information.</p> | <p>All colleges want to take pride in providing high quality teaching and learning experiences. Quality should be measured by qualification success rate as well as learner experience.</p> <p>Measuring the quality as well as the quantity helps identify where delivery is strong and where improvements and developments can be made. Examples of how this information has been used to effectively modify teaching practice demonstrates your commitment to continuous improvement and quality experiences for all those involved.</p> |
| <p>2.3 Gold Non-arts subjects</p> <p>Additional question for Artsmark Gold</p> <p>How do learners not studying SSA9 subjects engage with and benefit from your arts offer/provision?</p> | <p>Describe how you plan and promote your offer and the impact it has had on all learners.</p> <p>Give one example of the offer in any of the areas of SSA9 and outline the benefits for those that have participated (max 300 words).</p> | <p>Learners in further education have often focused in on particular areas of study, but their wider interests and talents should still be nurtured.</p> <p>An Artsmark college will support all learners to have opportunities in the arts and to make connections beyond the faculty they are studying within.</p> |
| <p>Impact and opportunity</p> | | |
| <p>2.4 Engaging with cultures</p> <p>What arts experiences are offered to learners to engage them in and with a range of cultures?</p> | <p>Drawing on more than one SSA9 subject area, provide three examples of arts experiences that promote awareness, respect, appreciation and enjoyment of a range of cultures (max 100 words for each example).</p> <p>Examples can be drawn from arts experiences exploring culture, race, sexuality, gender or disability. They can also be drawn from local as well as international experiences.</p> | <p>We live in a culturally diverse society and the arts are a great way of developing learners' understanding and values in relation to it and supporting them to make connections within and outside of their community.</p> <p>The college location and learners' backgrounds can sometimes limit understanding and awareness of the arts. An Artsmark college looks to widen the scope of experience, so learners appreciate the wider cultural significance of the arts.</p> |
| <p>2.5 Gold Positive impact</p> <p>Additional question for Artsmark Gold</p> <p>What positive impact does your arts provision have on students'/learners' behaviour, engagement, aspirations, their self-confidence, self-esteem and attitude to learning?</p> | <p>Provide two examples which identify how your arts provision has impacted on any two of the areas indicated in the question (max 150 words for each example).</p> <p>Tell us how you evidence this impact, including providing any data or other evidence you have.</p> | <p>Identifying where the arts has had real impact on learners and their approach to life is important and will help you to continue to champion the arts.</p> <p>Statistical evidence alongside examples helps to strengthen the case and celebrate your achievements more widely.</p> |

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| <p>2.6 Potential & talent</p> <p>How do you provide specialist arts information, advice and guidance for learners about progression opportunities within education, training and future employment in the creative industries?</p> | <p>Give an outline of how information advice and guidance in the arts is made available to learners in your college (max 100 words).</p> <p>Give one example of how external links with the creative and cultural sector supports your information, advice and guidance (max 100 words).</p> <p>Give one example of how external links with higher education institutions supports your information, advice and guidance in the arts (max 100 words).</p> | <p>Learners studying arts subjects will benefit from informed and relevant information, advice and guidance about potential careers in the creative and cultural sector. External links will help to maintain a high quality and up-to-date offer.</p> <p>Learners should understand the range of careers potentially available to them, and the variety of different routes into these. At its best, information, advice and guidance is offered through a combination of skilled staff, external industry professionals and opportunities. This will ensure the best possible outcome for your learners once they leave college.</p> |
| <p>2.7 Leadership & consultation</p> <p>How do you consult with students/ learners to enable them to play an active part in developing your arts provision?</p> | <p>Outline how learners contribute their ideas to decisions made about the arts in the college and provide two examples (max 150 words for explanation and 150 words for each example).</p> <p>Examples could include:</p> <ul style="list-style-type: none"> • through subject learner representatives • through individual learner plans • using surveys of learners' opinions/feedback/ideas • through learner forums <p><i>This question is different from the leadership question at Gold level as it focuses on decisions on how to consult students; 2.7 Gold focuses on opportunities for leadership within an art form.</i></p> | <p>Further education aims to further develop learners' independence, interests and sense of responsibility. Listening to and acting upon views and suggestions made by learners and increasing their sense of responsibility in the life of the arts in the college will support this.</p> <p>Consultation and a genuine learner voice can add a great deal to the sense of belonging and level of engagement across college life, as well as usefully informing the future of your arts provision.</p> |
| <p>2.7 Gold</p> <p>Additional question for Artsmark Gold</p> <p>What opportunities are available for learners to gain skills through the arts in leadership and enterprise, and how are these skills recognised?</p> | <p>Outline why your college sees the development and recognition of these skills as important for learners studying the arts (max 100 words).</p> <p>Give two examples from across different art forms of what opportunities are available, and if they are recognised through Arts Award or another nationally recognised qualification that develops leadership in the arts (max 100 words for each example).</p> | <p>Artsmark colleges have an important role to play in supporting the development of future arts leaders. Offering formal recognition for these achievements raises the profile and increases the benefit for those involved.</p> |

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| A skilled workforce | | |
| <p>2.8 Staff skills development</p> <p>Describe how you ensure that your staff team are individually and collectively skilled in the arts by:</p> <ul style="list-style-type: none"> a) explaining how you identify staff development needs in the arts (max 400 words) b) reflecting back on training that has taken place over the previous academic year or that is planned for the current year to provide examples of professional development in the arts (max 400 words) c) using the examples identified to explain how staff have developed their skills, knowledge and understanding and how they have applied this to their practice (200 words). | <p>Examples could be drawn from: working alongside artists, conferences, external or internal training events, lesson observation in your own or another college, mentoring through arts practice, participation in or audience experience within art forms, subject networking meetings, etc.</p> <p>For Artsmark level, provide an example from each of two different key art forms (two examples total).</p> <p>For Artsmark Gold level, provide an example from each of the four key art forms (four examples total).</p> | <p>With increasing pressures on budgets for staff development, Artsmark aims to recognise colleges that are finding innovative approaches to managing ongoing professional development. This includes both formal accredited training and informal insights staff can feed into delivery.</p> <p>Reflecting on these opportunities will help your college to gain an insight into the impact, and inform future plans for further development in this area.</p> <p>A commitment to continuous professional development for arts staff ensures that their skills and knowledge are relevant, and will result in a higher-quality arts offer, and a committed and supported staff team.</p> |
| <p>2.8 Gold</p> <p>Additional question for Artsmark Gold</p> <p>How do staff who are also practising artists share their creative practice within the college in addition to their teaching?</p> | <p>Outline how opportunities are offered and supported, and give two specific examples in different arts subjects (max 250 words).</p> | <p>Artsmark recognises that many teaching staff are also practising artists and that sharing their skills and expertise can benefit other staff and learners.</p> |

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| Community and collaboration | | |
| <p>2.9 Community</p> <p>How do you share your progress, activities and achievements with the community?</p> | <p>Provide two examples that include a description of the roles learners and tutors play (max 400 words for each example). Your community could be parents/carers of learners or the wider local community.</p> <p>Examples may include: through your website, newsletters, displays, broadcasts, exhibitions, performances and concerts in and outside of your college, festivals, competitions, partnerships with residential homes, celebration events, etc.</p> | <p>Profiling your college's achievements and opportunities can be very advantageous to the profile of the arts faculty and the wider college, and also helps to maintain and build the status of the arts.</p> <p>By reflecting on how you share and celebrate the arts with the local community, your college can both celebrate what you do and identify other things that you might do.</p> <p>Involving learners in the leading, management, and participation of opportunities that engage the local community increases their sense of pride and responsibility in college life. It can also provide great experiences for developing skills and subject-specific knowledge.</p> |
| <p>2.9 Gold</p> <p>Additional question for Artsmark Gold</p> <p>How do you work with other education institutions to ensure they benefit from your best practice/ leadership in arts education?</p> | <p>Reflecting on one example, provide a description of how this works and what you do (max 300 words). Examples could include:</p> <ul style="list-style-type: none"> • leading arts-based activities to ease transition into the college • leading training for other settings to improve arts teaching and learning • leading a joint arts-based project with other settings • allowing other colleges/settings access to your specialist resources or teaching staff • learners leading workshops in schools, children's centres or youth centres <p>You will need to provide a quote from the organisation in the example (with their contact details) describing how they benefit from your arts facilities, activities, leadership, etc (max 300 words).</p> | <p>Artsmark Gold colleges are seen as leaders of good practice and are therefore well positioned to support other settings.</p> <p>When colleges use the arts to work with other educational institutions they are able to give their learners some valuable learning opportunities, promote an appreciation of the arts and enhance the profile of the college.</p> <p>By collecting feedback from the settings you have worked with, you can really see the benefit of your offer/provision. This can help to inform how you build in this area and can also feed into your own practice.</p> |

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| <p>2.10 Artists & arts organisations</p> <p>Artsmark level only</p> <p>a) How do you choose and plan which artists and arts organisations to work with?</p> <p>b) How do you evaluate the success and impact of this work?</p> <p>c) Outline a successful example of work with an artist or arts organisation (taken place within the last year) and explain how and why it was successful.</p> | <p>a) Explain your selection criteria when choosing which artists and arts organisations to work with. How do you develop the purpose of the partnership and consider possible outcomes? (max 200 words).</p> <p>b) Explain how you monitor a partnership, identify its impact and evaluate its success (max 200 words).</p> <p>As a member of the Artsmark network, you will be signposted to effective practice in this area.</p> <p>c) Using your responses to questions a) and b), provide one example of an arts partnership (max 300 words).</p> | <p>Learners benefit from understanding the reach of the arts and their impact on society and the local economy. Regardless of how many tutors are practising in the industry, it is important that learners have regular interactions with contrasting environments, artists and challenging briefs. Effective investment is crucial – you want to see the maximum benefit and impact from any arts project.</p> <p>Being very clear about your processes of selection, planning and evaluation will help you to get the best out of the experience and inform future projects.</p> |
| <p>2.10 Gold Artists & arts organisations</p> <p>Artsmark Gold level only</p> <p>a) How do you choose and plan which artists and arts organisations to work with in a sustained partnership?</p> <p>b) How do you evaluate the success and impact of this work?</p> <p>c) Outline a successful example of a sustained partnership with an artist or arts organisation (taken place within the last year) and explain how and why it was successful.</p> | <p>a) Explain your selection criteria when choosing which artists and arts organisations to work with. How do you develop the purpose of the partnership and consider possible outcomes? (max 200 words).</p> <p>b) Explain how you monitor a partnership, identify its impact and evaluate its success (max 200 words).</p> <p>As a member of the Artsmark network, you will be signposted to effective practice in this area.</p> <p>c) Using your responses to questions a) and b), provide one example of an arts partnership (max 300 words).</p> <p>You will need to provide a quote from the artist/arts organisation, with their contact details, that describes their view of the project/ partnership and its impact (max 300 words).</p> <p>Guidance on defining a sustained partnership (minimum):</p> <ul style="list-style-type: none"> at least three occasions of at least one hour with the same learners and same artist/arts organisation, not on the same day but within a period of one academic year <p>or</p> <ul style="list-style-type: none"> one opportunity for staff CPD plus at least two occasions of at least one hour with the same learners and same artist/ arts organisation, not on the same day but within a period of academic year | <p>Sustained partnerships with professional artists or arts organisations can provide an excellent opportunity to build on success and maximise impact. Relationship building with partners also encourages learners to understand the benefits of collaboration.</p> <p>It is particularly important for sustained partnership to be well maintained, planned for and measured to ensure that your college, staff, learners and the artist/arts organisation are getting the best possible ongoing experiences.</p> |

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| Reflecting and planning | | |
| <p>2.11 Strengths & development</p> <p>Reflecting on what you have written for previous questions in this application, can you now identify what your particular strengths are and any areas for improvement for arts provision in your organisation?</p> | <p>Identify and describe three areas of strength and at least one area for improvement, and your next steps in achieving it (max 100 words for each example).</p> <p>Examples of strengths or areas for improvement could include:</p> <ul style="list-style-type: none"> • the breadth and range of arts-based courses on offer • the quality and range of arts resources and/or opportunities • the profile and role of the college’s arts offer with the local community • the quantity and quality of links with artists and arts organisations • the systems in place for monitoring and evaluation of particular arts subject areas or arts initiatives | <p>Looking back over your answers should be a helpful process, as the whole application is designed to be an audit.</p> <p>The process should help you to identify where you have reason to celebrate and where there is still work to do.</p> <p>Building and maintaining a great arts offer/provision is an ongoing process; there are always areas that can be developed further.</p> |
| <p>2.11 Gold</p> <p>Additional question for Artsmark Gold</p> <p>a) In three years’ time, how will your organisation have significantly raised the quality of your arts provision?</p> <p>b) What is your action plan in order to get there?</p> | <p>a) Briefly outline your vision for your arts provision in three years’ time (max 200 words).</p> <p>b) Describe your three key steps to achieving this, including building upon effective/successful initiatives or partnerships (max 300 words).</p> <p>This will be an area for specific review on an annual basis.</p> <p>Arts Council England is developing a set of quality principles for arts and cultural education in collaboration with the arts sector. This may be useful when identifying what quality looks like for your college.</p> | <p>Artsmark is designed to be developmental. Setting yourself achievable ambitions for the future will help your college not only maintain its excellent offer/provision, but also strive for improvements.</p> <p>When a setting looks forward to its role and responsibility in the next few years, it is important to respond to any changes in learner cohort, regional education and employment demands, as well as the facilities, staff and natural growth of offer/provision from learner aspirations.</p> |

All applications must be submitted online, via the application portal. You must be registered with the Artsmark network in order to access the portal. This resource outlines the criteria, questions and the purpose of each question and does not replace the application form.