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## How to apply

### Welcome

Thank you for your interest in Artsmark, our national programme that enables schools, further education colleges and youth justice settings to **evaluate, celebrate** and **strengthen** a quality arts offer.

This information sheet should give you all the information you need to know to apply, so please read it carefully before you fill in the application form. We also encourage you to read the information on our website ([www.artsmark.org.uk](http://www.artsmark.org.uk)).

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## Arts Council England

Arts Council England works to get great art to everyone by championing, developing and investing in artistic experiences that enrich people's lives.

As the national development agency for the arts, we support a range of artistic activities from theatre to music, literature to dance, photography to digital art, carnival to crafts.

Great art inspires us, brings us together and teaches us about ourselves and the world around us. In short, it makes life better.

We have produced a strategic framework to focus our work over the next 10 years, Achieving Great Art for Everyone. This can be found on our website [www.artscouncil.org.uk](http://www.artscouncil.org.uk). At the heart of the framework are five, ten-year goals.

### **Goal 1: Talent and artistic excellence are thriving and celebrated**

England is regarded as a pre-eminent centre for artistic excellence.

### **Goal 2: More people experience and are inspired by the arts**

The arts are at the centre of people's lives – more people are involved in arts in their communities and are enriched and inspired by arts experiences.

### **Goal 3: The arts are sustainable, resilient and innovative**

Collaborative and networked, the arts are known for resilience, innovation and their contribution to the nation's reputation and prosperity.

### **Goal 4: The arts leadership and workforce are diverse and highly skilled**

The diversity of the arts workforce reflects the diversity of society and artistic practice in England. Outstanding arts leaders play a wider role in their communities and nationally.

### **Goal 5: Every child and young person has the opportunity to experience the richness of the arts**

Children and young people have the best current and future artistic lives they can have. They are able to develop their artistic capabilities and engage with, and shape, the arts.

## Artsmark

Artsmark is the national programme that enables schools, further education colleges and youth justice settings to evaluate, celebrate and strengthen a quality arts offer.

The new focus of Artsmark is to support Arts Council England's strategic framework for the arts, 'Achieving Great Art for Everyone'. It will deliver this by providing:

- a kitemark for quality in provision of the arts
- a structured and in depth online auditing tool
- rigorous criteria against which applicants can benchmark their provision
- the support of Artsmark assessors (including peer review from teachers) during the assessment process
- creation of a network of organisations committed to high quality, broad and sustainable arts provision.

There are now two award distinctions; Artsmark and Artsmark Gold. Schools and settings will apply via an online, two-part application.

- Part one is a quantitative audit of provision, such as curriculum hours, with a national benchmark set at the equivalent of 12% of curriculum time. There is no required breakdown per artform, but there is an expectation that schools/settings will provide a reasonable amount of the four main art forms (art & design, dance, music, drama)
- Part two will focus on the quality and impact of arts provision in educational settings, those applying for Artsmark Gold will answer some extra questions.

## Changes to Artsmark

### Why has it changed?

After ten successful years and over 10,000 Artsmark awards, we have revised the scheme and extended the remit of Artsmark to include awards for further education and youth justice settings. We have also worked to ensure Artsmark supports the aim that every child and young person has the opportunity to experience the richness of the arts.

### How has it changed?

We are excited to re-launch the scheme for Round 12. The main changes to the scheme are an online application process and a focus on both the quantity and **quality** of arts provision. There will also now be two award distinctions, Artsmark and Artsmark Gold. There is also a requirement that a minimum of 12% curriculum time at Key Stages 1 – 3 is spent on the arts.

## The application process

We have a network of Artsmark Trainers across the country providing training sessions, to support your application. A full list of trainers and available training sessions is available on our website.

The deadline for Round 12 applications is 5pm Thursday 12 January 12. No applications will be accepted after this time. Therefore we recommend that you leave plenty of time to submit your application.

We would recommend that the application is completed by a team of teachers within the school with one lead contact. If you have any questions about the application or online process you can contact our enquiries team on 0845 300 6200 or email [enquiries@artscouncil.org.uk](mailto:enquiries@artscouncil.org.uk).

## The decision making process

All applications will be assessed by one of our national team of assessors. Assessors are highly experienced arts education professionals and from Round 12 will also include teachers from Artsmark Gold schools.

### What to expect from your assessment visit

All applicants who submit an application will receive an assessment visit from our Artsmark Assessors. The visit is designed to be helpful and developmental rather than a formal inspection. Visits will take place between Monday 23 January 12 and Friday 16 March 12 and will be a half day session.

### Before the visit

The visit will be arranged by your lead assessor. They will phone the lead contact to arrange a suitable time. At this stage you will be given feedback about your application,

highlighting any areas that may require further development to meet the criteria. If the assessor needs to see any additional documentation they will ask at this stage and explain why. Only documentation that is necessary to show the criteria has been fulfilled will be requested.

#### The visit

Where possible visits will include

- Read through of the application, your assessor will discuss any areas for development and look at any additional documentation (if requested).
- A tour of the building to see art work on display
- Meeting a group of pupils and learners
- Meeting arts subject leaders
- Meeting the head teacher / principal and a governor (if possible) and giving feedback with the Artsmark lead contact also present.

At the visit your assessor will give you their recommendation as to whether the institution has met the standards for Artsmark or Artsmark Gold and share the reasons for their recommendation; this will be based upon the assessment criteria.

#### After the visit

Following your assessment visit your assessor will finalise their assessment report. All assessments will be completed by 23 March 2012. In order to ensure the assessment process is fair and consistent we will then moderate our decisions, through a robust moderation process. All recommendations will be presented to Awards Panel on Friday 27 April 12.

Announcements will be made on Monday 07 May 12.

### Your Artsmark award

Gaining an Artsmark award at any level shows that you are committed to the wider development of young people. The scheme increases the status of the work of teachers and education professionals and increases awareness of continuing professional development opportunities in the arts for all teachers.

By offering public recognition of commitment to the arts by the educational setting and its teachers, Artsmark raises the profile of the educational setting and its arts provision in the local community.

The award is valid for three years. You will be awarded a certificate and logos for use on stationary, printed material and digital media.

### Celebrate your Artsmark!

#### Celebration events

Take this great opportunity to present your Artsmark award, demonstrate the excellent work you are doing and showcase the achievements in the arts to parents, governors and key influencers. We may also run coordinated celebration events; please check our website for details. You could celebrate your award by,

- An Artsmark assembly
- A school show, to showcase your work
- Host a themed governors meeting
- A parent teachers association meeting

- An options evening
- An intake day

Your Artsmark celebration can include performances, exhibitions and examples of your achievements in the arts. Get more attention for your achievement through the presentation of your Artsmark certificate by a special guest, such as

- Your local MP
- An artist who has worked in partnership with you
- Chair of the School Governors
- Director of local authority Children's Services
- Cabinet member in the local authority for Children's Services or Culture
- Your local councillor
- A well established local artist
- Your local authority Arts Officer
- The Director or Education Officer of a local arts organisation

### Press and publicity

There are a number of ways to inform the local community, parents, governors and key stakeholders about your achievements in the arts.

#### Press

- Local media – we will email you a personalised press release, this will encourage media coverage. You can add extra details about what makes your educational settings achievements special and email to the local papers. We will send you a list of contact details for regional press who will be pleased to hear about your award
- Invite newspaper photographers to a press call on the day you present your Artsmark. This is an opportunity for the press to come to your school to see the excellent work you do. Inviting a notable speaker or demonstrating your Artsmark work is a great way to encourage the press to cover the story about your school. This is also an opportunity for the press to interview teachers and pupils about your Artsmark success.
- Local Radio – contact your local radio stations, including BBC regional stations with your press release, letting them know there is someone available for interview.

#### Council newsletters

Send your press release to be included in local council newsletters, they are fast becoming a popular addition to traditional press and will spread your message to the local community.

#### Websites

There are a number of online resources that you can contact to host your Artsmark story – local media all have online content, as well as MP websites, council websites and your own school website.

#### MPs

Contact your local MP to inform them about the significant work your school has been doing in their constituency. A list of MPs will be provided.

Supporting documents, including sample press release and media and MP lists will be available to download from our website [www.artsmark.org.uk](http://www.artsmark.org.uk).

## **Arts Award**

Arts Award's ambition is to support any young person to deepen their engagement with the arts, build creative and leadership skills, and achieve a national qualification.

The Arts Council own the intellectual property of the Arts Award brand and grant Trinity College London a licence to manage delivery, Trinity own the rights to the qualification.

Arts Award is a national qualification at Levels 1, 2 and 3 on the Qualifications and Credit Framework (QCF) recognised across the UK. Schools and colleges can allocate qualifications funding to the costs of running Arts Award and they benefit from school performance points. The Gold Arts Award carries 35 UCAS points. There are two strands to the qualifications — arts practice and arts leadership. Young people gather evidence of their creative and skills development which they present as a portfolio in any format.

Arts Award assesses how young people develop in their chosen arts activities rather than achievement of a specific skill level. Young people can gain awards through work in any art form, including creative, technical and support roles.

Young people work towards their Arts Award at an 'Arts Award centre' which is any registered organisation which supports young people's arts activities, such as an art gallery, theatre, school, college, youth club or youth arts project.

Any adult with appropriate experience of working with young people can undertake one-day training to become an Arts Award adviser. They develop and run their award programme with a group of young people, facilitating arts experiences and supporting progress. Once the young people's Arts Award portfolios are complete, the adviser assesses the portfolios and their assessment is moderated by Trinity College London.

Arts Award works in partnership with many organisations and has developed a range of programmes for delivering the award. Examples include Summer Arts Colleges with Unitas, delivering the Arts Award in youth offending teams over a 5 week intensive summer programme and the Shakespeare Challenge, which uses the Bronze Arts Award to accredit a Shakespeare programme run in partnership with the Royal Shakespeare Company.

Two new levels of the award, Discover and Explore are currently being piloted that are aimed at the 7-11 age range. They will allow younger people or those not ready to access Bronze the opportunity to engage with Arts Award and encourage progression to the other levels.

Working with the Arts Council, Trinity has set an ambitious target of 30% growth each year in awards during 2012-15. There are also annual goals for newly trained Arts Award advisers, new centre registrations, active centres (ie centres completing the award programme), progression between levels and repeat business. Goals are set nationally and regionally and are benchmarked against youth population and other demographic data. Goals for Arts Award Discover and Explore will be identified by December 2011. These are business goals which drive the Arts Award business plan and sustainability.

## **Why is it important?**

Arts Award is a key tool for the Arts Council to achieve Goal 5 of its strategic framework for the arts, 'every child and young person has the opportunity to experience the richness of the arts'.

The award offers the following:

- a flexible framework which can accredit many different arts programmes for young people in formal and non-formal education and through a range of different cultural settings including museums and libraries
- a quality assurance process since the work is accredited
- a tool for increasing access and motivating young people who may not otherwise engage with the arts
- increased opportunities for funding for arts organisations since the award leads to a qualification
- an audience development driver, since young people have to attend and review arts events
- opportunities for arts progression through Bronze, Silver and Gold levels and into FE, HE and apprenticeships
- a programme which can foster and profile artistic talent and help young people explore careers in the cultural sector.

Artsmark and Arts Award are complementary programmes which demonstrate commitment to arts education and young people's achievement in the arts. For more information about Arts Award please visit [www.artsaward.org.uk](http://www.artsaward.org.uk).

## **Part one - evidencing your school, college or youth justice setting's arts offer**

The Artsmark application not only looks at the quality outcomes and impact of your arts provision, but provides a useful audit and self evaluation tool to assess the quantity and nature of your arts offer.

When completing an Artsmark application, you will need to provide us with some information so that we can assess how much, and what types of arts provision are offered in your school; this is the first part of your application.

In the quantitative section of the application, the Artsmark criteria is set a national benchmark, with flexible requirements for some educational settings such as Special schools and PRUs. There is also a bespoke set of benchmark criteria for both the FE and youth justice sectors. A general rule of thumb applies that all settings should dedicate at least 12% of their overall learning time to the arts, which is the minimum that must be met in order to achieve an Artsmark award.

All information should be relevant to the academic year 2011/12, unless stated otherwise.

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## Artsmark criteria for schools

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The criteria in Part 1 of the application are separated into main areas looking at:

1. School details
2. Curriculum provision
  - i. Key stages 1-3 (hours dedicated to arts subjects)
  - ii. Key stages 4-5 (Accreditation and take up)
3. Arts Award
4. Extra-curricular arts
5. Arts Partnerships

### Primary settings (including middle schools and KS1-3 within an independent or 3-19 school)

#### School details

School must provide details including:

- DfE number, school name and full address
- Artsmark contact: name and email address
- Head teacher: name and email address
- Local authority and Arts Council region
- Specialist status (if applicable)
- Geographical context
- History of Artsmark awards (if applicable)

#### Curriculum provision – Key stages 1-3

At key stages one, two and three, 12% of curriculum provision is dedicated to the arts with a reasonable balance of provision across **art and design, music, drama and dance**, for each year group.

#### Curriculum provision and accreditation – Key stages 4-5

Not applicable

#### Arts Award

The school is working towards providing access to Arts Award Explore and Discover for 7 – 11 years olds from 2012 onwards.

#### Extra curricular arts

- A minimum of 1 extra curricular arts activity is available for Year 2 pupils with minimum participation rates of 15% of pupils balanced across gender and no less than 8% of either girls or boys who participate.
- A minimum of 3 extracurricular arts activities is available for each year group in Key Stage 2, across a minimum of 2 artforms.
- A minimum of 6 extra curricular arts activities is available for each year group in Key Stage 3
- At Key Stages 2 and 3 there are minimum participation rates of 20% of pupils balanced across genders with no less than 12% of either boys or girls who participate.

#### Arts partnerships

- One named arts partner or visit is available for all pupils in each year group.
- For each partnership a short description of the partnership activity undertaken must be given (150 words)

- Two different artform activities or experiences are available through named arts partnerships within each key stage.
- This section is aimed at providing a quantitative overview to ensure that arts partnerships are accessed by all year groups within a school. Further information about the quality and impact of arts partnerships is gathered in the second part of the Artsmark application.

## Secondary settings (including KS3,4 and 5 within an independent or 3-19 school)

### School details

School must provide details including:

- DfE number, school name and full address
- Artsmark contact: name and email address
- Head teacher: name and email address
- Local authority and Arts Council region
- Specialist status (if applicable)
- Geographical context
- History of Artsmark awards (if applicable)

### Curriculum provision – Key stage 3 (if applicable)

At key stage three, 12% of curriculum provision is dedicated to the arts with a reasonable balance of provision across **art and design, music, drama and dance**, for each year group.

### Curriculum provision and accreditation – Key stages 4-5

- **Four accredited artform subjects are available at key stage 4** with a minimum participation rate of 35% of pupils balanced across genders with no less than 20% of either boys or girls who participate.
- **Three accredited artforms are available at key stage 5** with a minimum participation rate of 30% of pupils balanced across genders with no less than 20% of either boys or girls who participate.
- At key stage 4 and 5, if art and design, music, drama or dance is not offered as an accredited subject for a year group, all pupils can access them through curriculum, out-of-hours opportunities or working with professional artists.

### Arts Award

- The school is, or is working towards providing access to the Arts Award.
- If Arts Award is accessed by pupils, you will be asked to provide information about:
  - i. Whether you are a registered centre, and if not – the centre you use
  - ii. The number of pupils awarded in the previous academic year
  - iii. What art forms your pupils can access through Arts Award
  - iv. How you are working towards access to the scheme if the above are not applicable.

### Extra curricular arts

- A minimum of 6 extra curricular arts activities are available for each year group in key stage 3
- At key stage 3 there are minimum participation rates of 20% of pupils balanced across genders with no less than 12% of either boys or girls who participate.
- A minimum of 6 extra curricular arts activities is available for each year group in key stages 3, 4 and 5 across a minimum of 2 artforms.

- At key stage 2 and 3 there are minimum participation rates of 20% of pupils balanced across genders with no less than 12% of either boys or girls who participate.
- At key stages 4 and 5 there are minimum participation rates of 15% of pupils balanced across genders with no less than 8% of either boys or girls who participate.

### Arts partnerships

- One named arts partner or visit is available for all pupils in each year group.
- For each partnership a short description of the partnership activity undertaken must be given (150 words)
- Two different artform activities or experiences are available through named arts partnerships within each key stage.
- This section is aimed at providing a quantitative overview to ensure that arts partnerships are accessed by all year groups within a school. Further information about the quality and impact of arts partnerships is gathered in the second part of the Artsmark application.

### Special settings

#### School details

School must provide details including:

- DfE number, school name and full address
- Artsmark contact: name and email address
- Head teacher: name and email address
- Local authority and Arts Council region
- Specialist status (if applicable)
- Geographical context
- History of Artsmark awards (if applicable)

#### Curriculum provision – Key stages 1-3

At key stages one, two and three, 12% of curriculum provision is dedicated to the arts with a reasonable balance of provision across **art and design, music, drama and dance**, for each year group.

#### Curriculum provision and accreditation – Key stages 4-5

- At key stage 4 and 5 there is access for all pupils to music, dance, art and design and drama during curriculum time, through Arts Awards, extra-curricular activities or arts partnerships.
- There are opportunities for pupils to gain accreditation in the arts at key stage 4 or post 16.

*Whilst the above is the national benchmark for Special schools, it is acknowledged that curriculum provision and access to accreditation may be linked to ability rather than age-related – flexibility around the criteria may be applied during the assessment phase.*

#### Arts Award

- The school is, or is working towards providing access to the Arts Award.
- If Arts Award is accessed by pupils, you will be asked to provide information about:
  - i. Whether you are a registered centre, and if not – the centre you use
  - ii. The number of pupils awarded in the previous academic year
  - iii. What art forms your pupils can access through Arts Award
  - iv. How you are working towards access to the scheme if the above are not applicable.

### Extra curricular arts

- A minimum of 1 extra curricular arts activity is available for Year 2 pupils with minimum participation rates of 15% of pupils balanced across gender and no less than 8% of either girls or boys who participate.
- A minimum of 3 extracurricular arts activities is available in Key Stage 2, across a minimum of 2 artforms.
- A minimum of 6 extra curricular arts activities is available for each year group in Key Stages 3, 4 and 5; across a minimum of two artforms.
- At Key Stages 2 and 3 there are minimum participation rates of 20% of pupils balanced across genders with no less than 12% of either boys or girls who participate.
- At Key Stages 4 and 5, the minimum participation rate is 15% balanced across genders, with no less than 8% of either boys or girls who participate.

### Arts partnerships

- One named arts partner or visit is available for all pupils in each year group.
- For each partnership a short description of the partnership activity undertaken must be given (150 words)
- Two different artform activities or experiences are available through named arts partnerships within each key stage.
- This section is aimed at providing a quantitative overview to ensure that arts partnerships are accessed by all year groups within a school. Further information about the quality and impact of arts partnerships is gathered in the second part of the Artsmark application.

### Pupil Referral Units

#### School details

School must provide details including:

- DfE number, school name and full address
- Artsmark contact: name and email address
- Head teacher: name and email address
- Local authority and Arts Council region
- Specialist status (if applicable)
- Geographical context
- History of Artsmark awards (if applicable)

#### Curriculum provision – Key stages 1-3

- At key stages one, two and three, 12% of curriculum provision is dedicated to the arts.
- There is access to at least three of the four art forms (**art and design, music, drama and dance**) for all pupils during curriculum time.

#### Curriculum provision and accreditation – Key stages 4-5

- There are opportunities for pupils to gain accreditation in the arts at key stage 4 or post 16.

#### Arts Award

- The school is, or is working towards providing access to the Arts Award.
- If Arts Award is accessed by pupils, you will be asked to provide information about:
  - Whether you are a registered centre, and if not – the centre you use
  - The number of pupils awarded in the previous academic year
  - What art forms your pupils can access through Arts Award

- iv. How you are working towards access to the scheme if the above are not applicable.

### **Extra curricular arts**

- A minimum of 1 extra curricular arts activity is available for Year 2 pupils with minimum participation rates of 15% of pupils balanced across gender and no less than 8% of either girls or boys who participate.
- A minimum of 3 extracurricular arts activities is available in Key Stage 2, across a minimum of 2 artforms.
- A minimum of 6 extra curricular arts activities is available for each year group in Key Stages 3, 4 and 5; across a minimum of two artforms.
- At Key Stages 2 and 3 there are minimum participation rates of 20% of pupils balanced across genders with no less than 12% of either boys or girls who participate.
- At Key Stages 4 and 5, the minimum participation rate is 15% balanced across genders, with no less than 8% of either boys or girls who participate.

### **Arts partnerships**

- One named arts partner or visit is available for all pupils in each year group.
- For each partnership a short description of the partnership activity undertaken must be given (150 words)
- Two different artform activities or experiences are available through named arts partnerships within each key stage.
- This section is aimed at providing a quantitative overview to ensure that arts partnerships are accessed by all year groups within a school. Further information about the quality and impact of arts partnerships is gathered in the second part of the Artsmark application.

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## Further information for school applicants

### Curriculum provision

#### Key stages 1-3

##### What can be included in curriculum time?

Your teaching time for each arts subject must be available to all pupils and can include:

- Regularly timetabled lessons.
- Planned blocks of time i.e. arts weeks, performances and festivals.
- Cross curricular work or thematic days where clear learning objectives and outcomes for the arts are identified.

##### What cannot be included?

You may not include:

- Time spent in assemblies or daily religious services.
- Provision that is only for selected pupils.
- Breaks between lessons.

##### Total hours for key stage(s)

The number of teaching hours is likely to be in the region of 25 hours a week, and the number of weeks to be in the region of 38. You do not need to count time spent in pastoral care.

##### Hours per key stage(s) for academic year 2011/2012

For each year group in Key Stage 3 we would expect to see a reasonable balance of provision across all four art forms, during curriculum time.

#### Key stages 4 and 5

Accredited options that are included as art form subjects at key stage 4 and 5 are detailed in the table below:

<b>KS4</b>	<b>KS5</b>
GCSE Art and Design	A Level Art and Design
GCSE Art and Design (specific endorsements)	A Level Art and Design (specific endorsements)
GCSE Applied Art and Design	A Level Applied Art and Design
GCSE Dance	A Level Dance
GCSE Drama	A Level Drama
GCSE English Literature ( <b>if not compulsory</b> )	A Level Theatre Studies
GCSE Expressive Arts	A Level English Literature
GCSE Media Studies	A Level Media Studies
GCSE Music	A Level Music
GCSE Performing Arts	A Level Music Technology
Creative and Media Diploma	A Level Performing Arts
Silver Arts Award	Creative and Media Diploma
	Creative Apprenticeship
	Gold Arts Award

This list is by no means an exhaustive breakdown; there is the option within the application to list other accredited options that may be relevant to your arts offer.

### **Extra-curricular arts activities**

- Opportunities must be accessible to all of your pupils.
- At Key stage 1, you only need to show the opportunities that are offered to year 2 pupils (if applicable)
- Extra curricular activities cannot take place within lesson time and should be before school, during lunchtimes, after school and in the school holidays and can include a broad range of arts activities for your pupils.

### What activities cannot be included?

- Sport
- Cooking
- Languages
- Gardening
- Gymnastics
- Cheerleading
- Activities that are only available for selected pupils

### What are regular activities?

Activities must be offered to students in their free time, and run weekly for a minimum of 6 weeks or half a term

### **Arts Partnerships**

- We are looking for examples of partnerships that add value through their expertise and resources, and partnerships should therefore be undertaken alongside professional artists or arts organisations. Professional is defined as a person or persons who make at least part of their living practising their art form.
- When a partnership is brokered by a third party (e.g. Local authority), please give the name of the artist or arts or media organisation delivering the activity.
- Do not use examples of partnerships and activities that do not include professional artists or arts and media organisations.
- Professional artists and arts organisations can work with more than year group but we would like to see a progression in the activity and learning opportunity.

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## Artsmark criteria for youth justice settings

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The criteria in Part 1 of the application are separated into main areas looking at:

1. Organisation details
2. Arts provision
3. Arts Award
4. Accreditation
5. Arts partnerships
6. Staffing and CPD
7. Outcomes for young people

### Organisation details

Youth justice settings must provide details including:

- Lead organisation name and full address
- Artsmark contact: name and email address
- Programme manager: name and email address
- Local authority and Arts Council region
- Specialist status (if applicable)
- Geographical context
- A summary of the organisation's reach including:
  - i. Catchment area and annual mobility of pupils
  - ii. Range and type of pupils
  - iii. Any factors affecting your pupils and their experiences of the arts

### Arts provision

- 12% of guided learning time is dedicated to the arts.
- Young people have access to at least two out of the seven artforms of music, dance, art and design, drama, creative writing, crafts and digital film during guided learning time, or through access to accreditation
- Information will also be collected about the breakdown of timetabling for guided learning provision

### Arts Award

- The school is, or is working towards providing access to the Arts Award.
- If Arts Award is accessed by pupils, you will be asked to provide information about:
  - i. Whether you are a registered centre, and if not – the centre you use
  - ii. The number of pupils awarded in the previous academic year
  - iii. What art forms your pupils can access through Arts Award
  - iv. How you are working towards access to the scheme if the above are not applicable.

### Accreditation

- There are opportunities for pupils to gain accreditation in the arts post 16.
- Information will be collected about the types of accreditation offered and will be discussed further during the assessment phase

### Arts partnerships

- Pupils should have access to arts activity delivered by a named arts partner.

- For each partnership a short description of the partnership activity undertaken must be given (150 words)
- For each partnership the frequency and/or duration of the activity must be noted.
- At least two different artform activities or experiences are available through named arts partnerships.
- This section is aimed at providing a quantitative overview to ensure that arts partnerships are accessed by all year groups within a school. Further information about the quality and impact of arts partnerships is gathered in the second part of the Artsmark application.

### **Staffing and CPD**

- Staff, as well as external arts partners, deliver and support arts activity in the setting.
- Staff have the opportunity to increase their knowledge, skills and understanding of the arts through continued professional development opportunities.

### **Outcomes for young people**

Arts provision within the setting can be demonstrated as contributing to one or more of the following factors:

- Education, training and employment opportunities
- Reduced: At risk/ Offending behaviour/ Attitude to reoffending
- Improved: – Lifestyle and behaviour/ Perception/ Motivation to change
- Ongoing engagement with the arts and/or voluntary sectors

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## Further information for youth justice applicants

### Arts provision

Artsmark acknowledges the following qualifications which may be referenced within your Artsmark application:

- AQAs
- ASDAN
- BTEC
- City and Guilds
- Dance Leaders
- A Levels
- GCSEs
- NCFE
- NVQ
- NOCN
- Youth Achievement Award
- Other

Your Artsmark application will also ask you about your engagement with PLUS Enrichment Programme arts resources

### Arts Partnerships

- We are looking for examples of partnerships that add value through their expertise and resources, and partnerships should therefore be undertaken alongside professional artists or arts organisations. Professional is defined as a person or persons who make at least part of their living practising their art form.
- When a partnership is brokered by a third party (e.g. Local authority), please give the name of the artist or arts or media organisation delivering the activity.
- Do not use examples of partnerships and activities that do not include professional artists or arts and media organisations.
- Professional artists and arts and media organisations can work with more than level but we would like to see a progression in the activity and learning opportunity.

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## Artsmark criteria for further education colleges

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The criteria in Part 1 of the application are separated into main areas looking at:

1. College details
2. Curriculum provision
3. Arts Award
4. Enrichment arts opportunities
5. Arts Partnerships

### College details

FE colleges must provide details including:

- DfE number, college name and full address
- Artsmark contact: name and email address
- Principal: name and email address
- Local authority and Arts Council region
- Geographical context

### Curriculum provision

- We require a minimum of 6 arts and media sub-disciplines offered at levels 2 and 3.
- We require a minimum of 2 arts and media sub-disciplines offer at levels 1 and 4 if these levels are offered in your college.
- You should list the sub-disciplines provided under the relevant art form heading in the table.  
For example, Theatre Studies would be listed under Drama, but Graphic Design would fall into the Art&Design Section.
- Please then tell us at which levels of study courses in these sub-disciplines are offered, as appropriate to your college.
- Drama refers to courses that focus on the theoretical study of theatre and performance, and Performing Arts refers to the focused application of practical perform based disciplines such as physical theatre and musical theatre.

### Arts Award

- The college is, or is working towards providing access to the Arts Award.
- If Arts Award is accessed by learners, you will be asked to provide information about:
  - i. Whether you are a registered centre, and if not – the centre you use
  - ii. The number of learners awarded in the previous academic year
  - iii. What art forms your learners can access through Arts Award
  - iv. How you are working towards access to the scheme if the above are not applicable.

### Arts Enrichment

- A minimum of six regular arts enrichment opportunities can be listed as accessible to each level as offered by the college.
- Opportunities must be accessible to all of your learners to increase engagement with arts, media and cultural activities.
- You should consider a whole range of opportunities and experiences for your learners.

### **Arts partnerships**

- One named professional arts partner or visit is available per art form for all learner at each level offered by the college.
- For each partnership a short description of the partnership activity undertaken must be given (150 words)
- This section is aimed at providing a quantitative overview to ensure that arts partnerships are accessed by all year groups within a school. Further information about the quality and impact of arts partnerships is gathered in the second part of the Artsmark application.

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## Further information for FE applicants

### Curriculum provision

Artsmark acknowledges that within the FE sector and for SSA9 reporting purposes, 'the arts' can reflect a wider range of subjects than the traditional art forms, e.g. media and film. The delivery of media and digital arts opportunities can be referenced within an Artsmark application providing that it can be demonstrated to compliment a strong core arts (**Art and design, music, drama and dance**) provision.

### Arts Enrichment

- Opportunities must be accessible to all of your learners at all levels to increase engagement with arts, media and cultural activities. This should be both within the arts and media faculties and beyond.
- Where opportunities are open access, please calculate this within the total opportunities offered per level.
- You should consider a whole range of opportunities and experiences for your learners including visits, regular activities and multi day trips.
- We require a minimum of 6 opportunities at each level. An opportunity can count at more than one level if it is available to all levels.

### What activities cannot be included?

- Sport
- Cooking
- Languages
- Gardening
- Gymnastics
- Cheerleading
- Activities that are only available for selected pupils

### What are regular activities?

Activities must be offered to students in their free time, and run weekly for a minimum of 6 weeks or half a term

### Arts Partnerships

We require a minimum of one named partnership or visit for every artform offered by your college at every level it is offered.

- We are looking for examples of partnerships that add value through their expertise and resources.
- When a partnership is brokered by a third party (e.g. Local authority), please give the name of the artist or arts or media organisation.
- Do not use examples of partnerships and activities that do not include professional artists or arts and media organisations.
- Professional artists and arts and media organisations **can work with more than level** but we would like to see a progression in the activity and learning opportunity.
- Where a partnership activity involves more than one art form, please choose the most relevant or strongest art form delivered.

## Part two - evidencing the high quality arts offer in your school, college or youth justice setting

Artsmark acknowledges that within the FE sector, 'the arts' can reflect a wider range of subjects than the traditional art forms, e.g. media and film. The delivery of media and digital arts opportunities can be referenced within an Artsmark application providing that it can be demonstrated that provision is focussed around artistic elements and/or a creative process, and where it compliments a strong core arts provision. Production Arts learners should be included as part of SSA9 for your Artsmark application.

Part 2 of the application form will examine the quality and impact of your arts provision. In this section you will be able to opt to apply for the level of award you wish to achieve, Artsmark or Artsmark Gold.

This section will ask you to demonstrate how you judge the quality and impact of your provision.

It is hoped that this could provide information that can be used across education and the arts as hard evidence on the important value and success of the arts children and young people experience.

### What does a high quality arts offer look like?

There will be a strong vision for the arts in the setting offering both breadth and depth. The arts vision will show commitment to high quality both in practice and provision. Arts provision is inclusive and shows how the school aspires to meet the needs of all pupils. There will be methods in place to regularly collect evidence of the quality of arts education that include appropriate internal and external measures and feedback from pupils. Pupils can gain access to arts experiences covering a range of perspectives and practices, including an appreciation of different approaches to the arts locally, nationally and globally.

### Checklist for a high quality arts offer

#### 1. Position of the arts offer in your schools

- Strategic buy in from senior staff within the school and governors
- Strong arts policy in place
- Wide breadth and depth of offer, including all four art forms (Art and design, music, dance and drama)
- Resources available
- The evaluation of the arts offer is evaluated
- Young people have a voice in your offer

#### 2. Inclusive offer

- Progression
- Nurturing talent
- Supporting well being and attitudes
- Young Peoples leadership
- Cross curricular

#### 3. CPD for staff

#### 4. Outreach

- Working with the community

- Performance and celebration
- Working in networks of schools

#### 5. Partnerships with arts sector

- Good planning and evaluation
- Sustained partnerships

#### How to answer

Our website has links to supporting documents for each setting, exemplar documents include how to answer, assessment criteria for each question and an exemplar answer. Please note the examples mentioned are for guidance only - any examples mentioned in your application will need to be clearly evidenced.

These documents can be accessed here [www.artsmark.org.uk/apply](http://www.artsmark.org.uk/apply)

#### How to write an arts policy

Although having a policy is not a formal requirement for Artsmark, a good arts policy:

- provides an overarching framework for arts education provision in all art forms at each key stage including the foundation stage, if applicable
- is agreed by the governing body

#### Why have an overarching policy for all the arts?

An overarching arts policy can ensure that:

- all children/young people are given an entitlement to a range of high quality arts experiences, whatever their background and ability
- high quality arts provision doesn't just rely on the enthusiasm of individuals but is embedded in the ethos and planning mechanisms of the school/
- high quality resources are allocated to arts provision, including staff, continual professional development, materials, facilities and equipment
- opportunities to learn about the arts of different cultures are embedded in each curriculum area of the arts
- participation and achievements in the arts, including Arts Award, are recognised and celebrated
- there is a strategic approach to arts provision which includes partnerships with artists and arts organisations and on-going links with the community

#### What should be included in an arts policy?

An arts policy should identify:

- why you include the arts in the curriculum
- how the arts are defined (though not exclusively, this must include art and design, dance, drama and music)
- how you provide high quality resources that can be accessed by all children/young people
- how you monitor and evaluate the impact of your provision

#### Why does the school provide high quality arts education?

What is the particular contribution that you consider the arts make towards children's/young people's education?

*Case studies show that arts rich schools value the contribution the arts make to quality of life for children/young people and the unique opportunities offered by the arts for creative self-expression.*

**You can show how your school defines the arts and provides and monitors high quality arts at all key stages through your key aims and specific objectives.**

For example:

<p><b>Aim 1</b></p> <p><b>To ensure all children and young people experience the richness of a broad arts curriculum</b></p>
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• provide a minimum of 12% of curriculum time dedicated to the arts including art and design, dance, drama and music at Key Stages 1, 2 and 3</li> <li>• offer up to four arts subjects leading to certification at Key Stage 4</li> <li>• offer a minimum of three courses leading to accreditation in the arts for all Post 16 students</li> <li>• encourage all young people to take at least one arts subject at Key Stage 4 leading to accreditation at Key Stage 4</li> <li>• provide access to art and design or music or drama or dance at Key Stage 4 and Post 16 through extra-curricular opportunities, if is not offered as an accredited subject</li> <li>• offer opportunity for children/young people to take the Arts Award through the formal curriculum and extra curricular activities</li> <li>• provide a rich variety of other regular opportunities in the arts for those who do not choose to take an arts subject at Key Stage 4 or at Post 16.</li> <li>• provide a minimum of 1 extra curricular arts activity for Year 2 children</li> <li>• provide a minimum of 3 extra curricular arts activities for all children at Key Stage 2 (and KS3)</li> <li>• provide a minimum of 6 extra curricular arts activities for all young people at each year group in Key stages 3, 4 and Post 16 across a minimum of 2 artforms</li> </ul>
<p><b>Aim 2</b></p> <p><b>To provide every child and young person with opportunity to be inspired by the arts and achieve success through the arts</b></p>
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• ensure targets for the arts are always included in our school improvement plan and all arts subjects have measurable targets that aim high and are monitored and reviewed in line with all subjects.</li> <li>• ensure our arts facilities and resources are of the highest quality and accessible to the full range of children/young people including those who have special needs, are carers or are hard to reach</li> <li>• recruit high quality arts specialist teachers for each of our arts subjects (secondary schools and s)</li> <li>• recruit specialist arts teachers or if necessary provide additional support for non-specialists through our CPD and partnerships programme (other schools)</li> <li>• provide children/young people with opportunities to experience the work of professional artists through visits to arts organisations, workshops with artists and other partnerships at least three times at each key stage</li> <li>• have in place systematically (see all units of work) planned opportunities provided by the arts for students to know and celebrate the range of world cultures that are reflected in the arts through local, regional, national and international sources</li> <li>• ensure all teachers and support staff have opportunities for professional development in the arts that inspires their own creativity and keeps them abreast of innovation in the arts as well as developments in wider education on at least an annual basis</li> <li>• explore innovative ways for children/young people to express their ideas and work using performance media and technology each arts subject</li> </ul>

### Aim 3

**To strengthen partnerships and build new partnerships which make the arts sustainable and bring benefit to children, young people and the wider community**

#### Objectives

- establish and build on contacts/partnerships within commerce and industry in our local community
- plan programmes and other events with partner schools to sustain and increase opportunities for all.
- provide opportunities for the wider community of school/ - staff, governors, parents and other carers, local schools industry etc to inform and have access to our schools arts programme through performances, workshops, exhibitions, concerts and the internet offering at least one of these each term

### Aim 4

**To nurture artistic talent and develop children's young people's transferable life skills that arise from successful arts education, including the creative use of imagination and considered risk taking, co-operation, tenacity, flexibility and responsibility as well as leadership and entrepreneurial skills**

#### Objectives

- systematically apply all previously listed objectives
- provide opportunities for our children/young people to influence what is included in our provision in the arts (eg through the Students Forum which meets each month )
- provide our childrentudents with access to opportunities that celebrate their achievements in the arts including through the Arts Award
- provide opportunities for young people to create, develop and market performance events
- ensure young people are informed about employment in the arts at each key stage and have pathways to future careers in the arts through partnerships with artists and arts organisations, Arts award, career events, work based placements and apprenticeships and regular links with FE and HE courses and qualifications.

If you have a policy, it will be monitored by Governors. The arts policy could therefore indicate where objectives are to be found (for example in a self evaluation plan for the arts as a whole or in individual subject self evaluation plans); when governors agreed the policy; when it will be reviewed, and who is responsible for ensuring that the impact of the arts is analysed and data published and celebrated.

## Using the online application portal

### General information and access

The online application system has been designed by Arts Council England to make the Artsmark application process simpler, more efficient, and consistent for all applicants. There are bespoke pathways for all phases of education within schools, further education colleges and youth justice settings.

The portal can be accessed via the 'Apply' tab on the [Artsmark website](#), or by typing the following URL into the address bar of your browser:

<https://forms.artscouncil.org.uk/officeforms/ProcessDesktop.ofml>

The online application system is designed to be compatible across all operating platforms and within a wide range of internet browsers.

Specifically, the portal has undergone thorough testing on the following platforms:

- Windows PC
- Mac OS X,

And the following browsers:

- Internet Explorer 8
- Mozilla Firefox 6
- Google Chrome

If you are unable to use these software options and are unable to access the Artsmark application portal, please contact our helpline for support.

### Technical support and application enquiries

Whilst you are completing your application, live technical support and answers to your queries will be available from our Enquiries team. They can be contacted on:

- Tel: 0845 300 6200
- Fax: 0161 934 4426
- Textphone: 020 7973 6564
- Email: [enquiries@artscouncil.org.uk](mailto:enquiries@artscouncil.org.uk)

The Enquiries staff are fully trained to co-browse your application as you fill in the information required (although they will be unable to edit the content within your application for you).

**To access co-browsing you will need to click this button:**



You will then see a message that looks like this:

**Request Assistance**

Assistance ID = FB8 023 03

In order to get live assistance whilst completing this form please call the Artsmark helpline on 0845 300 6200.

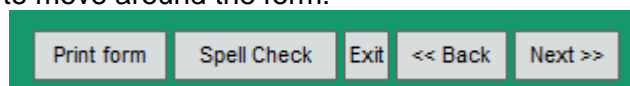
Once activated, you will need to provide your 8 digit form ID to the member of Enquiries staff you speak with, so that they can track and view your application.

If your query cannot be answered by a member of the Enquiries team, it will be logged and passed on to a member of the Artsmark team who will contact you at the next available opportunity to discuss your application

## Portal functionality

### Moving around the application

- For each page of the online application, you will have the following options allowing you to move around the form:



- Please refrain from using the 'back' and 'forward' buttons on your browser, where possible using the directive options above.

### Criteria and guidance on how to answer

- Throughout the application form, there will be hyperlinks to the relevant guidance sheet for the application type that you are completing. It will look something like this:

For guidance on how to answer this question, please [click here](#).

- Guidance pages will open in a separate browser window, that will shrink to fit alongside your application form on screen

**Please note, if you have more than one tab open in your browser, the application and guidance windows may not automatically readjust to size and you will need to switch between windows manually to view information.**

### Saving information within the application

- The form will autosave your application data with every key stroke entered, unless your browser or internet connection is unexpectedly interrupted.
- If you think this is not happening, please inform the Enquiries team as soon as possible so that the issue can be reported to our IT development and support services.
- When exiting the application, please do ensure that you click the option to 'save changes' or you may lose some information.
- If you log out by accident

## Accessibility Help

The Artsmark application is fully accessible for a wide range of users.

The following information may be of assistance, and can be viewed again by following the links within the portal for 'accessibility help'.

### Working without a mouse

### Using Access Keys:

Access keys are listed below. (In Internet Explorer, hold down the ALT key, press the number/letter of the access key, release both keys then press ENTER.)

- **0** - Access key details (this page)
- **6** - Form Help (where supplied)
- **N** - Next
- **B** - Back
- **O** - OK
- **C** - Cancel

### Avoiding Repeated Tabbing:

Where appropriate, a hidden "skip link" has been placed just before the main block of navigation buttons / links. This will automatically appear when you tab to it, and you can then press Enter to click the skip link which will skip you straight past the navigation buttons.

### Working with Screen Readers

If you use a Screen Reader to read out the contents of the screen you may find that it works more effectively if you choose the Optimise for Screen Reader option below.

If you use a Screen Reader to read out the contents of the screen you may find that it works more effectively if you choose one of the Optimise for Screen Reader options:

- Optimise for Visual experience
- Optimise for Screen Reader (Note: this option will be stored in a cookie on your PC so that it will be automatically selected next time you use the system. By selecting the option, you agree to the cookie being stored.)

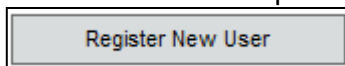
### Resources

The following web sites provide further accessibility information for your web browser. (Links open in new window):

- [Direct Gov's web site](#)
- [Accessibility information from the BBC](#)

### Registering on the Artsmark application portal

The first stage in your application will be to register on the online system in order to open an application form, by clicking on this button on the portal homepage:



To register, and for future log ins, you will need to provide your school's seven digit DfE number as the unique reference for your school, setting, or college.

### **Important information for youth justice settings:**

**If you do not have a DfE number, you will need to contact the Artsmark team, through the Enquiries contact details above, to be allocated a seven digit number. You will not be able to begin an Artsmark application without a registered seven-digit number.**

You will also need to provide the following information for self-registration on the Artsmark application portal:

- DfE number (or the seven digit URN allocated for YJS)

- A password – this must be a minimum of six characters made up of both letters and digits, and will be case sensitive
- School/setting/college/organisation name
- School/setting/college/organisation type

**Please note, the type of school you choose will decide the pathway for your application form. Please ensure you choose the right option for school/setting type as this cannot be changed at a later date. If you do choose the wrong school type you will need to abort your form and start a new one.**

- School address and contact details
- Local authority and Arts Council England region
- School Context

### Completing the application

#### **Part 1**

Part 1 of the application looks at the quantity and nature of the arts provision in your setting and requires applicants to meet a national benchmark . Please refer to the relevant section and guidance for your setting type for more information about this part of the application.

Please read the notes below as guidance before filling in your application

Some information is mandatory for the Artsmark application, mostly where it reflects standardised criteria and will be noted by this field:

Items marked \* must be completed

#### **Figures on roll**

- You will need to provide details of your pupils on roll, by year group and by gender. This will allow the form to auto-calculate areas of your provision later in the application form.
- If your roll numbers change before the application deadline, they can be updated at any time, and the information you enter in other sections will not be lost, but the calculations will be adjusted to reflect.
- When filling in the table for roll numbers, you will need to click the 'Edit' button on the right hand side and complete the pop up entry fields when prompted.

**Please note, you will need to enter a '0' (zero) if you don't have any boys and girls in a particular year group as the form will not recognize a blank space as nil.**

#### **Calculating percentage for curriculum and guided learning time**

- Unlike the applications of old, the online system will work it out for you, so the room for error and miscalculation is less likely.
- However the application system will not recognise a miscalculation over 100% as invalid, so please check that the percentages reached look sensible and correct before submitting your application.
- For KS 1-3, if provision is not offered you will need to enter a '0' (zero) to indicate so.

#### **KS4, KS5 and FE accredited options**

- Tables for the provision of accredited arts subjects are yes/no entry fields. Where no answer is chosen, the form will count this an option not offered, and the table will auto calculate this information.

### Extracurricular arts/Arts Enrichment

This is a manually formatted table in the schools and FE applications, and should be commenced by clicking the add row button, and completing the information required in the pop up window.

The table, once begun, will look like the one below – the left hand side buttons should be used to edit and complete a full table for your setting:

	Year group	Arts and design	Dance	Drama	Music	Creative writing	Crafts	Digital / Film	Artsmark Minimum	Total
+	Year 4	5	7	5	3	1	0		3	21

Buttons: Insert row above, Edit row, Delete row, Add Row...

### Calculating participation rates and take up percentages across genders

- Unlike the applications of old, the online system will work it out for you, so the room for error and miscalculation is less likely.
- However the application system will not recognise a miscalculation over 100% as invalid, so please check that your figures are correct and make sense before submitting your application.

### Arts Partnerships

This section should be completed in a manual format and once begun, will look like the one below – the left hand side buttons should be used to edit and complete a full table for your setting:

	Key stage	Year group	Name of artist or art(s) organisation(s)	Artform(s)	Activity and learning opportunities
+		Year 5	Mr A Painter	Art and Design	Visit to an artist's workshop and studio. Worked with Mr A Painter to produce a mosaic made from recycled materials which is now displayed in the school canteen.

Buttons: Insert row above, Edit row, Delete row, Add a partnership...

Whilst there is criteria that should be met in order to achieve Artsmark in this section, the portal is not intelligent enough to calculate against the complex criteria.

### Summary and progressing to Part 2

- Once you have entered all the data required for Part 1 of the application, the online system will summarise all of your information into a printable PDF, which also maps your provision against the Artsmark criteria.
- Please check at this stage that all the information is correct, but be mindful that the partnerships section will be left blank for your assessor to look into detail at a later date.
- You will then have the option proceed onto Part 2, by clicking the icon below:

## Summary

When you have finished Part 1 please [click here to proceed to Part 2](#).

Proceed to Part 2

- During this stage the portal will notify you as to any sections which require revisiting for more information to be provided. Please ensure you manually save all information entered at this stage.
- You will also be informed as to whether your application meets the benchmark criteria based on the mandatory fields completed and quantitative information provided. If you are unsure whether to continue with your application you should contact the Enquiries team, who will discuss the issues with you.
- Whilst as intelligent as it can be, the Artsmark application portal is based primarily on logic, and due to the vast diversity of provision within the education sector, *may* report an applicant as not meeting the criteria when in fact they are.
- We anticipate that the Partnerships section may be one area where anomalous results are reached.

## Part 2

Part 2 of the Artsmark application will look at the quality, outcomes and impact of your setting's arts offer, covering five main areas or indicators. For more information please refer to the relevant section of this document, technical information about this part can be found below.

### Opting for Artsmark/Artsmark Gold

- You will be able to opt to apply for Artsmark or Artsmark Gold, and the Part 2 questions will change accordingly. Once you have opted to apply for a particular level, you will be able to change your mind, but you may need to re-enter your answers to previously completed questions.
- Youth justice settings cannot opt for Artsmark, but the strength of your answer will be assessed against two levels of criteria. Please see application guidance online, or within this document, for more information.

### Accessing guidance

- Guidance demonstrating how to answer each question, and the criteria your answer will be assessed on is hyperlinked within each question (as in Part 1).
- We would advise applicants to write and save their answers within a word document, and then copy and paste across to their application. We are unable to retrieve information that has not saved within the system, so please ensure you have a back up copy.

### Word counts

- Please be mindful that word counts vary between software applications. The portal has built-in flexibility to alleviate this common problem, but applicants should be mindful when completing Part 2 answers.

### Attachments

- Attachments can be provided in the following formats:
  - filename.doc
  - filename.docx
  - filename.xls
  - filename.xlsx
  - filename.pdf

- filename.jpg
- filename.png
- filename.html
- Files formatted as filename.exe, and any other extension files will not be accepted.
- If you attach a file for a Part 2 answer, you will not be able to provide a written answer and vice versa, so please ensure that you answer a question in only one of these options.

### **Declaration and submission**

In order to submit your application to the assessment stage we require that is authorised by the following:

- Headteacher/Principal or Programme Manager/Director (as applicable) of your setting

### **And:**

- Chair of governors/ a representative of the board of trustees (as applicable)

This section will also inform you of Arts Council England's Data Protection and Freedom of Information policies.

You will be prompted to return to any area of the application that is incomplete.

You will then be able to proceed to your initial submission, after which time it will be allocated to an assessor and enter the second stage of the Artsmark application process.

Once your application has been submitted for assessment, your assessor will be your first point of contact – although our Enquiries team will still be on hand to answer any general queries, or field any issues you experience at this stage.

**All applications must be submitted before 5pm on 12 January 2012, when the online portal will close, and no further submissions can be made. Happy applying!**