



## Associate Income from 1-1 and small group Tuition

### Methodology used in gathering and upscaling data for Academic year (AY) 23-24.

#### Background

Swindon Music Service's music education hub model inherited a pool of 150+ quality assured Associates (individuals & organisations) who exist within and contribute to Wiltshire's Music Education community and economy.

Swindon Music Service will continue to focus on the hub's role in supporting a wider music education economy and its sustainability without the hub or any one organisation *having* to be engaged in every transaction. We will continue to support an environment, culture and level of connectivity through which choices and interactions are enabled. Where necessary we will continue to become involved with direct subsidy to address accessibility, but we understand that there has never been the need to 'own' or 'direct' all the activity that takes place. Instead, in the past, the hub has sought to 'enable' and 'support' others to deliver.

Until AY 23-24 the previous hub had not attempted to record (or report) the value of indirect transactions taking place between Associates and clients where hub subsidy wasn't involved. This was because of administrative burdens in a small team and the ongoing issue of not demanding any more information from stakeholders than was necessary as they wanted them to be involved not deterred. *Rough estimates suggested it would be in the region of £2-3m p/a.*

In the past, the hub has explained this to Arts Council England (ACE) in various documents passed on between multiple Relationship Managers, specifically because it would make them appear less successful through a lens focussed on financial leverage.

The implications of and criteria for the Hub Investment Programme along with a shift to a new HLO and parity across LA areas meant that a decision was made to trial methodology for recording the value of indirect transactions for the first time in AY 23-24.

#### Detail

Aligned to previous annual process for Associates submitting participation data, the previous hub added a non- compulsory parallel process. Through a concentrated effort of gathering information from Associates about their income from **1-1 and small group tuition**, those being the areas of work with which *most* Associates are involved.

The previous hub decided an effective way to approach this would be to make it an anonymous process thereby encouraging honesty but allaying any fears people may have had about a financial inquisition.

*A very small number of Orgs and Individuals queried why we wanted financial information and whether we were using it to massage our own numbers. We have reiterated that it is part of a hub's role to look at and respond to collective activity and need. Additionally, it is in Associates' interests for the economic value of their work as well as the data it generates to be understood and valued in terms of its contribution to employment / work and a broader cultural & educational economy.*

### Questions asked of Individual Associates

- How many weeks of the year do you teach?
- What is your hourly rate? (please give an average if you charge different hourly rates)
- On average, how many hours per week do you teach during term time on individual and small group tuition?
- Number of individual and small group tuition pupils. The reason we are asking for these numbers here (in addition to in your data return) is because this form is anonymous therefore, we can't cross-reference with the numbers on your data return.
- Total amount of income from individual and small group tuition
- Optional: if you want to make any comments about the information you have given, you can use the space below.

### Questions asked of Associate Organisations

- On average, how many hours in total per week, do those tutors teach during term time on individual and small group tuition? (for example, if you have 3 tutors who each teach for 20 hours a week, that'd be 60 hours).
- How many tutors teach for your Associate Organisation? (please include yourself if you teach for your organisation).
- How many weeks of the year do you your tutors teach?
- What is the hourly rate from income for the hours taught? (not the amount tutors are paid if that is different). Please give an average if you charge different hourly rates.
- Number of individual and small group tuition pupils taught by your tutors. The reason we are asking for these numbers here (in addition to in your data return) is because this form is anonymous therefore, we can't cross-reference with the numbers on your data return
- Total amount of income from individual and small group tuition.
- Optional: if you want to make any comments about the information you have given, you can use the space below.

### Results

Around 50% of individual Associates and most Associate Organisations who were involved in this area of work provided information which was a great start. As well as providing income figures, they indicated headline pupil numbers enabling us to x-check their figures and band them into categories (see below) whilst retaining their anonymity. This also meant we were able to cross check the logic of some responses and where appropriate rule them out which, in one or two cases we did.

The previous hub then offset the information gathered against amounts and activities they knew had been subsidised and levered through that subsidy.

The balancing figure told them that **beyond the things we subsidised, approx. £1.3m of other activity had taken place** (twice the amount received in our Hub Grant). This data was reported in the annual data return for AY 23-24.

### Credible scaling up

The previous hub then took a look at what the figures might have been if all Associates & Orgs involved in that work had provided information. **That came to £2.14m**, nearly 3.5 times the £624k Arts Council / DfE funding notionally allocated to Wiltshire.

The scaling up methodology comprised:

- An Individual Associates figure based on placing the 47 Associates who actually reported income to into 5 bands by their pupil numbers, and then scaling-up income for the 117 Associates who completed the data return based on the relevant banding for each tutor's pupil numbers.
- Associate Organisation income was scaled up slightly to account for one organisation who reported their income to date two-thirds of the way through the academic year. It was assumed that their income for the final two terms of the year matched their income for earlier terms.
- One of the two Tutor Co-operatives that operates in Wiltshire gave us actual income (no scaling up is needed for this co-op).

Whether figures are upscaled or not, there is clear evidence that in terms of 1-1 and small group tuition *alone*, the Wiltshire model of associates has been leveraging way more than its ACE / DfE grant.