

dha & the Institute for Cultural Practices, University of Manchester

Paul Hamlyn Foundation ArtWorks Evaluation Interim Report

March 2013



The University
of Manchester



Developing
Practice in
Participatory
Settings



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1. Executive Summary

This summary pulls together key findings from across the first year of evaluation activity, undertaken by DHA and the Institute of Cultural Practices at the University of Manchester, and building on a range of sources and analytical approaches. It looks not only at activity which has already taken place, but at plans, opportunities and challenges going forwards.

The need

- The ArtWorks initiative is based upon significant research, and taps into a need which stakeholders across the arts and cultural sector recognise and confirm, and are keen to do something about it. The research across the Pathfinders is building up a good picture of the supply side – the experiences of artists – in the delivery of arts practice in participatory settings.
- Whilst this knowledge is developing, there is a general absence across the broader academic and grey literature of research which explores artist development, career paths and motivations. In this respect, ArtWorks is well-placed to contribute significantly to filling this knowledge gap.

Changing context

- Significant change has and is taking place across the policy environment in which arts practice in participatory settings takes place, and in which training and support mechanisms might be developed. These changes do not negate the need for this initiative, but they will impact upon the solutions which can be sought and upon the future market and circumstances for arts practice which takes place in participatory settings.
- It will be important for both PHF and the Pathfinders to consider what can and should be undertaken, in the context of this initiative, to respond to these changes.

Partnerships

- The range of partners and partnerships involved across the initiative is significant. In some cases, these partnership provide practical support (such as funding), and in other areas they ensure reach, strategic engagement and expertise. Across the Pathfinders, the partnership styles and approaches vary substantially. There are some partners across the initiative whose involvement is still in its early stages.
- As one of the key aims for ArtWorks is to effect change which impacts across a complex system, these partnerships will become more important as the initiative progresses.

Approach

- The enquiry-based approach adopted by ArtWorks is well-supported across PHF and the Pathfinders, but is not always an easy approach to prosecute. It is seen as having integrity and feeling like a mature approach to a complex problem; but it is also seen as a complex process in its own right, and sometimes poses challenges for the articulation of the initiative and in practically applying the results of enquiry activity.

Achievements and Challenges

- There is a significant body of knowledge already being accumulated through the ArtWorks initiative. Where gaps exist, they are beginning to be identified and steps are being taken to consider how they might be filled. The key challenges at this stage of ArtWorks are to:
 - Draw together the learning across the Pathfinders
 - Ensure that this learning is recognised and applied in the development of further activity
 - Disseminate the learning more widely, to support the wider influence sought by this initiative and to contribute to developments and discussions taking place elsewhere
 - Recognise the gaps or areas in which different kinds of approaches might be required to effect the significant change which PHF is seeking
- It would be timely now for PHF to consider its future strategic planning and resourcing for this initiative. There are two areas in which this thinking might be usefully focused:
 - How best to undertake and support the range of work with external stakeholders, in positioning the activity already taking place in ArtWorks within the challenges and opportunities which the current practice and policy environment present
 - How best to convert some of the activities and assets already emerging from the Pathfinders for the longer-term, whether through sharing the learning, scaling activity up or challenging partners and stakeholders to make significant changes. This is particularly worth considering at this point in time, in light of the original proposal to the PHF Arts Programme Committee and Trustees for a second potential phase of engagement.

Introduction

2. Introduction

DHA and the Institute of Cultural Practices at the University of Manchester were appointed to undertake the evaluation of ArtWorks. This report has focused upon building an overall understanding of the initiative, in establishing a baseline of evidence about the ways in which the initiative emerged and the shared understanding of it, and in mapping activities from the first phase of Pathfinder operation. It offers a theory of the way in which this intervention might bring about change, and begins to analyse ArtWorks against this theory. As such, it is the beginning of an assessment.

ArtWorks is a complex initiative, and evaluating it is a challenge but has also been extremely interesting. We have borne in mind the requirement to supply not only a summative but also a formative evaluation. Where appropriate, we have sought to identify areas for further consideration. We have also, we hope, taken a practical approach to developing a range of approaches to analysis and understanding which can be used throughout the project and are helpful not only to our evaluation process.

In addition to this report, the Evaluation Team has also undertaken a literature review, looking at a range of academic and grey literature, as well as existing bibliographies, which provide the context for the current project. The literature review is available through the ArtWorks Ning site, and can be viewed [here](#). The literature review is not intended to be comprehensive, but to provide a baseline which can be added to over the lifetime of the project.

2.1 How to read this report

This version of the Interim Report contains key sections and findings from a longer report internal to the programme. The Interim Report reflects upon ArtWorks from its inception up to the end of October 2011, when the report was first drafted. Feedback from both the Pathfinders and the Project Director is reflected in this version of the report, which has also been received by the ArtWorks Steering Group.

This report contains:

1. An Executive Summary
2. A model timeline of the intervention
3. An 'ideal' model of the intervention, which also maps the current and projected activities of the Pathfinders on to the anticipated outcomes
4. A modelling of the clusters of different activities and methodologies across the programme
5. A modelling of the individual partnerships for each of the Pathfinders.

The following pages offer a brief explanation of the four models, with some explanation of how to read them.

2.1.1 Timeline

The timeline is supplied within this document, but due to its size and complexity it is best read when printed at A3 size. The timeline has been built from a review of background and current documentation across the project. It identifies some clear phases across the project, from the initial research, through a development and consultation phase through the commencement of the Pathfinders. From April 2011 onwards we have modelled six concurrent lines: the activity of PHF and governance structure for ArtWorks, and the activity of the five pathfinders. This map cannot capture all the activity which is taking place, and so it currently focuses on activities which are sustained pieces of research, exploration or intervention.

The following notes offer a basic key for reading the timeline:

- The quarters identified from April 2011 reflect the monitoring quarters for the five Pathfinders.
- Key cross-pathfinder meetings are marked in **dark blue**.
- Key PHF governance meetings are marked in **mid blue**.
- Activity which is in development or taking place over time is marked in **mid pink**, with final outputs or reports being marked in **dark pink**.

2.1.2 Intervention Model

The intervention model was first shared with the Steering Group in February 2012. It has been tested and used for exercises at National Pathfinder meetings in April 2012 and October 2012, and will be continually revisited and, where appropriate, refined throughout the evaluation process. It has also been shared individually with some of the Pathfinders, where they felt that it provided a useful process for modelling their own activity.

Some things are worth noting when considering the application of this model as an evaluation framework:

- The model is based primarily on the six outcomes identified by PHF. The model suggests an ‘ideal’ concept of how this intervention might work.
- It shows a linear progression route through to the six outcomes. In reality, activity often effects change in less clean or direct ways. As the intervention progresses, we will be able to get a sense of the circularity or indirect and cumulative effects of certain kinds of activity.
- The five Pathfinders did not individually bid – and are not funded – to undertake activity which meets all six outcomes. Nor have they made proposals which necessarily follow a strictly linear process. Rather their activity reflects the spheres in which they can expect to have influence, and the particular opportunities and challenges of their institutional and partnership circumstances.

The version in this report shows the current and planned outputs from the five Pathfinders against the six outcomes identified by PHF for the ArtWorks initiative. The model does not show PHF activity at this stage, but the commentary identifies where choices have already been made with development and commissioning funds to ‘plug gaps’, or to bring outputs together.

2.1.3 Activity Clusters

The activity clusters model the key outputs produced thus far by the Pathfinders and by PHF. The aim of this section is to begin to understand, by assessing clusters, what the range of activity has been and what the different approaches to testing propositions has been. The models have been grouped as follows.

- Training and Development Providers and Opportunities: a cluster of work which explores the current situation in relation to training provision.
- Artists – consultations: looking at a range of consultation approaches and processes.
- Artists – testing/piloting professional development activity: looking at a range of professional development activity, some of which have also been run as consultation processes with artists.
- Arts Practice in Participatory Settings: much of the work undertaken in this cluster seeks to bring together what is already known and tested in arts practice in participatory settings.
- Research with participants: a small amount of research has been undertaken directly with participants, to understand the different factors which effect their experiences.
- Qualifications and Standards: work undertaken specifically to explore and respond to changes relating to qualifications and standards for artists working in participatory settings.

2.1.4 Partnership Models

It is early to begin reflecting upon what kinds of interventions will emerge from the five Pathfinders, and how the individual partnerships will develop. However, it seems valuable at this stage to consider just briefly what some of the key facets and opportunities are for each of the individual projects. Presented here, therefore, is a first modelling of the five Pathfinder partnerships.

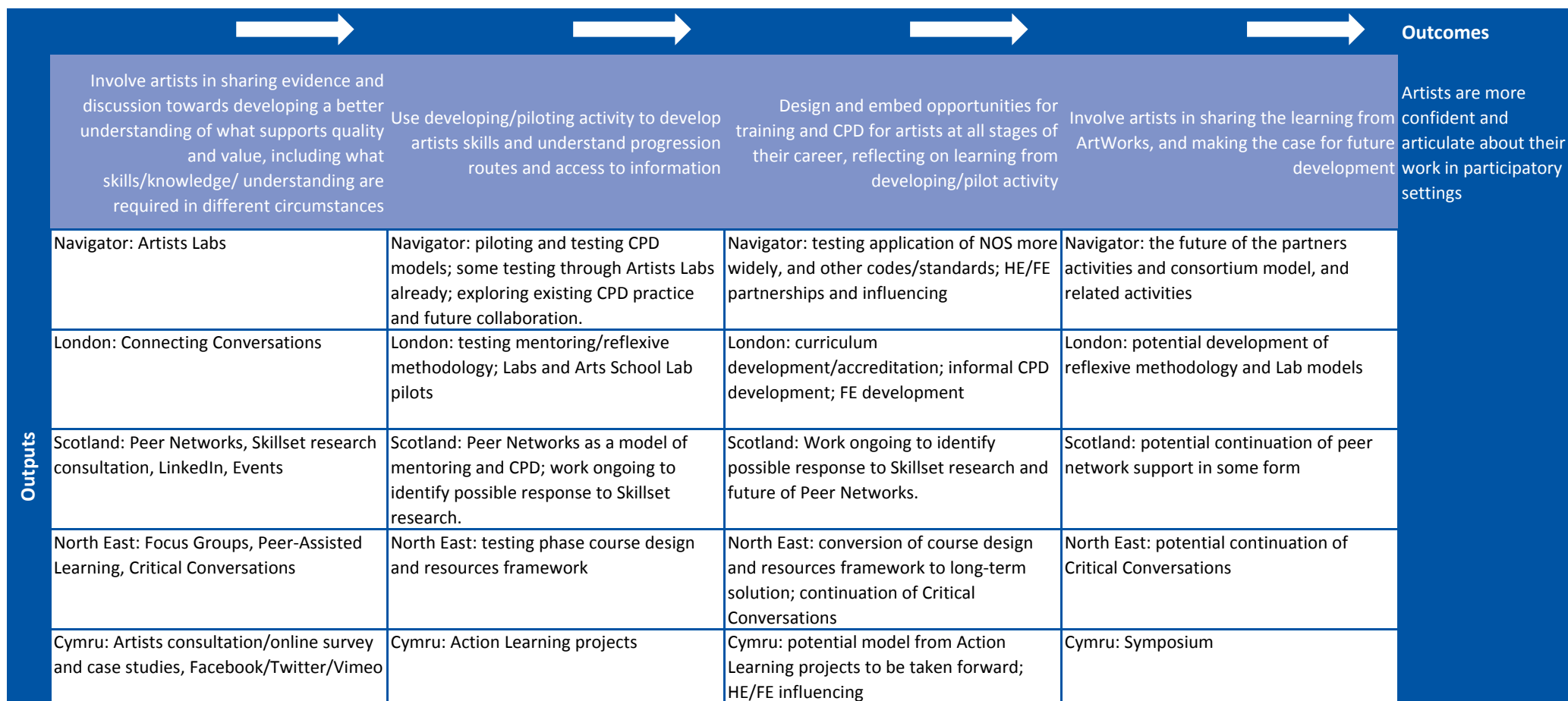
Timeline

ArtWorks Timeline

Initial Research, Commissioning and Quarters 1-5

Intervention Model

4. Intervention Model showing Pathfinder activity



Outputs	Use pilot activity to support evidence towards developing a better understanding of quality and value for participants, and of participatory work taking place in different circumstances	Use artists with developed skills to deliver enhanced quality in piloting activity	Explore and reflect upon skills, knowledge and understanding required in different circumstances, and feed this into design of opportunities for training and CPD	Disseminate the learning about skills, knowledge and understanding in different circumstances to artists, employers and funders, to make a case for the importance of training and CPD to quality experiences	Participants are benefitting from enhanced quality experiences of engaging in arts-led activity
	Navigator: Training activity taking place across the membership groups; development of NOS for wider disciplinary groups	Navigator: Not being pursued in this Pathfinder directly	Navigator: Possible opportunities to influence HE/FE providers, or through membership-delivered CPD activities.	Navigator: Possible route for dissemination of findings from other Pathfinders	
	London: Labs and Arts School Lab; range of arts activities in participatory settings to draw learning from	London: Significant opportunity to support artists to convert from training/CPD experiences into their own practice	London: curriculum development/accreditation; informal CPD development; FE development	London: beginning to develop possible partnership approach which will widen this from internal curriculum development; significant opportunity to support artists to convert training/CPD experiences into their own practice	
	Scotland: Indirectly through consultation work including in Skillset research; Peer Networks and supporting research; and annual conference/event	Scotland: Indirectly through Peer Networks, though not clear if new skills are particularly being tested	Scotland: Indirectly through consultation work including in Skillset research; Peer Networks; and annual conference/event. Possible outcomes of response to Skillset research	Scotland: Peer Networks; annual conference/event; there are significant further opportunities as part of this Pathfinder to take a lead role in dissemination and influencing in this area, across Scotland	
	North East: Indirectly through Peer-Assisted Learning project; through Critical Conversations and Focus Groups; and through Audit of Participatory Arts Practice	North East: No specific plans as yet	NE: Information gained through consultation/discussion/mapping methods being applied to course design and resources framework	NE: Long-term solution for course design and resources framework and future of NE partnership could contribute significantly to this	
	Cymru: Directly through Participants Research, Action Learning Projects	Cymru: Potentially the Action Learning Projects are testing a model of reflection in an applied setting. No clear 'before and after' assessment, but significant learning may still emerge	Cymru: Significant opportunity to think about the future use of the Action Learning model; perhaps some opportunity in terms of HE/FE influencing	Cymru: Significant opportunity to think about the future use of the Action Learning model; Symposium; HE/FE influencing	

Outputs	Map existing evidence about quality and value, and support discussion across artists, employers and participants about it	Support testing of better understanding through developing/piloting activity, and capturing the learning from this	Apply this understanding the the design and embedding of opportunities for training and CPD for artists at all stages of their career	Disseminate the learning about quality and value to artists, employers and funders, and make a case for the importance of training and CPD to quality experiences	Artists, employers and participants share a better understanding of what constitutes quality and value in the work
	Navigator: Literature Review; Artists Labs; assessment of NOS and other accreditation options. NB significant emphasis on artists experiences.	Navigator: Possible application of NOS to wider disciplinary group. NB significant emphasis on artists, though NOS/other qualifications and standards work may help to widen engagement with employers.	Navigator: Opportunities for individual Navigator partners to consider their current artist offer; also possibilities for macro-impact through NOS and other accreditation mechanisms. NB significant emphasis on artists.	Navigator: Significant opportunities to disseminate learning to artists, and lobby as professional membership bodies; some questions about future structure of membership bodies. NB significant emphasis on artists.	
	London/Shift: Literature Review; Connecting Conversations. NB significant emphasis on artists and producers, less so employers.	London/Shift: Labs and Arts School Lab. Opportunities in Year 2 to target this more clearly, and widen sites of intervention, as per revised plan. NB significant emphasis on artists and producers; could consider bringing to bear more learning from existing work with participants.	London/Shift: Significant opportunities for long-term embedding through different sites of intervention: HE, FE and informal training. May depend on strength of partnership. NB significant emphasis on artists and producers	London/Shift: Opportunities for dissemination includes the end of project symposium in 2014 (summer term).	
	Scotland: Skillset study and work with Peer Networks. NB significant emphasis on artists and training providers	Scotland: Peer Networks as a model of mentoring and CPD; work ongoing to identify possible response to Skillset research. NB current emphasis has been on artists and training providers	Scotland: Work ongoing to identify possible response to Skillset research	Scotland: Peer networks; annual conference/event; there are significant further opportunities as part of this Pathfinder to take a lead role in dissemination and influencing in this area, across Scotland	
	North East: Audit of participatory arts practice; Critical Conversations; Focus Groups. NB Significant emphasis on artists, artforms and settings	North East: development of pilot testing of course design and resources framework, and continuation of Critical Conversations.	North East: long-term solution for course design and resources framework. Possible other activities, including careers project	North East: Long-term solution for course design and resources framework, and future of NE partnership could contribute significantly to this.	
	Cymru: Participants Research, Artists Consultations/Case Studies. NB. NB attempt to engage with all stakeholders for quality, though commissioners research not completed	Cymru: Potentially the Action Learning Projects are testing a model of reflection. No clear 'before and after' assessment, but significant learning may still emerge	Cymru: Possible opportunities for Action Learning model as a long-term CPD model for artists, development model for employers and evaluation model for participants; HE/FE influencing	Cymru: Significant opportunity to think about the future use of the Action Learning model; Symposium; HE/FE influencing	

Outputs	Identifying existing models of good practice which contribute to a better understanding of quality and value; map existing training, its gaps, scope and quality	Use developing/piloting activity to test new approaches/models of training and delivery	Expand/develop new models of training delivering, and design and embed opportunities for training and CPD for artists at all stages of their career	Disseminate the learning about models of good practice with artists, employers and funders, and make a case for those which are replicable/expandable	Clear models of good practice are shared, disseminated and replicable
	Navigator: Standards and Qualifications activity, snapshot of training, bibliography	Navigator: Possible application of NOS to wider disciplinary group, other CPD development	Navigator: exploring wider application of Standards and Qualifications	Navigator: Possible route for dissemination of findings from other Pathfinders, particularly for artists	
	London/Shift: Literature Review; Connecting Conversations; reviewing Lab models	London/Shift: Curriculum development; wider development in other sites of intervention.	London/Shift: curriculum development/accreditation; projects with artists; wider opportunities with strengthened partnership	London/Shift: Genuine dissemination may rely upon the strength of the partnership; also opportunity to disseminate specifically to and influence other conservatoires	
	Scotland: Skillset research, events and annual conference	Scotland: Currently being considered, following Skillset research	Scotland: Currently being considered, following Skillset research	Scotland: Opportunities through annual conference and events. Significant opportunity for Creative Scotland as a funder to influence and disseminate in this area	
	North East: Audit of participatory arts practice	North East: development of pilot testing of course design and resources framework; continuation of Critical Conversations; future options for Peer-Assisted Learning?	North East: Course design, Learning Materials, Careers Project	North East: Long-term solution for course design and resources framework and future of NE partnership could contribute significantly to this	
	Cymru: Training Audit	Cymru: Action Learning Projects; possible HE/FE connections still to be explored	Cymru: Possible long-term application of Action Learning model; possible HE/FE connections still to be explored.	Cymru: Symposium; other activities will depend upon outcomes from year two	

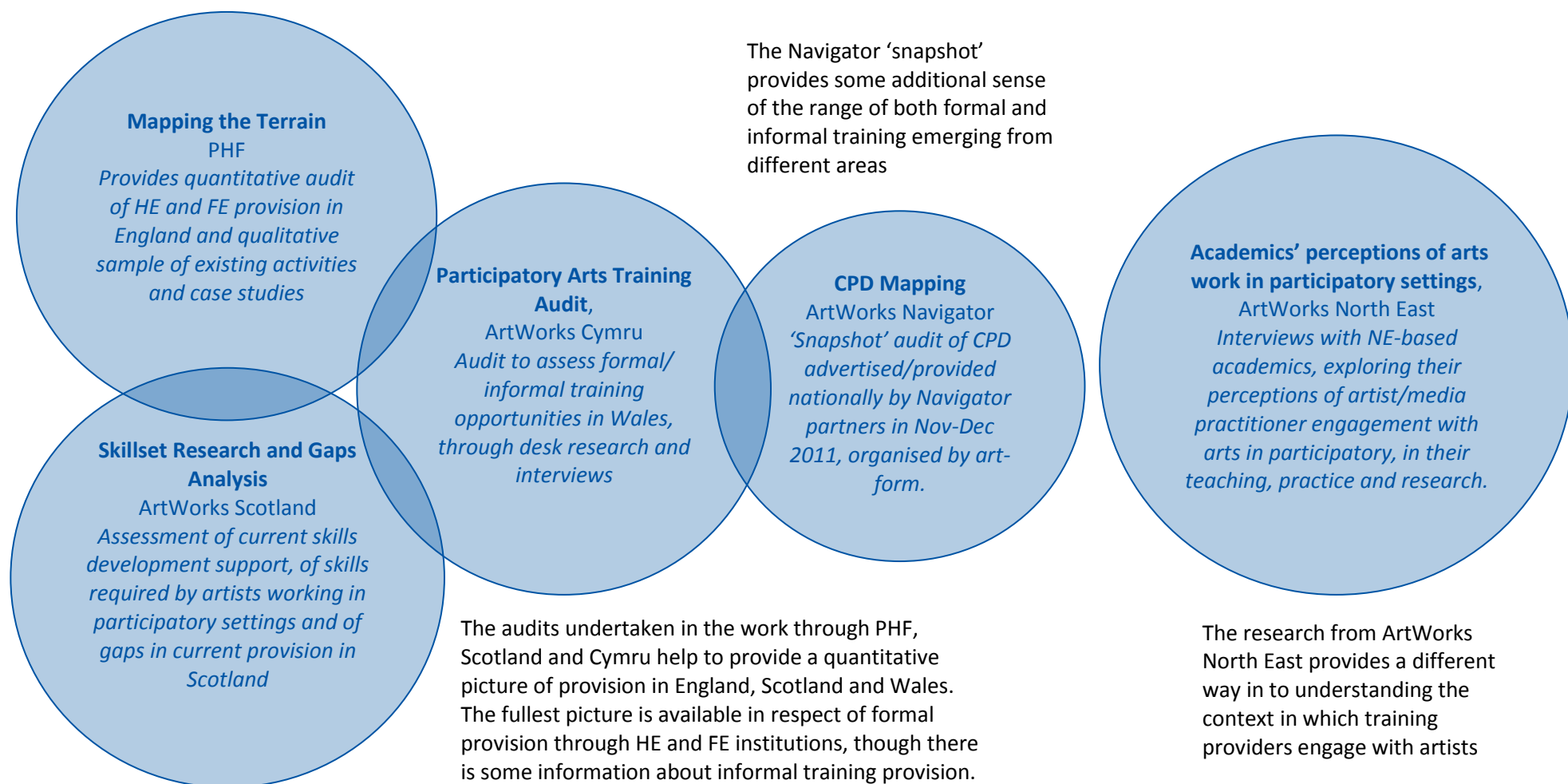
Outputs	Mapping and consulting/engaging with the existing infrastructure, to understand common approaches/activity and existing understanding of quality and value Use developing/piloting activity to test and develop the support infrastructure, and identify gaps or issues Use and develop the infrastructure in the design and embedding of opportunities for training and CPD for artists at all stages of their career Disseminate the learning and identify issues which still require resolution, to make the case for further infrastructural development (if required)				A more effective infrastructure for the training and development of artists at all stages of their careers has been developed across the UK
	Navigator: Standards/Codes activity, snapshot of training	Navigator: Pilot and testing CPD models	Navigator: exploring wider application of Standards/Codes	Navigator: may depend upon future activities of partner organisations and consortium	
	London/Shift: Connecting Conversations; Lab and Arts School Lab consultations/feedback	London/Shift: Strengthened partnership opens up potential opportunities; piloting changes at FE and HE. AND seminars and Trinity Laban sessions.	London/Shift: CPD, HE, FE consultations informing PG and UG planning.	London/Shift: 2014 end of project symposium.	
	Scotland: Skillset research	Scotland: Significant questions for Creative Scotland following Skillset research about best approaches in this area.	Scotland: TBC, following completion of Skillest research	Scotland: Annual conferences; significant opportunities to disseminate to and influence the sector in the future, and to consider changes within Creative Scotland	
	North East: Audit of participatory arts practice	North East: Course design and resources framework could have implications/opportunities across HE	North East: Depends on possible long-term solution for course design and resources framework	North East: Significant opportunities for HE-led response to be more widely co-ordinated/influenced	
	Cymru: Training Audit	Cymru: Opportunity to test how 'portable' Action Learning approach might be; HE/FE influencing	Cymru: May require more significant engagement across partnership and with Arts Council Wales	Cymru: Symposium; other activities will depend upon outcomes from year one	

Outputs	Map and assess existing partnership working/common areas of activity/interest/understanding	Solicit and support partnership working through pathfinders, including new/different kinds of partnerships	Solicit and support partnership working through engagement between PHF/pathfinders and other partners	Share the learning from the partnership process(es) and added value, encouraging continuation/new partnerships	There is more partnership working across funding agencies, public bodies and policy makers
	Navigator: Snapshot of training	Navigator: HE/FE influencing, future of Qualifications and Standards work	Navigator: May depend on future of consortium model	Navigator: may depend upon future of consortium	
	London/Shift: Connecting Conversations	London/Shift: AHRC-funded CDA with Royal Holloway; new strengthened partnership emerging	London/Shift: Dependent on strengthened partnership activities	London/Shift: end of project symposium.	
	Scotland: Skillset research	Scotland: Will depend upon response to Skillset research	Scotland: Will depend upon response to Skillset research	Scotland: Events and annual conference; significant opportunities to disseminate to and influence the sector in the future, and to consider changes within Creative Scotland	
	North East: Audit of participatory arts practice; Focus Groups; Critical Conversations.	North East: May depend on models for year two activity	North East: May depend on long-term solution for course design and resources framework	North East: Dependent on outcomes from year two activity	
	Cymru: Training Audit	Cymru: HE/FE influencing; other opportunities within the current partnership	Cymru: Dependent on outcomes from year two activity	Cymru: Dependent on outcomes from year two activity	

Activity Clusters

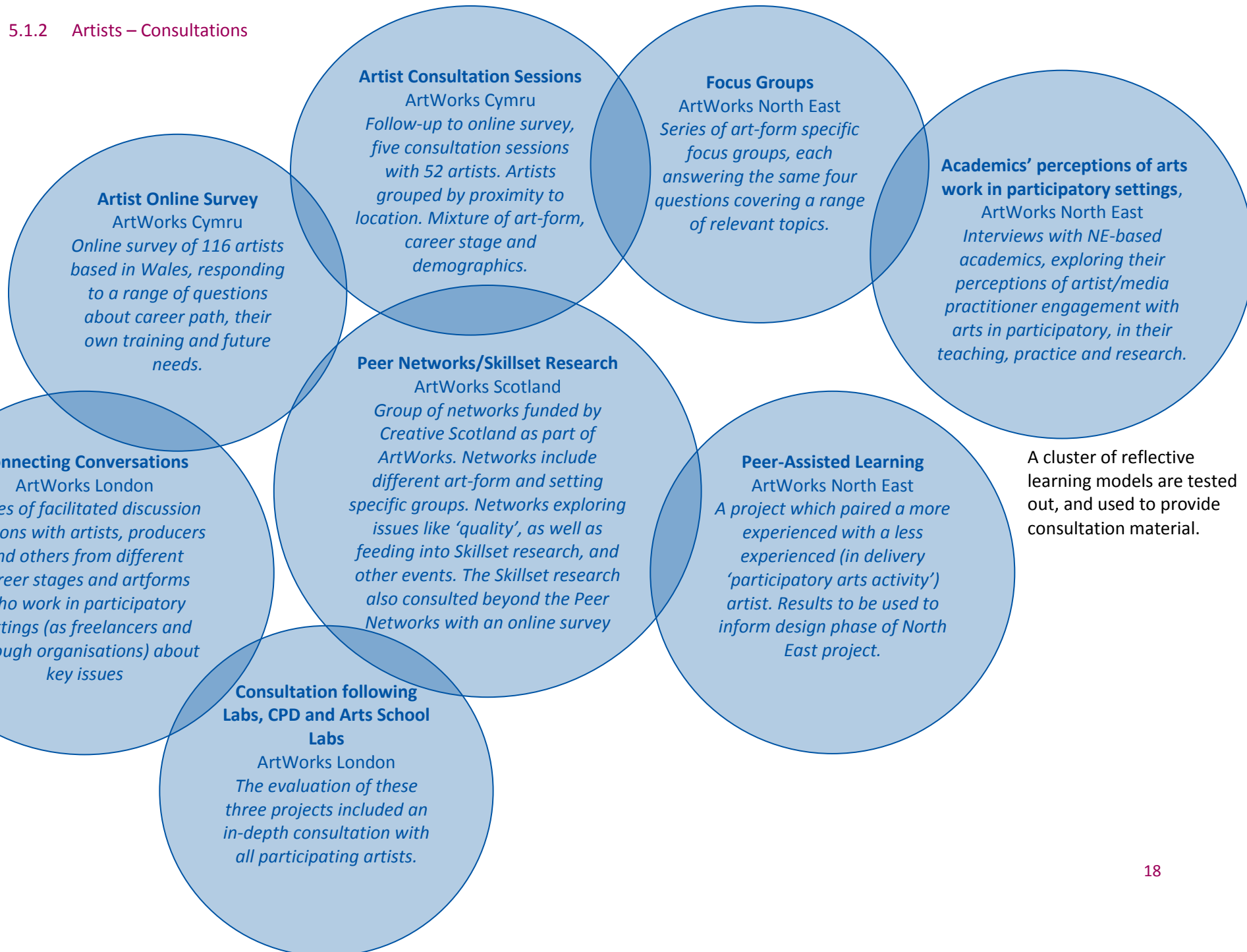
5. Activity Clusters

5.1.1 Training and Development Providers and Opportunities



A range of techniques for formal consultation were used, including online surveys (Cymru and Scotland), focus groups and group face-to-face consultations, and individual interviews.

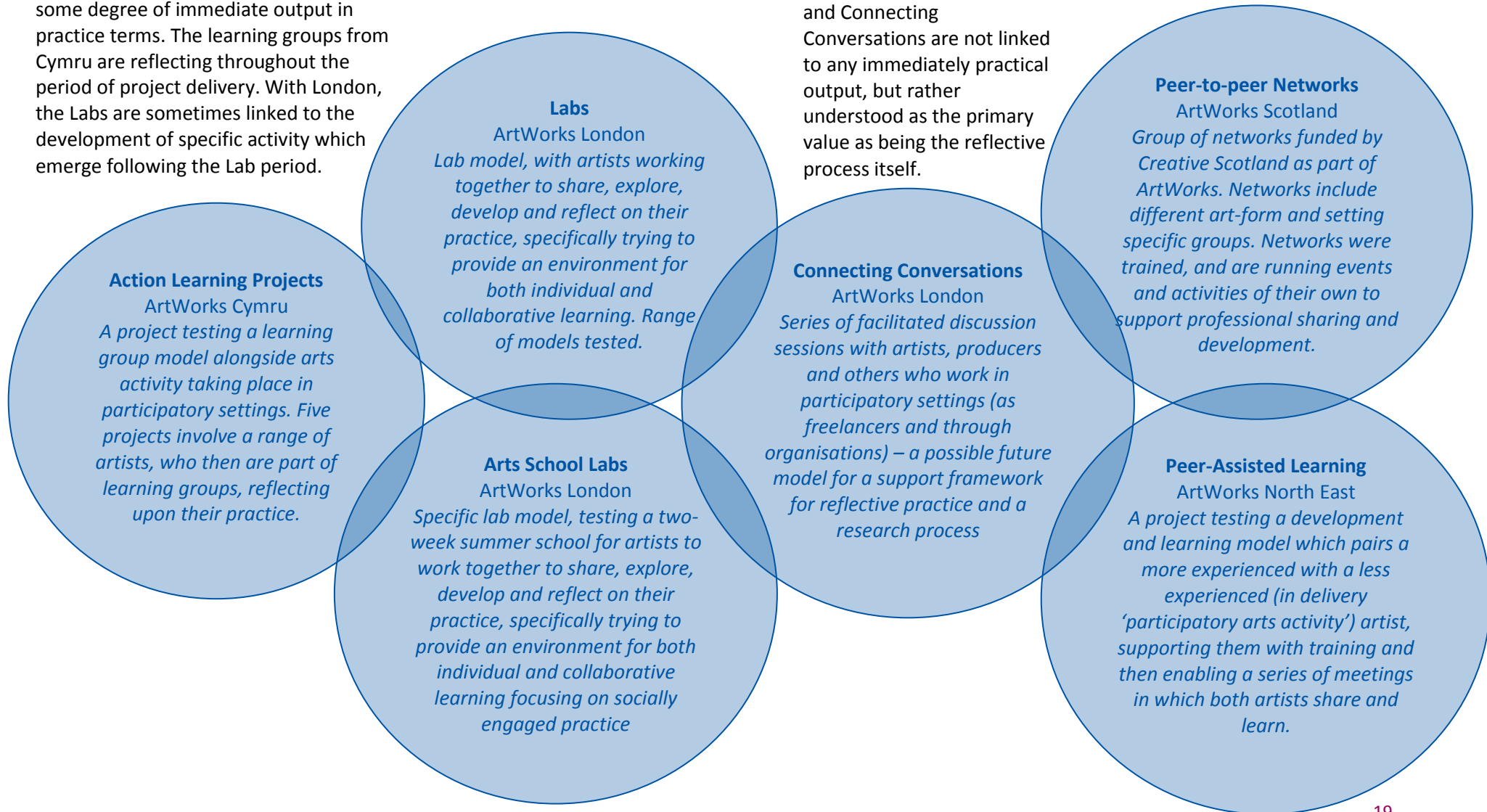
5.1.2 Artists – Consultations



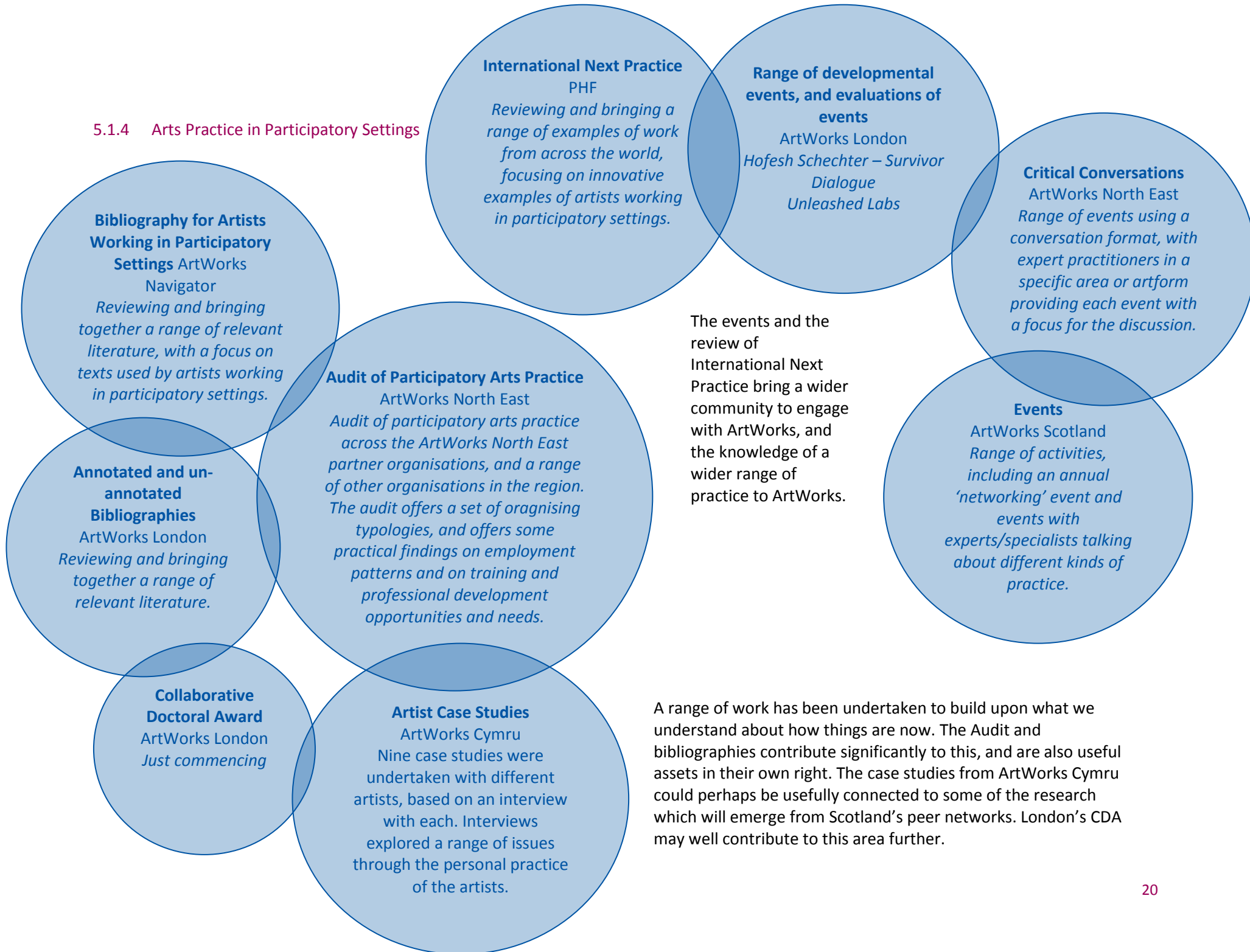
5.1.3 Artists – Testing/Piloting professional development activity

Both the Labs projects (London) and the Action Learning projects (Cymru) focus upon direct reflection of practice, and some degree of immediate output in practice terms. The learning groups from Cymru are reflecting throughout the period of project delivery. With London, the Labs are sometimes linked to the development of specific activity which emerge following the Lab period.

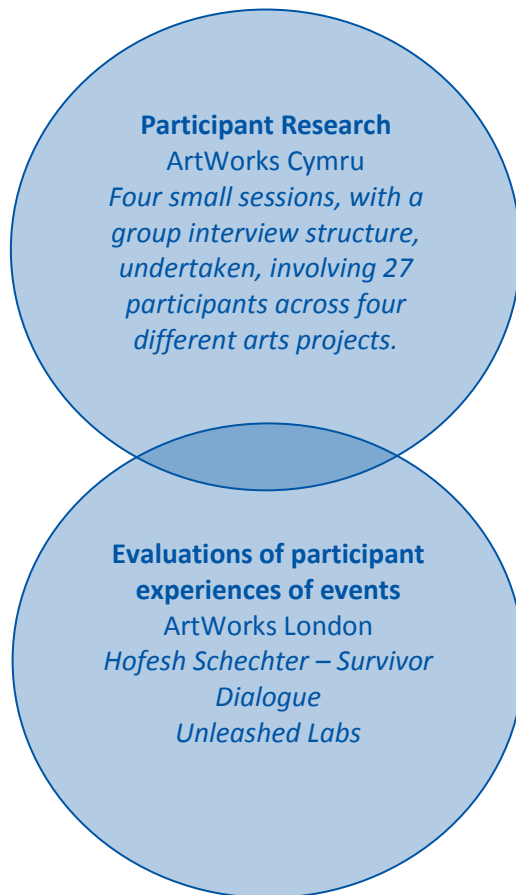
By contract, the peer models and Connecting Conversations are not linked to any immediately practical output, but rather understood as the primary value as being the reflective process itself.



5.1.4 Arts Practice in Participatory Settings



5.1.5 Participants



The participant research undertaken by ArtWorks Cymru specifically as part of the ArtWorks project provides a useful opening into this area. There is perhaps a significant opportunity to further confirm and interrogate these findings through the range of evidence which some Pathfinders (particularly London) already have about the effects of participatory practice upon participants.

5.1.6 Qualifications and Standards

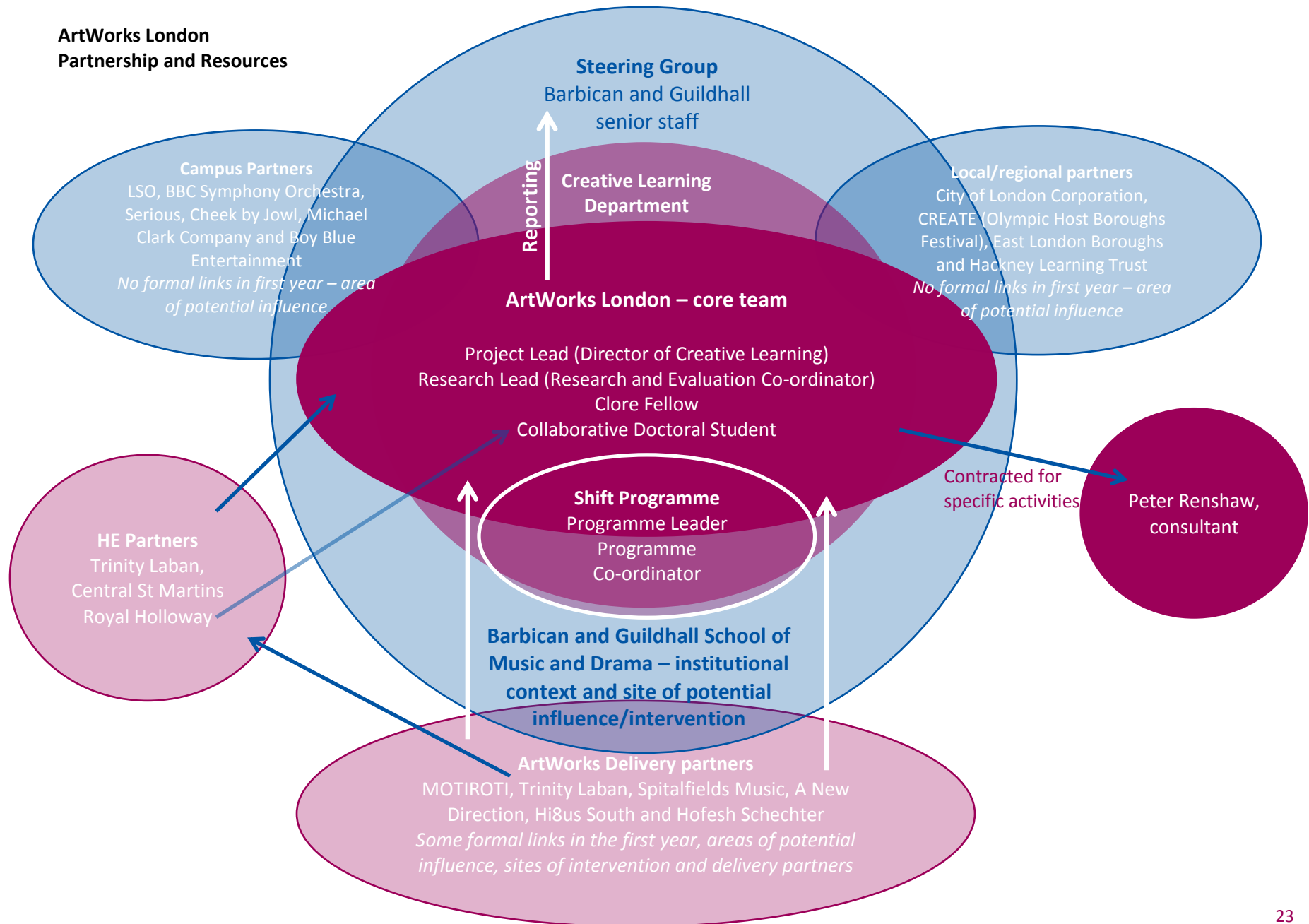


Navigator have specifically lead on engagement with qualifications and standards relating to artists from the beginning of the Pathfinders engagement. This appears to work well, but there may be a crucial stage at which the work undertaken by Navigator requires specific engagement or wider take-up/response across the Pathfinders.

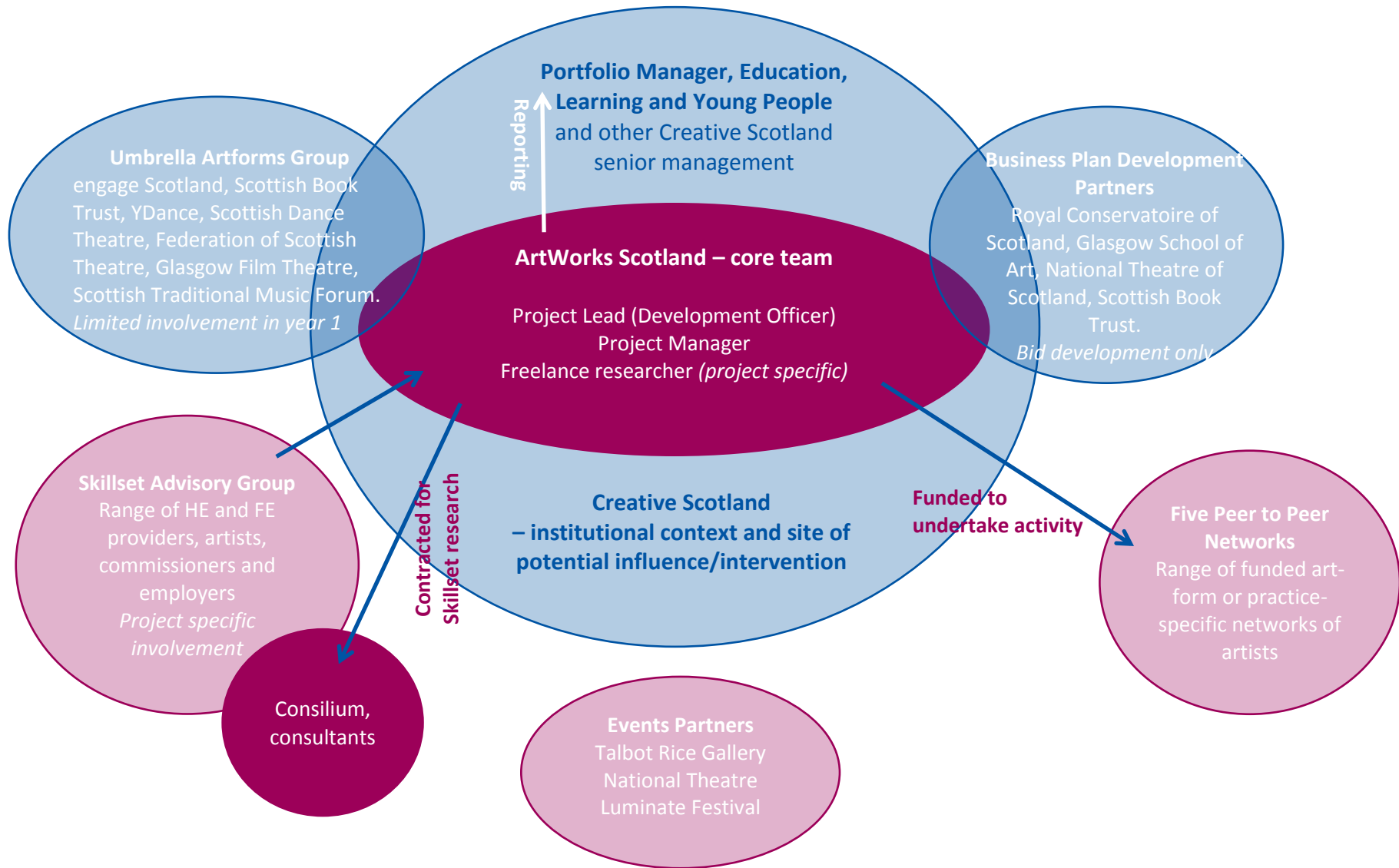
Partnership Models

6. Partnership Models

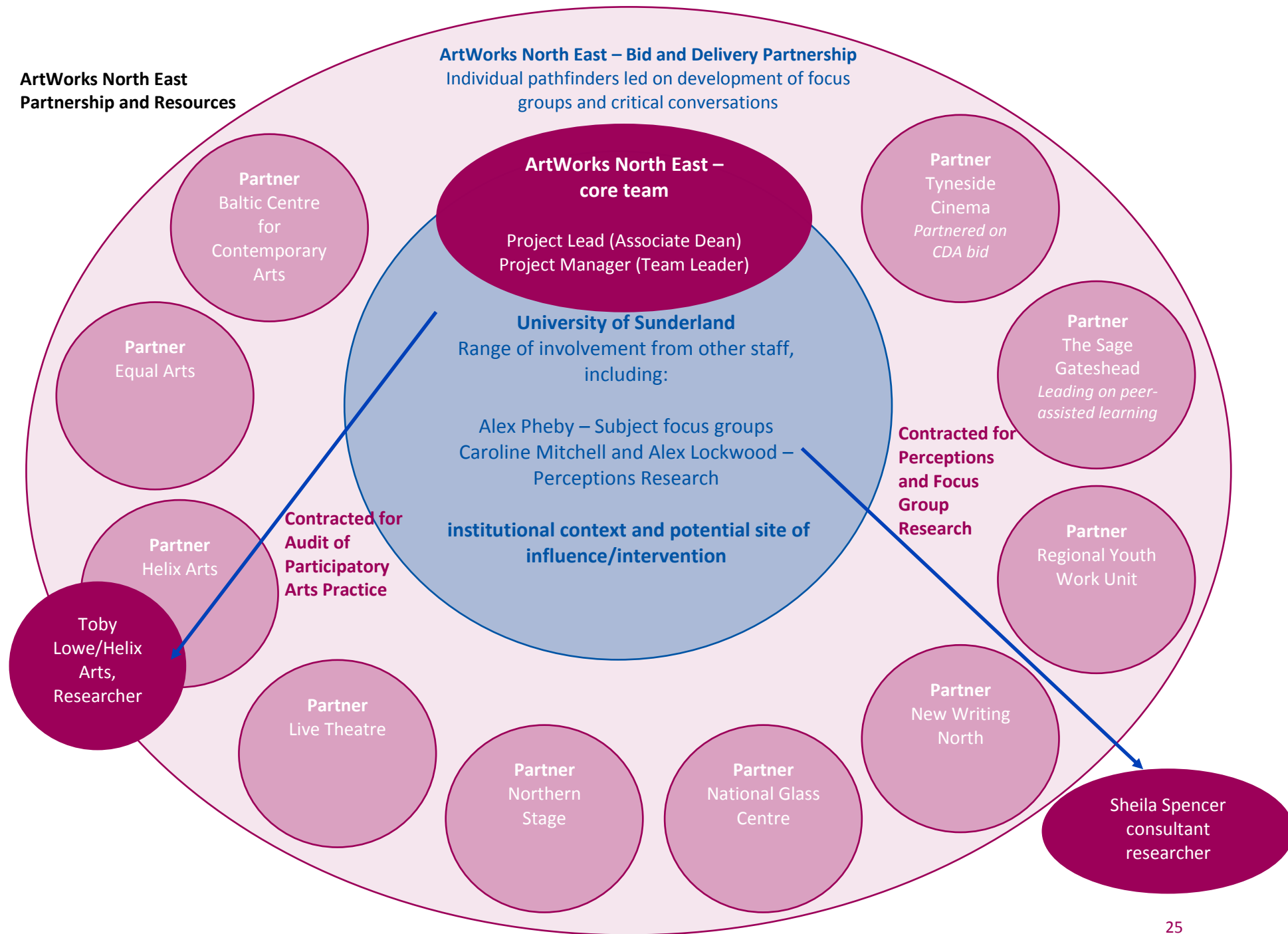
ArtWorks London Partnership and Resources



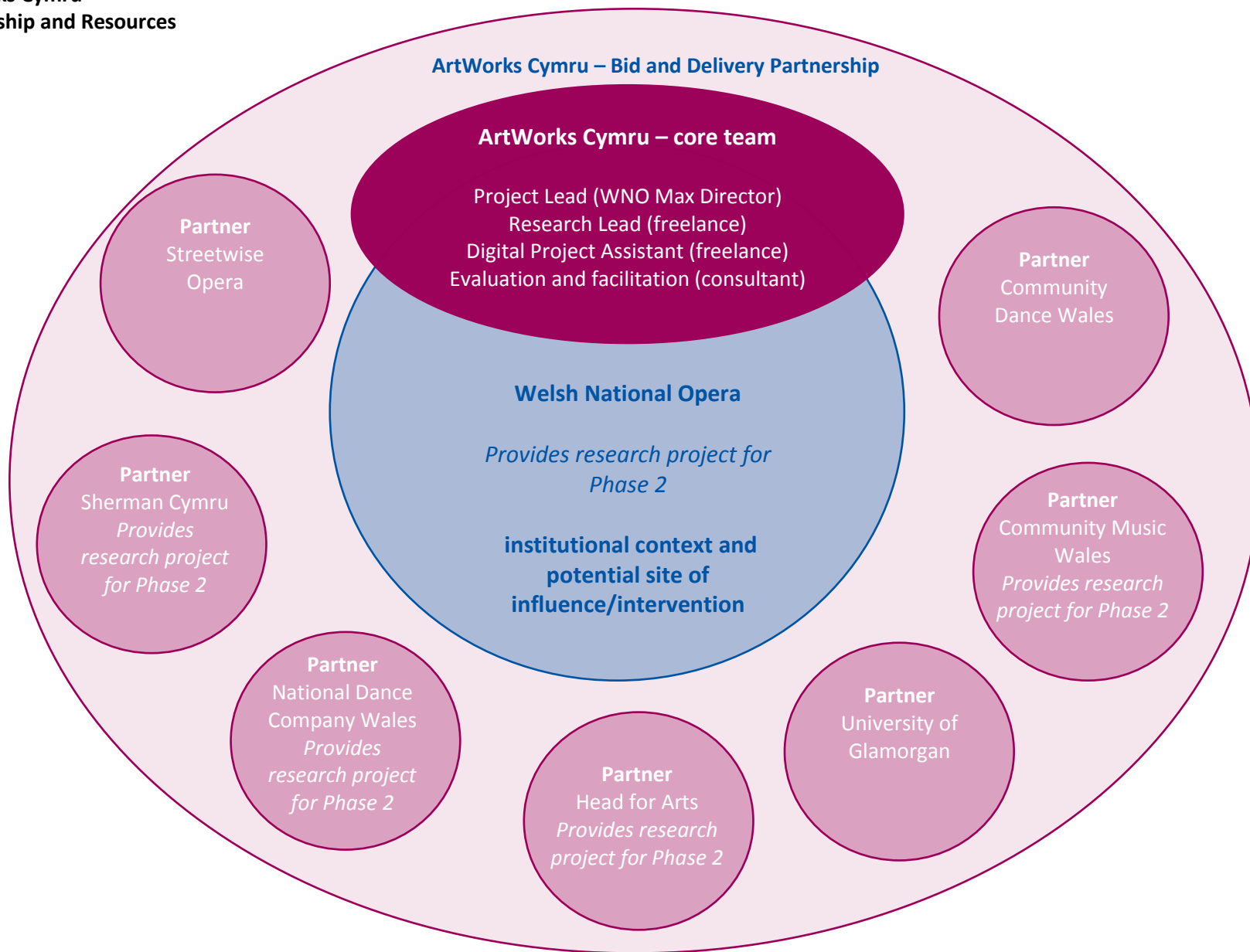
**ArtWorks Scotland
Partnership and Resources**



**ArtWorks North East
Partnership and Resources**



ArtWorks Cymru
Partnership and Resources



**ArtWorks Navigator
Partnership and Resources**

ArtWorks Navigator – Bid and Delivery Consortium

ArtWorks Navigator – core team

Project Lead (Professional Development
Manager, FCD; Director, Soundsense)

**Consortium
Partner**

Sound Sense

**Consortium
Partner**

A+
(partnership
between a-n and
ArtQuest)

**Consortium
Partner**

engage

**Consortium
Partner**
National
Association of
Writers in
Education

**Consortium
Partner**

Foundation for
Community Dance

Community of writers

site of influence/
intervention and
benefit

**Community of dancers
and dance practitioners**

site of influence/
intervention and
benefit

**Community of visual
artists and
practitioners**

site of influence/
intervention and
benefit

**Community of employing
organisations and visual
artists, practitioners,
educators and others**

site of influence/
intervention and
benefit



The University
of Manchester



Developing
Practice in
Participatory
Settings



Paul Hamlyn
Foundation