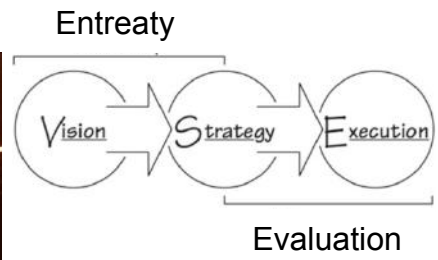


# The Creative Academy - The Golden Thread



Document Version: <Version 1.5>

Website: [www.creativeacademy.org](http://www.creativeacademy.org)  
Email: [info@creativeacademy.org](mailto:info@creativeacademy.org)  
Telephone Number: 01753 875400

Slough Borough Council  
Creative Academy, 73a Stoke Poges Lane  
Slough, Berkshire, SL1 3NY



## **Choreographer – Performer – Teacher**

The Creative Academy (CA) is a conservatoire for Dance and Musical Theatre, a unique partnership between Slough Borough Council and University of West London. Creative Academy offers a wide range of academic, professional, and widening participation activities primarily funded by through Student Loan Company. All our activities are cost neutral to Slough Borough Council and promote the council's priorities.

The aim of the **Creative Academy** offers practice-based industry standard training, alongside rigorous academic study that reflects the cultural diversity within the creative industry, creating performing arts practitioners and technicians that can excel in the diverse professional creative industries market. The **Creative Academy** is a unique not for profit partnership between Slough Borough Council and The University of West London, allowing the organisations to re-invest all funds into the programmes to enhance the student experience and create future opportunities.

**Creative Academy** aims to create confident, knowledgeable, technically proficient, versatile, strong, independent, passionate and talented creatives/performers/teachers ready for the diverse creative industry by:

- offering industry relevant, affordable, and innovative vocational training.
- creating an inspirational and inclusive learning environment
- ensuring students are treated as individuals.
- supporting students to reach their full potential.
- engaging high profile industry partners & faculty.
- being wholly committed to developing and maintaining the highest quality standards.
- creating employment and performance opportunities.

### **The Creative Academy objectives are:**

- That our courses respond to employer demand to combine study with practical realistic work experience.
- That the programme will create graduates who meet the need for adaptive, adaptable and transformative employees.
- That the programmes will empower students from a variety of educational backgrounds to fulfil their academic potential and develop industry relevant skills in a supportive safe environment.
- That the programme will equip students for a range of career opportunities within the field of dance and increase their earning potential.
- To offer a practice-based BA (Hons) with streamed choices focusing on specific career aspirations
- Develop industry standard practioners with a strong academic focus.



- Develop key performance art skills
- Creative Academy, a partnership between Slough Borough Council and the University of West London, distinguishes itself with its outstanding dance programs and student-centric philosophy. Through prioritising student input and actively pursuing fresh opportunities, it maintains a focus on enhancement and the student learning contract, which are detailed in the Golden Thread document.
- Our fees at Creative Academy are significantly lower than those of other CDMT, conservative, and vocational training programs. We pride ourselves on offering the most affordable training in the sector, complemented by local and historic bursaries. We do not impose additional charges for vocational elements, and upon student request, we transparently outline the professional requirements for participation. By raising our fees to the fee cap, we aim to expand our widening participation initiatives and enhance bursary opportunities for both current and future students.

### **Working to meet Slough Borough Council priorities:**

1.
  - A borough for children and young people to thrive Providing quality services for vulnerable children and those with special educational needs and disabilities (SEND)
  - Improving outcomes for disadvantaged children and young people
  - Tackling high rates of child obesity Increasing children and young people's participation in decisions that affect them and in shaping the future of Slough.
2.
  - A town where residents can live healthier, safer, and more independent lives.
  - Working with partners to target health inequalities and promote wellbeing.
  - Supporting residents to be as independent as possible, whilst providing quality services for the most vulnerable adults
  - Improving community safety and tackling anti-social behaviour - providing a safer town to grow-up.
3.
  - Engaging with businesses to create new employment opportunities for Slough families and routes to upskill.

Corporate plan: [Corporate Plan 2023-27 – Slough Borough Council](#)

### **Working to support The University of West London priorities:**

- supporting our students of all ages, abilities and backgrounds throughout their studies;
- investing in our academics and their research, thus providing funding for innovative programmes.
- investing in our facilities, assuring that our students and staff can learn and work in stimulating environment.



Our Mission is to: nurture talent in all its forms, regardless of social background, gender, sexual orientation, and ethnicity; and empower our graduates to be confident, healthy, leading career professionals.

Governance [University of West London \(uwl.ac.uk\)](http://www.uwl.ac.uk)

[5-995.1-UWL student partnership terms and conditions 2022\\_2023-Aug22-1.pdf \(oxfordbusinesscollege.ac.uk\)](#)

[Our strategy | University of West London \(uwl.ac.uk\)](#)



The **Creative Academy** offers specific programmes:

- BA (Hons) Dance (Funded through CA)
- BA (Hons) Musical Theatre (Funded through CA)
- Masters Dance (Funded through CA)
- ISTD Diploma in Dance Education (Student Funded)
- Level 3 Diploma Pilates Matwork (Student funded & CA)
- Club Tropicana (affordable professional Summer School for post 16) (CA & participant funded) \*
- Inspire - Slough & Windsor Schools Programme (Funded by SSSN & WSN) \*
- After Hours (CA & Student Funded) \*
- Spiral Dance & Disability Dance (Funded by CA, Active Slough & Step Together) \*
- Spiral (Neurodiverse & Youth Dance Company & Classes) (Seeking funding from Arts Council) \*
- Elite Academy: Slough Youth Dance Company (Funded through CA) (Seeking funding from Arts Council) \*
- Open days for local dance studio schools\*(Funded by CA)

Bursaries

- Last Mile Bursary - £1,000 per annum for eligible students\*
- Slough Bursary - £1,000 per annum for eligible students\*
- More Training - £900 per annum (£300 per term) for an eligible pupil\*
- Mellor School of Performing Arts - £500 per annum for an eligible pupil\*

Partnerships

- Prodigy Dance Studio (affordable classes for local 3 to 17-year-olds)
- Prodigy School of Performing Arts (Partnership with LEAD Education and Prodigy) \*
- Srishti Dance Creations (Classical Indian Dance Company)
- Book a Dancer (Dance Agent)

\*All part of our widening participation activity

Future programmes/projects/partnerships

- 'The Academy' (Youth Arts Performance Space and programme)
- BA (Hons) Musical Theatre
- PCGE QTS
- Slough Walk of Fame
- Arts Development role for Slough (Cultural Development Fund)
- Gritt Graduate Dance Company
- Innovate (selective professional dance programme) (Funded by CA & Students)
- STWC basic certification
- 'Cultural Development fund' Arts Forum implementation of the SBC/RHU Cultural Strategy



The programmes have been carefully designed to reflect the demands of the Performing Arts industry, the changing demands and needs of local young people, students, and aspiring dancers. The industry needs confident, multi-skilled and flexible workers who can adapt to an ever-changing set of demands. The ability to re-skill and update knowledge is also vital in this area.

This innovative course is designed for the practical education of a dancer/performer, underpinned with a professional qualification and a service which can respond to their individual requirements. The programme has links with the industry and is delivered by a core staff team and visiting professional practitioners/companies. Currently the Creative Academy has 100% of students graduating (Class 2022) securing employment in the creative industries or post-graduate study.

This course has been developed through funding from the European Commission and Slough Borough Council and launched in 2003. The programme has been developed through our relationship with companies and dancers including AVA Dance Company, Company Wayne McGregor, DanceFusion, Kerry Nicholls, Khiley Williams, Kimberly Wyatt, London College of Dance Network, London College of Music, Lost Dog Dance Company, Love Rudeye, Multi-Trax UK, New Adventures, Rambert Dance Company, RIFCO Arts, Resource Productions, Sadlers Wells Theatre, Shobana Jeyasingh Dance Company, StopGap Dance Company, Sue Passmore, Swipe, Tavaziva Dance Company & West End On Demand.

Students will explore, experiment and be enabled with the skills required to work in the diverse UK dance industry. It has full accreditation with the Council for Dance Education and Training, has been quality assured by The Quality Assurance Agency and is an approved centre with Imperial Society of Teachers of Dancing and Active IQ.



### Distinctive features

- Practice based degree.
- Affordable for ALL
- Student and Industry focused
- Small class sizes
- Streamed year classes
- delivered in partnership with industry with links to professional companies.
- Students have opportunity to gain nationally/internationally recognised dance qualifications.
- Students have opportunity to tour original dance work.
- Holistic approach to learning and teaching with a full programme of enhancements and enrichment to ensure a personal experience.
- Accredited by The Council for Dance, Drama & Musical Theatre
- Managed by a Local Authority and not for profit.
- Programme developed with the individual student and the centre of a holistic programme able to respond to need and aspiration underpinned with wellbeing key to the success.
- 85% Graduate success into CI employment or postgraduate education
- The Creative Academy programmes have been carefully designed to:
  - reflect the demands of the UK Creative Industries:

According to the *Arts Council England* and the *Office for National Statistics* the creative industries contributes **£10.8 Billion** towards the UK economy, **£2.8 Billion** to the treasury via Taxation and generates a further **£23 Billion** and 363, 700 jobs

- The changing demands of the industry
- The needs of young people, students and aspiring professional practitioners.

The industry needs confident, multi-skilled and flexible workers who can adapt to an ever-changing set of demands. The ability to re-skill and update knowledge is also vital in this area.

The Creative Academy launched in 2003 with the courses being developed in 2006 through funding from Slough Borough Council and the European Commission and formed the main element of the dissemination of the Equal funding. The programme has developed strong, fruitful and mutually beneficial relationships with leading companies and dancers including AVA Dance Company, Company Wayne McGregor, DanceFusion, Kerry Nicholls Dance, Khiley Williams, Kimberly Wyatt, London College of Dance Network, London College of Music, Lost Dog Dance Company, Multi-Trax UK, New Adventures, Rambert Dance Company, RIFCO Arts, Resource Productions, Sadlers Wells Theatre, Shobana Jeyasingh Dance Company, StopGap Dance Company, Sue Passmore, Swipe, Tavaziva Dance Company & West End On Demand.

Students will explore experiment and be enabled with the skills required to work in the diverse UK dance industry. It has full accreditation with the Council for Dance, Drama &



Musical Theatre (2019), has been quality assured by The Quality Assurance Agency (2017) and is an approved centre with Imperial Society of Teachers of Dancing and Active IQ.

This innovative course is designed for the practical education of a dancer, underpinned with a professional qualification and a service which can respond to their individual requirements. The programme has links with the industry and is delivered by a core staff team and visiting professional practitioners/companies.

Between; 2009 and 2019 graduation 100% of students graduating (Class 2019) securing employment in the creative industries or post-graduate study. The Class of 2020 (COVID Class) 84% secured employment in the creative industries or post-graduate study. Class of 2021 (COVID Class 2) 89% - *CDMT pre covid average 80%*, 2022 (COVID Class 3) 96%.

In 2023 (COVID Class 4) 96% graduates have gone on to creative industries employment or post-graduate study. Creative Academy graduates can be seen in productions and performing with Natasha Project, 9 to 5, Alesha Dixon, Angel's Dance Company, AVA Dance Company, Bat Out of Hell, Bring it On, Flash Dance, La Strass, Fred Olsen, Kimberly Wyatt, Rina Sawayama, Cunard Cruise, P&O Cruise, Celebrity Cruises, Sea Cruise UK, Circus Fantasia, Royal Caribbean Cruises, Costa Cruises, Moulin Rouge, Norwegian Cruise Liners, Potters Theatre Company, JV2, Ke\$ha, Princess Cruises, Mary J. Blige, Dream Girls, Union Dance Company, Sean Paul, Sunset Boulevard, Jay Sean, BBC, Channel 4 MTV and Sky or signed to AMCK, You Management, Simon & How, Box Artist, Celeb Talent, Book a Dancer and Alexander Baker Management.

We are aiming for 90% of graduate employment or post-graduate study in the post Brexit and COVID arts and creative industries landscape from 2023 onwards.





## Current Course Structure

### BA (Hons) Dance

This is a 3-year degree with an optionality to focus on Commercial, Contemporary or Jazz programme has been designed to ensure students have the technical, emotional, and academic ability to study at vocational/professional level.

#### **Year 1**

##### Shared

Contemporary Techniques 1  
Community Dance 1  
Performance Project 1  
Performance 1

##### Commercial

Commercial Techniques 1  
Commercial Fundamentals 1

##### Contemporary

Ballet  
Commercial Fundamentals 1

##### Jazz

Jazz Apprentice  
Ballet

#### **Year 2**

##### Shared

Contemporary Techniques 2  
Community Dance 2  
Performance Project 2

##### Commercial

Commercial Techniques 2  
Dance for Camera  
Commercial Fundamentals 2

##### Contemporary

Choreography  
Classical Indian Dance  
Classical Techniques

##### Jazz

Jazz Intermediate  
Jazz Performance 2  
Classical Techniques

#### **Year 3**

##### Shared

Personal Project  
Advanced Choreography  
Dance In Education  
Professional Portfolio  
Jazz and Commercial Performance

##### Commercial

Commercial Techniques 3  
Concept Video  
Contemporary Techniques 3

##### Contemporary

Contemporary Techniques 3  
Dance Theatre  
Neo-Classical Performance

##### Jazz

Jazz Advanced  
Jazz Technique & Creation  
Neo-Classical Performance

*Additional certification Extra -*  
Pilates (current)  
Aerial – TBC  
ISTD (current)

The programme is under-pinned with a full timetable of technique classes including Acro, Aerial, Ballet, Bootcamp, Contact, Cunningham, Commercial, Jazz, Graham, Gymnastics, Release & Tap and ISTD Imperial Ballet, Modern Theatre and Tap.

Students on the Level 6 will have the opportunity to undertake the Active IQ Diploma in Pilates Matwork at a highly reduced rate. The BA programme has a minimum of 28 hours training a week.



Document Version: <Version 1.5>

Website: [www.creativeacademy.org](http://www.creativeacademy.org)  
Email: [info@creativeacademy.org](mailto:info@creativeacademy.org)  
Telephone Number: 01753 875400

Slough Borough Council  
Creative Academy, 73a Stoke Poges Lane  
Slough, Berkshire, SL1 3NY



**Creative  
Academy**



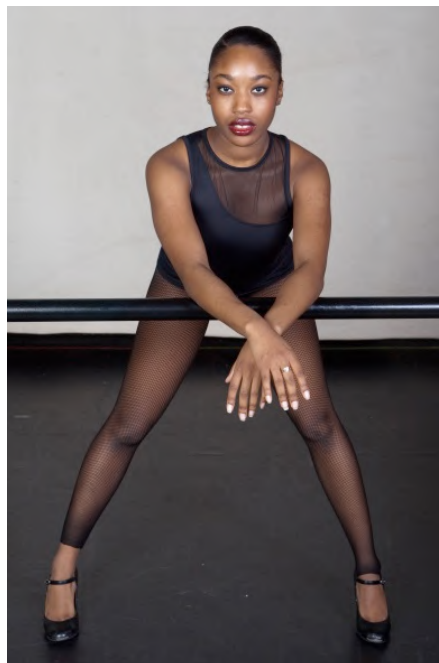
## **Masters in Dance (Level 7)**

The Creative Academy Masters is uniquely placed within the academic and creative industry to offer a programme that ensures diversity, industry experience while offering individual training opportunities. From performance to arts administration from community arts to theatrical producing our masters caters for those currently working in the industry to gain much need qualifications or those looking to train further from vocational and non-vocational institutes. This Masters is the only CDMT institute to offer a Masters in Dance. The practice-based programme is an alternative to the contemporary dance focused Masters.

Research Methods  
Community Project  
Inter-disciplinary Dance Studies  
Laboratory Project  
Professional Practice  
Industry Placement  
The Company

This programme has the additionality of optional daily professional Jazz and Commercial classes and ISTD Imperial Ballet and Modern Theatre.

The Creative Academy develops additionality to its programme through the enhancement cycle.



On graduating, graduates will be enabled to gain employment in the creative industries and will be in control of the disciplines associated within the exciting and demanding professional dance industry.

According to the National Dance Agency, “Supporting them at this critical moment will allow dance in the UK to continue to develop as a world-leading art form and to reach out to millions of people who can benefit from the life-changing experience of dance.” Offering professional dance training will create a future UK dance workforce which will be comprised of talented, innovative people from all backgrounds, disabled and able bodied, trained to the highest standards. This programme supports the National Dance Agency’s aim that “Students dancers must all have equal access to vocational training” alongside relevant academic qualifications. This curriculum and qualification offer students a realistic preparation for the dance sector in which they will enter as professionals.

The Creative Academy ensures its students have holistic approaches to teaching and learning recognising the connectedness of technique, aspiration, and employability.

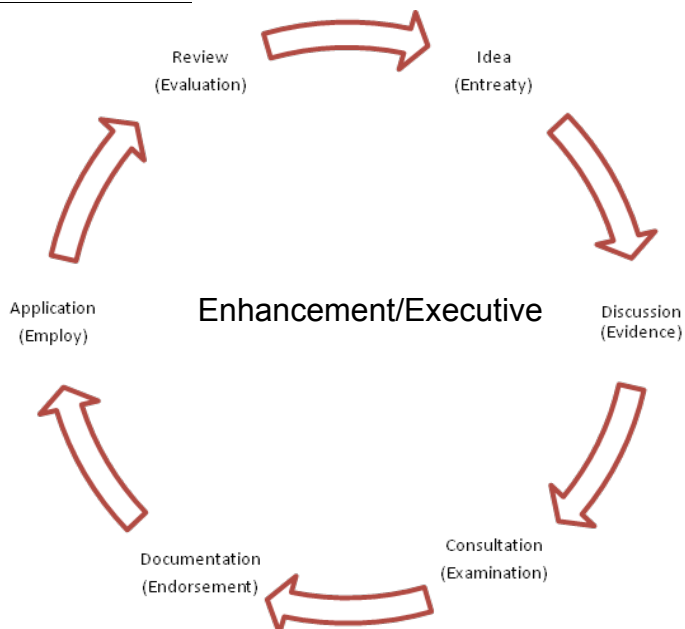
We take an approach which recognises the individual students needs and aspirations to ensure they achieve at their highest ability to create confident, knowledgeable, and creative individuals with an opportunity to go on to lifelong careers in the creative industries specifically, the new triple threat, choreographer, teacher & performer.

The Creative Academy programmes offer a variety of enhancements from graded Ballet exams to technique classes, in a variety of dance genres, to create future choreographer/performer/teacher(s) that can sustain lifelong careers, in the creative industries, underpinned with a series of enrichment that encourages individuality, ensures a safe student focused holistic learning environment and promotes independence of thought and creativity.

The programme, its modules, and enhancements, have been designed to create a clear pathway for learning. Ensuring students can identify a linear pathway through the learning environment rather than perceiving the programme as modular (The Golden Thread). To ensure that they can identify and manage their own learning needs and personal development while recognising the similarities and differences within dance and dance training. Our approach is to create a personalised learning environment that aims to customise, where possible, within the learning pathways of each individual student’s strengths, needs, aspirations, potential, skills and interests.



## Programme Enhancements



**Entreaty:** An enhancement/executive function/policy will be identified by either:

- Informal/formal from Industry
- Formal from CA Committee (Graduate & Student group)
- QAA/OFS/UWL/Students/SBC/Awarding bodies/CDMT/EE

**Evidence:** The discussion will be identified and supported through various documents & meetings:

- Optional Module Evaluation Questionnaires
- National Student Survey (through UWL)
- External Examiner
- SBC 5 Year Plan
- UWL Ambition
- London College of Dance Network
- Dialogue with London College of Music



- Annual Performance Review
- Programme Leader Report
- Slough Borough Council Educational Scrutiny Panel
- Degree of engagement with quality enhancement opportunities
- UWL Academic Strategy (Learning & Teaching)

**Examination & Endorsement:** Consultation of strategic or public documentation and application of idea. **Everything** must go through *management at Slough Borough Council* and then *dependent on specific document, policy and/or enhancement* must be agreed by:

- CA Student Council
- Senior Management Team Slough Borough Council
- Departmental Management Team Slough Borough Council
- Quality University of West London
- Communications Slough Borough Council
- Corporate Management Team Slough Borough Council
- Slough Borough Council Cabinet
- Slough Borough Council Educational Scrutiny Panel
- Council for Dance, Drama and Music Theatre
- London College of Dance
- London College of Music
- Link Tutor University of West London
- Slough Borough Council Finance (Cost Centre Management)

**Employ:** Then discussion on implementation from consultation process (if documentation is needed dependent on change) or through UWL Quality / Validation process will form part of the Creative Academy Quality Cycle including Steering Committee for Higher Educational Provision.

**Evaluation:** Review will take place during annual quality review, Council Education Scrutiny Panel, team meetings, staff away day & Student meetings (Evidence will be in minutes).

**Enrichments & Enhancements for 2024 (Post Covid):**

- Expand teaching space within (Subject to venue development)
- Return optional and mixed classes to the timetable



- Reach 150 students for the whole school by 2025
- The Creative Academy (Slough Borough Council) has aspirations to become Approved Fee Cap category with the OFS as we wish to reinvest more money into making the programme affordable, create more bursaries/scholarships and ensure we widen participation for access to Higher Education.
- Innovate – training programme for talented and gifted students

Enhancements 2024/25: Our vision is supported by the potential future Arts Council funded program "The Academy," which aims to establish a local and student programming team. This initiative will also create a graduate creation, showcase, research, and development space, strategically positioned at the core of Creative Academy's programs. This space will be affordable and designed to foster creativity and innovation among students and graduates alike.

In addition to our vocational enhancements, we've introduced four additional costed programs, following our enhancement cycle outlined in the Golden Thread document:

1. **After Hours** priced at £50 per semester. (Not to make money the students felt it gave value to the programme and they wouldn't drop out if they paid something). this programme offers evening classes covering a mix of streamed, qualification, and open classes, allowing students to engage in additional physical training. By mixing year groups, we aim to foster camaraderie and expand the student community. Recent graduates can also attend this programme.
2. **Innovate** This gifted and talented program is open to all years and provides seminars and masterclasses with top industry professionals to enhance industry networking and knowledge. Entrance is done on a an audition and limited to 20 students a term. Priced at £250 per term, it offers a more affordable option compared to industry training programs at large London studios.
3. **Flawless Friday** Weekly classes with industry choreographers and dancers aim to develop students' pick-up, versatility, and networking opportunities. Participation is free for all students enrolled in the After-Hours program.
4. **Student Takeover** This initiative allows students to showcase their choreographic abilities while honing key communication and teaching skills in a supportive environment. It is free for all students to participate.

These programs not only enrich the student experience but also contribute to their personal and professional development within the industry.

Creative Academy is pioneering the "Alliance" programme, which aims to unite small vocational training providers. This collaboration will bolster future students' career and training prospects while addressing the concerning trend of larger schools offering an abundance student numbers in performing arts courses in vocational settings lacking the



infrastructure and facilities of a university. The Alliance programme also opens avenues for new courses, student recruitment, and shared services. As part of The Academy programme, we will seek funding from the Arts Council to support these initiatives and further our mission. The Creative Academy has several opportunities for growth in the complex dance education sector:

1. **Expansion of Course Offerings:** The academy can consider expanding its course offerings to include specialised programs in niche areas of dance, such as contemporary dance, ballet, jazz, hip-hop, or choreography. By catering to a diverse range of dance styles and interests, the academy can attract a broader pool of students and meet the needs of the evolving dance industry.
2. **Collaboration and Partnerships:** Collaborating with other dance schools, performing arts institutions, and industry professionals can provide opportunities for joint programs, workshops, and performances. Partnering with local schools, community organisations, and dance companies can also help expand outreach and attract new students to the academy.
3. **Incorporation of Technology:** Embracing technology in dance education through online classes, virtual workshops, and digital resources can enhance accessibility and flexibility for students. Integrating multimedia elements, such as video tutorials, online forums, and interactive learning platforms, can enrich the learning experience and appeal to digital-native students.
4. **International Expansion:** Exploring opportunities for international expansion, such as partnerships with overseas institutions, exchange programs, or satellite campuses, can broaden the academy's reach and attract students from diverse cultural backgrounds. International collaborations can also provide exposure to different dance traditions, techniques, and perspectives, enriching the educational experience for students.
5. **Professional Development and Industry Connections:** Offering professional development programs, certifications, and networking events for dance educators, choreographers, and performers can enhance the academy's reputation as a hub for dance excellence. Building strong connections with industry professionals, dance companies, and talent agencies can also create opportunities for student placements, internships, and career advancement.

Overall, by leveraging these opportunities and staying attuned to industry trends and student preferences, the Creative Academy can position itself for growth and success in the dynamic and competitive dance education sector.

Access and Participation activities:

The **Creative Academy** offers specific access and participation programmes:

- Club Tropicana (affordable professional Summer School for post 16) (CA & participant funded)
- Inspire - Slough & Windsor Schools Programme (Funded by SSSN & WSN)





- After Hours (CA & Student Funded)
- Spiral Dance & Disability Dance (Funded by CA, Active Slough & Step Together)
- Spiral (Neurodiverse & Youth Dance Company & Classes) (Seeking funding from Arts Council) Launching 2024
- Elite Academy: Slough Youth Dance Company (Funded through CA & participants) (Seeking funding from Arts Council)
- Open days for local dance studio schools (Funded by CA)

#### Bursaries

- Last Mile Bursary - £1,000 per annum for eligible students\*
- Slough Bursary - £1,000 per annum for eligible students\*
- More Training - £900 per annum (£300 per term) for an eligible pupil+
- Mellor School of Performing Arts - £500 per annum for an eligible pupil+
- Prodigy Dance Studio

#### Partnerships

- Prodigy Dance Studio (affordable classes for local 3 to 17-year-olds)
- Prodigy School of Performing Arts (Partnership with LEAD Education and Prodigy)
- Arts Forum Cultural Development Fund Partnership

\*Awarded to relevant students in January, April and June

+ provided to the studio schools for students who have economic disadvantage to ensure finance is not a barrier to talent young people wishing to study dance.

**Spiral** promoting inclusivity through affordable dance classes for neurodiverse adults, adults with Learning Disabilities and the learning disabled. This programme is delivered by Creative Academy graduates and forms part of the Community dance 2 module for year 2 students.

In December, the Creative Academy continued a mission to widen participation by offering affordable dance classes for adults with learning disabilities. This initiative, undertaken in partnership with Active Slough and Step Together, is a testament to the academy's commitment to inclusivity and the personalisation agenda.

At the heart of this endeavour lies the recognition of the diverse needs and interests within our community. By offering dance classes specifically tailored for adults with learning disabilities, the Creative Academy acknowledges the importance of providing equal opportunities for all individuals to engage in enriching activities. This commitment to inclusivity extends beyond mere acknowledgment; it manifests in concrete actions aimed at breaking down barriers and fostering a sense of belonging. With all participants being encouraged to be part of the local dance community, which includes the CA students and promotes the academy's mission to have a golden thread through all dance provision locally.



The decision to make these dance classes affordable further underscores the academy's dedication to accessibility. Financial constraints should not serve as obstacles to participation, especially for marginalised groups. By offering classes at an affordable rate, the Creative Academy ensures that cost is not a deterrent, thereby opening doors for individuals who may otherwise be excluded from such opportunities.

Collaborating with organisations like Active Slough and Step Together enhances the impact and reach of this initiative. Through these partnerships, the academy can tap into existing networks and resources dedicated to supporting individuals with learning disabilities. By working together, these organisations can leverage their collective expertise to create a supportive and inclusive environment conducive to learning and growth.

Moreover, this initiative aligns with the broader personalisation agenda, which emphasises the importance of tailoring services to meet the unique needs and preferences of individuals. By offering dance classes specifically designed for adults with learning disabilities, the Creative Academy exemplifies a personalised approach to community engagement. Rather than adopting a one-size-fits-all mentality, the academy recognises the value of customisation and adaptation in ensuring that everyone can fully participate and benefit from its programs.

In conclusion, the decision to offer affordable dance classes for adults with learning disabilities reflects the Creative Academy's unwavering commitment to inclusivity and the personalisation agenda. By prioritising accessibility, collaborating with community partners, and tailoring services to meet the diverse needs of individuals, the academy sets a precedent for fostering an inclusive and supportive environment where everyone can thrive. Through initiatives like this, we move one step closer towards building a more equitable and inclusive society for all.

### **Inspire:** Promoting Dance and Physical Activity in Schools: The Creative Academy's Impact

The Creative Academy has been entrusted with a vital mission: to promote dance and physical activity in schools across Slough and Windsor. Commissioned by the Slough Schools Sports Network and Windsor Sports Network, the academy embarks on six-week dance programs aimed at both primary and secondary school students. This initiative not only highlights the importance of dance as a form of artistic expression but also aligns with the broader health agenda of getting more people active. This programme also forms part of the Community Dance 2 module for our 2 BA (Hons) dance students in Semester 2.

Dance holds a unique position in the realm of physical activity. It transcends mere exercise, offering a creative outlet for self-expression, collaboration, and personal growth. By introducing dance programs into schools, the Creative Academy provides students with an opportunity to explore their creativity while also reaping the physical benefits of movement. Whether through structured routines or freestyle expression, dance encourages students to engage their bodies and minds in a holistic and enriching manner.



Furthermore, the partnership between the Creative Academy, the Slough Schools Sports Network and Windsor Sports Network underscores a collective commitment to promoting health and well-being within the community. In an age where sedentary lifestyles and screen time increasingly dominate daily routines, initiatives like these play a crucial role in instilling healthy habits from a young age. By integrating dance into the school curriculum, the academy not only encourages physical activity but also fosters a culture of wellness and vitality.

Moreover, the impact of these dance programs extends beyond the realm of physical health. Engaging in dance fosters social connections, boosts confidence, and cultivates a sense of belonging among students. Through collaborative choreography and group performances, students learn the value of teamwork and communication, skills that are essential for success both inside and outside the classroom. Additionally, for many students, dance serves as a form of self-expression, allowing them to channel their emotions and creativity in a constructive manner.

In essence, the Creative Academy's dance programmes in schools serve as a catalyst for positive change, promoting not only physical activity but also holistic well-being. By partnering with local sports networks, the academy amplifies its impact, reaching a broader audience and contributing to the collective effort of promoting health and fitness within the community. As students twirl, leap, and groove their way through these programs, they not only improve their physical fitness but also cultivate a lifelong appreciation for the joy and transformative power of dance. Through initiatives like these, we move one step closer towards creating a healthier, happier, and more vibrant community for all.

**Excel Associates:** Empowering local young people through dance; introducing the Slough Youth Dance Company. This programme was conceived, developed and led by a Year 3 and Year 2 CA student.

The launch of the Elite Associates (EA): Slough Youth Dance Company marks an exciting new chapter in the cultural landscape of the community. This innovative project aims to provide free dance classes for young people aged 12 to 15 & 16 to 21, offering them a unique opportunity to explore their passion for dance, develop their skills, and connect with like-minded peers.

At its core, the EA embodies the values of inclusivity, creativity, and empowerment. By offering free dance classes, the project removes financial barriers that may otherwise prevent young people from accessing quality dance education. This commitment to accessibility ensures that every aspiring dancer, regardless of their socioeconomic background, has the chance to pursue their dreams and unleash their artistic potential.

Furthermore, the Excel Associates serves as a platform for self-expression and personal growth. Through a diverse range of dance styles and techniques, participants are encouraged to explore their creativity, build confidence, and discover their unique artistic voice. Whether they are beginners or seasoned performers, all young people are welcomed



with open arms, fostering a supportive and inclusive environment where they can thrive and flourish.

Beyond the studio walls, the EA plays a pivotal role in nurturing a sense of community and belonging among its members. Through collaborative rehearsals, performances, and social events, participants forge meaningful connections with their peers, forming friendships that extend beyond the dance floor. This sense of camaraderie not only enriches their dance experience but also enhances their overall well-being and sense of belonging.

Moreover, the EA contributes to the cultural vibrancy of the community, showcasing the talent and creativity of its young residents. Through public performances, workshops, and community outreach initiatives, the project celebrates diversity, fosters intercultural exchange, and inspires audiences of all ages. By elevating the profile of dance within the community, the project serves as a catalyst for positive social change, challenging stereotypes, and breaking down barriers.

The launch of the Elite Academy aspires to be the leading dance associates programme in West London, South Bucks and Berkshire represents a significant milestone in the journey towards empowering local youth through dance. By offering free classes, fostering creativity, building community, and promoting cultural enrichment, the project not only provides young people with valuable opportunities for artistic expression but also contributes to the social fabric of the community. As participants take their first steps or perfect their pirouettes, they embark on a transformative journey of self-discovery, growth, and empowerment. Through initiatives like these, we pave the way for a brighter future, where every young person has the chance to shine and thrive.

**The Creative Academy and Prodigy Dance Studios Partnership:** Empowering Future Leaders and developing the next generation of dancers.

The partnership between the Creative Academy and Prodigy Dance Studios marks a significant collaboration aimed at empowering the next generation of dance and musical theatre instructors while providing accessible opportunities for local children and young people in Slough. Through this innovative initiative, the Creative Academy offers free space and facilities to two graduates from its program to teach dance and musical theatre courses to the community, ensuring affordability and accessibility for all families without financial barriers.

At its core, this partnership embodies the values of inclusivity, education, and community engagement. By providing free space and facilities to Creative Academy graduates, the Creative Academy and Prodigy Dance Studios create a pathway for aspiring instructors to gain valuable teaching experience and mentorship in a supportive environment. This opportunity not only allows graduates to further develop their skills and expertise but also empowers them to give back to their community by sharing their passion for dance and musical theatre with the next generation.



Moreover, by offering affordable courses to local children and young people, the partnership addresses the issue of financial barriers that may prevent families from accessing quality arts education. Dance and musical theatre are not just forms of entertainment; they are powerful tools for self-expression, creativity, and personal development. Every child deserves the opportunity to explore their talents and pursue their passions, regardless of their socioeconomic background. Through this partnership, the Creative Academy and Prodigy Dance Studios ensure that no child is left behind, providing a level playing field where all families can access the benefits of arts education.

Furthermore, by engaging with the local community, the partnership fosters a sense of belonging and cultural enrichment. Dance and musical theatre have the power to bring people together, transcend cultural barriers, and celebrate diversity. By offering courses tailored to the interests and needs of local children and young people, the partnership promotes inclusivity and encourages cross-cultural exchange. Participants not only learn valuable skills but also form lasting friendships and connections with their peers, creating a sense of unity and solidarity within the community.

The partnership between the Creative Academy and Prodigy Dance Studios represents a shining example of collaboration, innovation, and social responsibility. By providing free space and facilities to the Creative Academy graduates Molly Southall and Elysia Westwood and offering affordable courses to local children and young people, the partnership ensures that dance and musical theatre education is accessible to all families in Slough. Through initiatives like these, we empower future leaders, inspire creativity, and enrich the lives of individuals and communities alike. Together, we build a brighter future where every child has the opportunity to shine and thrive.

### **The Creative Academy Studio Bursaries: Fostering Talent and Breaking Barriers**

The Creative Academy is dedicated to nurturing talent and promoting inclusivity within the realm of dance. One of its key initiatives in achieving this goal is the provision of studio bursaries to young people from economically disadvantaged backgrounds who demonstrate exceptional potential. These bursaries, offered in collaboration with Mellor, More, and Prodigy, aim to ensure open access to dance training for talented young performers, regardless of their financial circumstances.

At the heart of this initiative lies a commitment to equity and opportunity. The Creative Academy recognizes that talent knows no socioeconomic boundaries and that every young person deserves the chance to pursue their passion for dance. By offering studio bursaries to students from economically disadvantaged backgrounds, the academy levels the playing field, providing access to high-quality training and resources that may otherwise be out of reach.

Moreover, the provision of studio bursaries aligns with the academy's broader mission of fostering talent and excellence in the arts. By identifying and supporting young performers with exceptional potential, the academy invests in the future of the dance community,



cultivating a new generation of skilled and diverse artists. Through mentorship, guidance, and access to state-of-the-art facilities, bursary recipients are empowered to realise their full artistic potential and pursue careers in dance.

Furthermore, the collaboration with Mellor, More Training, and Prodigy amplifies the impact of the studio bursaries, reaching a wider pool of talented young performers and fostering a spirit of collaboration within the dance community. By working together, these organisations can leverage their collective resources and expertise to provide comprehensive support to bursary recipients, ensuring that they receive not only financial assistance but also mentorship, training, and opportunities for artistic development.

Beyond the individual level, the provision of studio bursaries contributes to the overall diversity and vibrancy of the dance community. By breaking down financial barriers to access, the academy creates a more inclusive and representative space where talent from all backgrounds can thrive and contribute to the richness of the artistic landscape. Bursary recipients bring unique perspectives, experiences, and talents to the studio, enriching the learning environment and inspiring their peers.

The Creative Academy's studio bursaries represent a beacon of hope and opportunity for young performers from economically disadvantaged backgrounds. Providing access to high-quality training and resources, the academy empowers these talented individuals to pursue their dreams and realise their potential in the world of dance. Through initiatives like these, we pave the way for a more equitable and inclusive arts community, where talent knows no bounds and every young person can shine.

### **Cultural Development Fund**



## Collaborative Partnership Slough Borough Council & University of West London

### University of West London Collaborative strategy

- 1.1 The University has set out a strategy to guide the development of collaborative partnerships, which is reproduced below.

This statement of strategy covers all collaborative partnerships in higher education that require a legal agreement, have an educational focus, and for which the University has responsibility for the academic standards of an award or elements of an award.

It does not cover partnerships which do not contribute to educational awards granted by the University or credits leading to those awards.

Partnerships based upon educational collaborations for research purposes are covered by other University policies and codes of practice.

- 1.2 The University aims to develop its collaborative partnership activity in keeping with its mission to widen participation and increase its employer engagement. In support of the University's Strategic Plan, collaborative developments will focus on building partnerships with colleges and employers on a regional and national basis and selected partnerships with private educational and training companies with specialist expertise. In the international arena development in franchise arrangements will be cautious.

- 1.3 The following key considerations will guide strategic direction:

- support for local colleges and for the development of consortium arrangements.
- the development of multiple links with strong partners, including partnerships that support the University's Research, Scholarship and Enterprise Strategy.
- work with private partnerships in specialist areas of provision.
- work in partnership with Strategic Health Authorities, NHS Trusts and private, voluntary and independent health and social care organisations.
- the development of short credit-bearing courses, certificates of continuing professional development and foundation degrees, in support of the Research, Scholarship and Enterprise Strategy.
- overseas expansion mainly through articulated progression routes involving advanced standing recognition.
- support for some partners towards Associate College Status.
- managing-out of partnerships which have become of high risk to the University or are in curriculum areas from which the University is withdrawing provision.



1.4 This collaborative strategy will produce a range of types of partnership arrangement including:

- the franchise of courses
- articulation arrangements
- accreditation of learning
- short credit-bearing courses

The University will not normally undertake the accreditation of an institution for the validation of courses designed and managed entirely by that institution.

1.5 Guiding principles

The University will enter a collaborative partnership only if:

- the partner's mission and strategic intentions are compatible with those of the University.
- the educational, academic and ethical characteristics of the partner are acceptable to the University.
- the partnership is financially beneficial to the University, and/or will strategically enhance the educational/research ability of the University.
- the partnership will not endanger the reputation of the University.
- the partner has the academic expertise and other resources to manage all its partnership responsibilities and their associated risks.
- the University has the academic expertise and other resources to manage all its partnership responsibilities and their associated risks.

1.6 Ethical characteristics

While the University will respect the traditions and cultures of each country with which it has dealings, it will not normally enter into a collaborative partnership with an institution or organisation that:

- operates in a country without a record of upholding basic human rights;
- discriminates, for either staff or students, on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity race, religion or belief (including lack of belief), sex or sexual orientation;
- does not work within a framework of staff and student welfare, responsibilities and rights, including the rights of complaint and appeal;
- limits academic freedom and freedom of expression;
- does not have procedures for dealing with academic misconduct, cheating and plagiarism and for the ethics governing research;
- misrepresents itself in its marketing and other public information;
- has been found guilty of financial corruption or mismanagement or receives funding from undisclosed sources.





There may be exceptions to the above criteria. For example, an educational institution may be operating within a country with poor human rights and/or discriminatory legislation, but can be seen to be acting to improve the position of particular groups of students: in such circumstances the University may consider there are ethical benefits to entering into a partnership. Another example: an organisation may have been guilty of financial mismanagement but now has a different set of managers or directors and has put in place sufficient safeguards to prevent further mismanagement. It may be that the institution does not have, but wishes with the University's help, to establish procedures for dealing with academic misconduct, cheating and plagiarism. In such cases any decision taken includes ethical considerations of varying difficulty.

Should any of the criteria be not met, no approval to proceed towards a partnership can be given without a full case being put to the Academic Board, who will rule on whether or not the University will move towards a contract with the partner.

## 1.7 Operational considerations

Partnership development will be formulated through School academic planning processes.

In approving, managing, reviewing and ending a partnership the University will take due account of all relevant legislation and the relevant indicators of the QAA Quality Code for the assurance of academic quality and standards in higher education.

All partnerships will operate within the protocols set out in this Handbook, including required procedures for due diligence (legal and financial), contracting, academic and administrative protocols and quality assurance arrangements.

The level of operational management and quality assurance activity will be proportionate to the type of partnership activity and the level of potential risk.

QAA guidance for collaborative partnerships:

[https://www.qaa.ac.uk/docs/qaa/quality-code/chapter-b10\\_-\\_managing-higher-education-provision-with-others.pdf?sfvrsn=8c02f781\\_8](https://www.qaa.ac.uk/docs/qaa/quality-code/chapter-b10_-_managing-higher-education-provision-with-others.pdf?sfvrsn=8c02f781_8)



## **Academic standards, Quality, and enhancement**

(Also see [Terms of Reference](#), [Learning Agreement](#), [Validation Contract](#), [Access & Participation](#), [Programme Handbook](#), [Disability & Quality handbook](#))

**Enhancement** is the process by which higher education providers systematically improve the quality of provision and the ways in which students' learning is supported. This can take place in different ways and at different levels, but a higher education provider needs to be aware that it has a responsibility to improve the quality of learning opportunities and to have policies, structures and processes in place to detect where improvement is necessary. Willingness to consider enhancement is embedded throughout the higher education provider, but stems from a high-level awareness of the need to consider improvement. Quality enhancement naturally forms part of effective quality assurance, and consequently guidance on possible approaches to enhancement is embedded throughout the Quality Code. Specific definitions of enhancement exist for the purposes of QAA's review methods. The Creative Academy is a student focused organisation and students are integral to every and all developments, enhancements and strategic direction, including participation on the steering committee.

The Creative Academy's objectives with regard to Quality Enhancement are:

The improvement of teaching and learning quality and employability wherever necessary and possible:

- in line with the Creative Academy's own high standards as established by all academic staff, inclusive practices, equality and diversity procedures, Quality Cycle and golden thread;
- in support of the University of West London (UWL) Academic (Learning & Teaching) Strategy & Enhancement statement; and in response, as appropriate, to Office for Students (OfS) Quality Assurance Agency (QAA) national benchmarks, The Council For Dance, Drama & Musical Theatre (CDMT) standards, Slough Borough Council (SBC) policies & procedures, other developments in educational policy and practice, designation activity and the student body.

Continual emphasis on bettering our techniques and offering to develop students as independent learners, to stretch their ambitions, realise their aspirations, improve their competencies and to stimulate their enthusiasm for learning.

**Threshold academic standards** are the minimum acceptable level of achievement that a student has to demonstrate to be eligible for a qualification or the award of academic credit. For equivalent qualifications, the threshold level of achievement is agreed across the UK and is described by the qualifications descriptors set out in the national frameworks for higher education qualifications.



**Academic standards** are the standards that individual degree-awarding bodies set and maintain for the award of their academic credit or qualifications. These may exceed the threshold academic standards.

Threshold academic standards define the minimum standards which degree-awarding bodies must use to make the award of qualifications at a particular level of the relevant framework for higher education qualifications. Threshold academic standards are distinct from the standards of performance that a student needs to demonstrate to achieve a particular classification of a qualification. These standards of performance are the academic standards for which individual degree-awarding bodies are responsible.

Individual degree-awarding bodies are responsible for ensuring that UK threshold academic standards are met in their qualifications by aligning programme learning outcomes with the relevant qualification descriptors in the national frameworks for higher education qualifications. They are also responsible for defining their own academic standards by setting the pass marks and determining the grading/marking schemes and any criteria for classification of qualifications that differentiate between levels of student achievement above and below the threshold academic standards. Student achievements will reflect the specific content, delivery and assessment of the programmes they have undertaken and this diversity is strength of UK higher education provision.

**Academic quality** is concerned with how well the learning opportunities made available to students enable them to achieve their qualification. It is about making sure that appropriate and effective teaching, support, assessment and learning resources are provided. In order to achieve a higher education qualification, students participate in the learning opportunities made available to them by their higher education provider. A provider guarantees the quality of the opportunities it provides, but it cannot guarantee how any particular student will experience those opportunities. By ensuring that its policies, structures and processes for the management of learning opportunities are implemented effectively, a higher education provider also ensures the effectiveness of its outcomes.

**Management of Quality Standards within University of West London** (CA adhere to this policy)

### **Academic Quality and Standards - Academic Quality Office (AQO)**

Vision:

- To promote Quality and mitigate academic risk in all its forms
- To support, monitor and enhance Academic Partnerships
- To promote and develop the Enhancement agenda across the University
- To effect positive change within the institution for and on behalf of students
- To liaise with key external stakeholders, including External Examiners, Professional Statutory Regulatory Bodies and the QAA

Purpose:

- To provide monitoring and review support for all academic courses



- To support the Deputy Vice-Chancellor in strategic change in Quality Assurance
- To support the Schools in their KPIs, for example NSS, Retention and progression
  - To promote Enhancement and staff development in Quality
  - To support Schools and Academic Partners in their joint activity

The following functional roles have a focused quality perspective. Training and support is provided for these roles by the AQO.

### **School/College Board**

- Responsible for implementation of all academic matters within Schools including; admissions, curriculum, learning and teaching, assessment and examination, research and scholarship.
- Agree and monitor the School Academic Plan, including arrangements for the design, delivery and enhancement of academic courses
- Promote and monitor research, scholarships, enterprising opportunities and employer engagement within the School
- Promote and monitor the School's arrangements for staff development, appraisal and performance review
- Receive and comment on evidence relating to the School's management of quality and standards

The Creative Academy is committed to the development and enhancement of the strategic partnership between Slough Borough Council and The University of West London. This partnership enriches the academic life of the institution and further cultivates the Creative Academy academic offer.

Strategic partnerships are driven by strong synergies in teaching and industry expertise, and operate successfully on multiple levels, reflecting academic priorities in enhancement and curriculum development while providing the foundation for strong, multi-faceted and long-term delivery.

- The degree offer is a strategic partnership and a genuinely joint enterprise.
- The University of west London collaborative projects offer students innovative and enhanced learning experiences.
- The BA & MA have been developed together and represents a real partnership
- Our collaborative arrangement has been negotiated, approved and managed in accordance with QAA, University policy and SBC procedures.
- The Creative Academy is committed to the principles of good practice defined by the QAA in Chapter B10: 'Managing higher education provision with others'.



## Quality Cycle

(Also see Quality handbook, Complaints, Student Protection Plan, Terms of Reference, Consumer Protection Law, Student charter, Learning Contract & Terms & Conditions)

The quality cycle:

- Has been developed as a formal process for the confirmation of enhancements, policy development, teaching, learning and assessment outcomes at key points in the academic year.
- Is linked to the university's quality, teaching, learning and assessment policies and is used throughout the year to ensure outcomes are being met and reviews of key quality assurance procedures annually.
- Formalises procedures ensuring an effective oversight of key quality assurance processes internally and within Slough Borough Council management structure.

	Semester one
<b>Sept</b>	Enrolments Year 1 & Foundation Diagnostic Year 1 streaming Year 2 schools programme begins Year 3 P - film CDMT Meeting
<b>Oct</b>	Team meeting Slough Borough Council Education Scrutiny Panel CYD
<b>Nov</b>	Team meetings Corporate Management Team Year 2 schools programme completed
<b>Dec</b>	Year 2 & BA assessments Jazz and ISTD Assessments Auditions
<b>Jan</b>	Annual show BA, Year 1 & 2 Assessments External Examiner visit CDMT Visit Team meeting

- Feb** Semester Break  
Auditions
- Mar** JABS / MABS - Lead by UWL  
Team meetings  
Auditions  
Year end (Finance)  
Move It  
Lesson Observation completed
- Apr** Team meeting  
CDMT meeting  
Appraisal (FT Only)  
Subject Review (Performing Arts)  
Resit progress  
Year 3 Schools programme begins  
Auditions
- May** Year end assessments  
External Examiner visit  
Team meeting  
Performance Project 1 & 2
- June** Graduate Showcase  
CDMT Visit  
Year 3 DBS  
ISTD Exams  
Active IQ exams
- July** MABS/JABS  
CDMT meeting  
Team meeting
- Aug** Perp new AY  
Team meeting  
Away day & standardisation  
Resit progress  
1/2 year appraisals (FT)

The diagram below gives an brief overview of the quality assurance and quality enhancement cycles that operate at the Creative Academy (Higher Education provision). At the heart of how we assure and enhance quality is student needs, aspiration, engagement and expectation, and these inform how we evaluate, plan, deliver and review the entire H.E. provision. Many elements come together to inform the work of the institute and to maintain our academic standards in line with UWL and the UK Quality Code (the full UK Quality Code is available at the QAA website: [Quality Code \(qaa.ac.uk\)](http://qaa.ac.uk))



*Responsibilities:*

The authority to set, maintain and assure standards is vested in the Academic Board of the University and different functions are delegated to a range of departments, specifically day to day delivery and management to the Creative Academy of the Dance programmes. The Academic Quality Office is responsible for the approval and review of courses and organising and managing the Validation and quality cycle process for both Courses and Modules, in conjunction with the London College of Music.

The Validation and approval process aligns with the QAA UK Quality Code for Higher Education (UKQCHE) Part A, specifically Chapter A3: “Securing Academic Standards and an Outcomes-Based Approach to Academic Awards: Design and approval of modules, programmes and qualifications” and Part B Chapter B1: “Programme Design, Development and Approval”.





## **Review** (*evaluation and challenge*)

(Also see Student Charter, Financial Viability, Sustainability & Value for Money strategy, Terms of Reference, SBC Annual Financial Audit, Quality Assurance Agency Higher Education Review, CDMT Annual Review, Quality Handbook & Steering Committee)

Review of the activities will be undertaken through external and internal initiatives including;

- external: designation activity, CDMT Accreditation, SBC financial audits, QAA Enhancement themes and activities, the QAA Quality Code for Higher Education
- internal: peer lesson observation, staff appraisals, student representative meeting, team meetings, educational scrutiny, financial audits and academic team review.

Together with SBC senior management & the UWL performance team, the above will create opportunities in individual aspects of the Creative Academy programme, to share information about promising practice and quality enhancement in learning and teaching.

The Student Representation will collaborate with the Academic Team & Quality and Data Team partnered with others in UWL & SBC to ensure student engagement in quality enhancement, for example through the Learning Contract, Student Charter, collaboration agreement, engagement with feedback, participation in the class and industry engagement. The Steering Committee representation will be led by The Creative Academy staff team, Student Reps, Director London College of Music, UWL Link Tutor, and Senior Management at Slough Borough Council, *Elected Members or Member of Parliament* (Dependent on availability) and External independent practitioners. This will be directed by set and agreed terms and conditions. The management structure (within SBC) will take a leadership and directional role of The Creative Academy and ensure that CA management will ensure The University of West London and Slough Borough Council agree any developments of changes within The Creative Academy policies and that student can engage fully with the leadership of the degree and associated programmes.

Examples of promising or good practice in learning and teaching will be collected during, for example, annual academic monitoring and Creative Academy Reviews of Learning & Teaching and scrutiny of higher education activity.

The Creative Academy's promotions process will take account of students' performance in relation to learning and teaching, and the enhancement of both. The Creative Academy will promote connections, with industry and partner organisations, wherever possible between modular and non-modular aspects of quality enhancement.

The academic monitoring process will identify areas of promising practice and areas for development in learning and teaching across the Creative Academy, and will ensure that these are shared and acted upon by referral to the appropriate organisations (dependant on data protection & Health & Safety)



## The purpose of annual review

A process of critical self-evaluation and reporting is required of academic and administrative groups within the University, and of Academic Partnerships within which University students are taught. The formal reporting stages should be seen as a framework which promotes interaction rather than as an end in itself.

The Creative Academy will therefore carry out a regular process of self-evaluation and dialogue, leading to a series of formal public reports. This will be undertaken for the following reasons:

- In the interests of public accountability, to demonstrate a continuous vigilance in the assurance of the quality of the systems and procedures and the assurance of Governors at the Validating partner in this regard
- To support a local authority & University culture of self-analysis and dialogue;
- To examine and report on issues of standards and quality which affect staff, students and other stakeholders;
- To celebrate and share best practice;
- To identify strengths and weaknesses with a view to sustainable improvement.
- Annual reports and Annual Reviews are evidence-driven; review events are based on the principle of peer review, including the participation of external subject specialists.

## Purpose of Slough Borough Council Education Scrutiny Panel

Slough Borough Council operates using a system where the Cabinet makes decisions. The role of the scrutiny system is to ensure these policies are rigorously examined both before and after they are made, with relevant recommendations being made to Cabinet, Council and external bodies on the basis of the discussions held at scrutiny meetings. Cabinet members are barred from membership of the scrutiny committees.

There are four scrutiny committees at Slough Borough Council. The Overview and Scrutiny Committee is the overarching committee, and looks at wider strategic priorities as well as matters such as Slough's budget. Three other panels investigate matters that relate to their specific areas of interest; these areas are indicated by their names.

More details on these four committees can be found below.

- Overview and Scrutiny Committee
- Education and Children's Services Scrutiny Panel
- Health Scrutiny Panel
- Neighborhoods and Community Services Scrutiny Panel

In addition, the four committees may decide to commission a Task & Finish Group to undertake an in-depth review of a specific policy area. These will be time limited, draw up their terms of recommendations, investigate those terms of reference and then publish a report with recommendations at the end of their review.



The committees outlined above meet on a regular basis. The Overview and Scrutiny Committee meets at least nine times a year, and the other three meet six times a year. Agenda papers and minutes of previous meetings, and dates of future meetings are all available on Slough Borough Council website. All these meetings are open to the public.

This Panel has a monitoring role with a portfolio overseeing the following areas –

- All Education issues (including Adult Learning & SBC HE provision)
- Children’s Services
- Youth Services /Young People’s Centre’s
- Youth Offending Team

The scrutiny panel will undergo The University of West London corporate higher educational scrutiny annual training delivered by UWL Head of Quality. The scrutiny panel will have a co-opted member with a specific background in Higher Education.

