

**learning  
and skills  
development  
agency**

**LSDA responds**

**Culture and creativity:  
the next ten years**

**A Green Paper from  
the Department of  
Culture, Media and Sport**

Published by the  
Learning and Skills Development Agency

[www.LSDA.org.uk](http://www.LSDA.org.uk)

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Designer: Dave Shaw  
Typesetter: Type Generation Ltd, London  
Printed in the UK

ISBN 1 85338 682 0

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C1143/07/01/6900

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#### **Note**

The Learning and Skills Development Agency  
was formerly known as FEDA.

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*This publication sets out the Learning and Skills Development Agency's response to the Green Paper Culture and creativity: the next ten years issued for consultation by the Department of Culture, Media and Sport (DCMS) in March 2001. The original consultation paper can be found at [www.culture.gov.uk/role/index.html](http://www.culture.gov.uk/role/index.html)*

## **Introduction**

1. The Learning and Skills Development Agency (LSDA) is a strategic national resource for the development of policy and practice in post-16 education and training. Our activities include research, with partners, to inform the development of policy and practice for post-16 education and training. We have a clear brief to work across the learning and skills sector, providing support for colleges, work-based training, adult and community learning, and schools post-16, with a particular focus on quality.
2. LSDA strongly welcomes this Green Paper, and the acknowledgement that 'everyone is creative' (paragraph 1.1) and that there is a need for a coherent approach to 'policies which range across education, economic development and culture to create for the first time coherent pathways for individuals to develop their creativity in culture and media' (paragraph 1.4). Our own work aims to support coherence within the learning and skills sector and between the learning and skills, school and higher education sectors. We cite examples of relevant work in our specific comments below.
3. Many of the specific new proposals in the Green Paper refer to school-age education. The learning and skills sector includes FE and sixth form colleges, school sixth forms, adult and community learning and work-based learning, and encompasses strong and varied traditions of creative development and activity. The recent bringing together of this range of provision within the Learning and Skills Council (LSC) offers new opportunities to promote creativity for cultural identity, economic success and individual well-being and fulfilment.
4. LSDA is keen to work with DCMS to maximise the potential of the learning and skills sector in meeting the goals set out in the Green Paper.

## **CHAPTER 3**

### **Beyond the classroom walls: Creative Partnerships and Culture Online**

#### **Creative Partnerships**

5. We welcome the proposal for Creative Partnerships aimed at developing creative skills, as well as increasing access to, and understanding and appreciation of, culture 'through regular experiences of culture in all its forms'. We also applaud the expressed desire to ensure that the initiative reaches, for example, schools facing the greatest challenges.
6. The location of the proposed pilot partnerships is critical. We welcome the commitment to include rural and remote coastal areas. Given the desire to locate creative partnerships in deprived areas that could benefit from adjacent rich cultural infrastructures, it is vital that the notion of 'culture' itself is well explored. Definitions of 'culture' should include national heritage culture, ethnic heritage culture, and popular culture in all its facets. It will be necessary to define 'a rich cultural infrastructure'.
7. We would welcome extension of the pilot initiative post-16. An appropriate locus for these could be, for example, a specialist centre of vocational excellence also referred to in the Green Paper (paragraph 4.49). However, the Creative Partnerships could have their centre outside the main educational institutions. For instance, the providers of cultural/creative experiences could be the focal point, with schools and colleges as associates. This could help to encourage joint working. A range of models might be explored.

#### **Culture Online**

8. We welcome the proposals for Culture Online and would wish to collaborate in its development and implementation, contributing also to the definition of its scope and purpose.

9. In particular, we would wish to see the products of this initiative made freely available across all sectors of education and training with, for example, a common graphic on relevant websites to allow easily understandable access to the resources. It is important that related digital resources should be 'metatagged' in line with the e-gif initiative.<sup>1</sup> This would allow learners and tutors to collect and integrate electronic resources for a variety of purposes within customised learning material. Teachers and institutions will need information or reassurance about any copyright implications for use. LSDA's work on learning materials specifications and standards and on electronic copyright is highly relevant here.<sup>2</sup>

#### CHAPTER 4

### Pathways to education and training

10. LSDA welcomes the proposals within this chapter, including, for example, the proposals to:

- enrich the curriculum and develop creativity
- develop the Initial Teacher Training (ITT) curriculum to place a premium on creativity and cultural appreciation
- identify and celebrate the creative skills and talents of teachers.

11. The focus of the proposals is on school-based education rather than post-16. We urge that similar initiatives be promoted in the learning and skills sector. The objectives of the LSC to increase participation, address deprivation and disadvantage could be supported by such initiatives. For example, standards developed by NTOs in the learning and skills sector could incorporate a stronger focus on developing creativity. Relevant NTOs are the Further Education NTO, the Employment NTO and Paolo, the NTO for the voluntary and community learning sector.

12. We welcome the recognition of the centrality of creativity to vocational education (paragraphs 4.29–4.37). However, we believe that the introduction of competency-based qualifications has not facilitated creativity within the curriculum. Extension of creativity within National Vocational Qualifications, for example, remains a challenge. A stronger emphasis on creativity in the curriculum would invigorate, modernise and better prepare learners for fast-moving work environments.

13. We welcome reference to the potential of Centres of Vocational Excellence in FE colleges as a means of promoting the importance of creativity and developing skills for the creative industries. Centres will have strong links with employers and will foster innovation and applied technology to support competitive business and enterprise. These centres, we suggest, could be linked where relevant with the centres of excellence for the museum and gallery services (paragraph 5.33).

14. The creative skills found in art, performance, sport and music can be an effective means of engaging young people at risk of exclusion. To give just two examples from our technology work, we are researching the use of games and mobile technologies for learning, and one of our college action-based Quality in Information and Learning Technology (QUILT) projects at The City Literary Institute showed how far technology could be used within a range of adult education classes to release creativity within staff and students.

15. Recent work by LSDA examining heritage crafts revealed that there is no coherent map of provision. The proposed focus on creativity being established through the proposals in the Green Paper could help to secure a more coherent pattern of such provision.

16. In order for providers to feel confident to embrace creativity as a major focus, attention needs to be given to targets and performance indicators which may discourage engagement. For example, performance tables, as they currently stand, do not support risk-taking and innovation, especially where provision does not lead clearly and transparently to accredited, measurable outcomes. Therefore, commitment of resources to developing creativity may feel risky to providers. The creation of incentives and attention to potential disincentives will be essential to engage providers enthusiastically engaged.

17. The Green Paper opens the way for more varied programmes and even cross-institutional access. Particularly among adults, learning will increasingly be undertaken in 'chunks', including online. The provision offered by Ufi, and the recent bite-sized learning initiative launched by LSC, are examples of this trend. These both provide opportunities within the post-16 environment for the development of creativity.

18. There will be pressure to measure the outcomes of such learning, and as a principle of good practice, learners should be given the opportunity to have their learning assessed and built into a recognised portfolio of achievement. This would allow different learning to be combined appropriately and would help to accord equal status to academic, vocational, cultural and other pathways.
19. One way to do this is to describe all learning within a logical curriculum framework. LSDA has undertaken substantial work on the related underpinning notion of 'units of assessment' which is applied by the Ufi and extensively in, for example, Scotland, Wales, Northern Ireland and the Open College Network movement. We would be pleased to work with DCMS and other national agencies to apply this curriculum 'technology' in support of the creativity proposals in this Green Paper.
20. Other initiatives in the post-16 context could be exploited for the development of creativity. Two of the wider key skills, problem solving and working with others, present ideal opportunities to develop and accredit skills through enrichment activities where creative opportunities are provided through arts, media and related activities in schools and colleges. The developing curriculum initiative for active Citizenship post-16 will also provide many opportunities. LSDA would welcome a specific role in establishing criteria and frameworks for creativity and culture in the post-16 curriculum.
21. Curriculum re-design and innovative teacher training will depend on an adequate supply of learning materials. Culture Online is a major initiative. Of relevance to this initiative, is work we have carried out with the DfES and the DTI-sponsored Digital Content Forum to alert producers of electronic (including cultural) materials of the relevance of metadata and curriculum unitisation. For similar purposes, we are organising a major conference in December 2001 in collaboration with the North West Development Agency, for the many North West commercial producers of digital materials. We would be pleased to consider how this work might support the Culture Online initiative.
22. The need to learn ICT skills (paragraph 4.27) is equally important for students post-16 as it is for children. LSDA has been instrumental in developing major ICT-related programmes in further education (eg QUILT and the National Learning Network) and is currently researching effective related programmes of student induction. QUILT is a national Information and Learning Technology (ILT) staff development programme. The National Learning Network is a three-year programme to improve ILT infrastructures and capability in colleges. This work could support this DCMS initiative.
23. A major initiative to raise the importance of creativity and culture will have implications for other agencies and workers involved with learners. For example, there are implications for people involved in advice and guidance. It may also be the case that if creativity is allowed to blossom, it will have an impact on what needs to be viewed as 'acceptable behaviour' in schools. The implied development of learner autonomy and responsibility will have an impact on teaching and learning approaches.
24. Most significantly in this context, LSDA is writing the draft specification for 'competence' within the framework set by the international IMS work ([www.imsproject.org](http://www.imsproject.org)) and which will complement the specifications for 'learning object metadata', 'learner information' and 'question and test interoperability'. This would involve defining a standard way to establish the 'level' and 'volume' of 'learning outcomes', what a learner knows, can do or understands. In this context, it would allow the creation of learning experiences, courses and qualifications which included appropriate cultural and creative outcomes – and help to give them parity with other styles of learning. Any agreed specification would have international standing and would help to give further credibility to UK education and training.

## CHAPTER 5

### Sustaining artistic and creative excellence

25. We welcome the proposals to create clear pathways for individual talent and supportive structures regionally and nationally. We believe that the engagement of the learning and skills sector will be vital to the achievement of this aim. For example, the preparation of cultural strategies by local authorities will need to take account of and be consistent with education and training plans for the region.
26. Engagement of the sector could be achieved through the involvement of LSC and its 47 local arms which have a critical role in planning and funding post-16 education and training outside higher education. LSC would have a key role alongside Regional Development Agencies responsible for skills and employment strategies. LSDA could also contribute through our expertise in supporting the development and dissemination of best practice by providers, and through relevant research.
27. For example, we would wish to support work on the 'future learning laboratory' (paragraph 5.17). We have undertaken, for example, evaluations of the impact of technology on teaching and learning and are researching the use of games and mobile technologies (as well as digital television) for education and training. We would be keen to share this work.
28. We welcome the focus in this section of the Green Paper on excellence and diversity. Success in attracting culturally diverse and talented disabled artists will depend to some extent on the effectiveness of the education and training services in providing a relevant curriculum and implementing effective equal opportunities policies. LSDA and the learning and skills sector have significant expertise in this area, which could be focused specifically on progression to cultural and creative industries.
29. Of the many other welcome proposals in the chapter, LSDA notes in particular those on architecture (paragraph 5.58–5.63). We suggest that DCMS explore with the funding bodies for education and training the potential for making architectural and design excellence a requirement for the funding of new building and alterations in the education and training sector post-16. There could be an annual prize (along the lines of the Association of Colleges Beacon Award scheme) for the best building design in agreed categories.

30. We also support the emphasis given to creativity in the workplace. A key role of the learning and skills sector is in workforce development. Therefore education and training providers, particularly those focusing on work-based training, should be seen as a potential means of achieving this priority. LSDA would be interested to discuss with DCMS how our work to support work-based learning might promote the development of creative skills.

## CHAPTER 6

### Widening participation and access

31. We welcome proposals in this section of the Green Paper to:
  - Make entry to national museums and galleries free
  - Improve regional museums and galleries
  - Promote access to public libraries and introduce national standards
  - Link all libraries to the internet by the end of 2002
  - Provide digital access for all
  - Ensure Lottery funds reach those at local level who need them most.
32. All these measures have the potential to enhance the quality of delivery of education and training for culture and creativity. LSDA has carried out work to examine the ways in which museums can be used as a resource to enrich the curriculum. This involved a simple desk exercise of matching museum resources (in this case the Science Museum) to specific items for GNVQ, BTEC, GCSE and A-level courses. The resulting grid enabled teachers to use the museum more effectively and curators to identify potential new display items. Case studies showed how teachers had made practical use of museum resources for project work. This guidance could inform the work of creative partnerships.
33. The growing network of learning centres in a wide variety of settings (colleges, sports clubs, workplaces, libraries, community centres, shops and so on) would be an ideal locus for education, training and information activities relating to 'culture and creativity'. The Government has given high priority to the development of learning centres, for example through the UK Online initiative and the work of Ufi. Some of these have benefited from Lottery funding. LSDA has supported this government priority through a programme of research, events and publications on the successful development and management of such centres.

34. Our work shows that there are disparities in resources and provision and services in centres depending on the sector (college, private, public library, etc) to which they belong. Staff from a range of centres who have attended LSDA training events have called for greater equity in development and funding. This often reflects the lack of education and training in the skills needed to establish and manage such centres. LSDA meets this need as far as practicable through events and publications.
35. We believe that there is a need for the development and adoption of 'benchmarks' for learning centres so that developers can judge the resources and impact of their own. The benchmarks would enable managers and staff in centres (and their users) to make judgements and comparisons about the effective required level of resources, technology, staff support and so on. LSDA is in a position to develop thinking on this and, for example, to build on the existing pilot DfES database of centres and their offer. This could be used to improve the flow of information about centres, resources and locations to learners and providers, and help to encourage continuous improvement of standards.

## Notes

1. [www.cabinet-office.gov.uk/ministers/2000/speeches/mccartney/egif%20speech%20\(delivered\).html](http://www.cabinet-office.gov.uk/ministers/2000/speeches/mccartney/egif%20speech%20(delivered).html)
2. These can be explored at [www.learningtechnologies.ac.uk](http://www.learningtechnologies.ac.uk)

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