



**Employer Engagement
with the
Creative Industries in Herefordshire**

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1. Project Outline

The Hereford College of Arts Employer Engagement in the Creative Industries in Herefordshire research project was developed in recognition of the need to respond to the recommendations within the *'World Wide Skills, Implementing the Leitch Review of Skills in England'* (DIUS 2007), employer engagement in vocational education (HEFCE) and the economic importance and rapid growth of the creative industries locally (Herefordshire Creative Industries Questionnaire Report 2006) nationally (Creative Britain: DCMS 2008) and regionally (Regional Skills Survey on Creative Industries: LSC 2007; Talent2Market: LSC/CCS/Skill-et 2008). The project would research employers' training needs in the creative and media sector and identify innovative and practical ways of engaging them in work-based and related Higher Education learning.

The research would also suggest models for how the challenging targets for the engagement of employers in the delivery of Work Based Learning/Work Related Learning in the 14-19 Diplomas could be realistically met in this sector. This is recognised as particularly problematic due to the range of micro-businesses in Herefordshire, though their involvement is recommended within the qualification to support progression for students onto Higher Education vocational courses. Innovative solutions will be required in both Further Education and Higher Education in order to realise these ambitions for employer engagement in ways acceptable and effective for both parties, with considerations for options such as through co-funded HE provision.

The main objectives of the project were:

- I. To research and identify the key needs and skills gaps of employers in the creative and media sectors within the research area (Herefordshire and the neighbouring areas of Worcestershire e.g. Malvern) and the best ways to engage them in providing relevant learning experiences
- II. To establish realistic and deliverable models for work experience and employer engagement within 14-19 Diplomas and FE vocational courses (NDs) at FE Colleges
- III. To develop progression routes and linkages from work experience / placement / engagement at 14-19/FE vocational level to the corresponding aspects of HE level study
- IV. To develop models of employer engagement through Work Based Learning (WBL)/Work Related Learning (WRL) in HE courses
- V. To develop innovative ways of delivering relevant needs through shorter accredited skills-based modules or courses that could stand within existing FdA course structures and also be eligible for future credit-based funding and encourage progression within a CATS framework
- VI. To outline models for the future development of employer co-funded provision.

2. Methodology

Throughout the document the terminology 'employer' refers to both employers of others, self-employed practitioners, sole traders and small/medium enterprises, unless otherwise stated.

For the purposes of this report the definition of what constitutes 'employer engagement' is described broadly as any instance where the college and its staff come into direct contact with an employer with the clear purpose of developing and progressing the legitimate aims of both organisations.

The proposed time scale for the project was over a period of twelve months to be completed through the 0.5 employment of a Business Enterprise Development Officer to be based at Hereford College of Arts - with a triangulation research methodology which included the collation of quantitative data, qualitative research and the implementation of action research where possible. Initially this involved secondary desk-top research into the following areas:

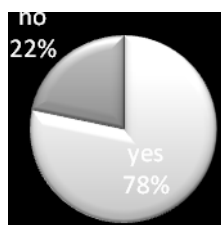
- Creative industries skill sector recommendations for skill development
- QAA, Ofsted and IQER guidelines
- Regional research specific to the creative industries
- Clarification of economic regeneration priorities and initiatives within the Herefordshire area
- External and internal data to map the provision of training in Herefordshire
- Analysis of current course provision in relation to student progression
- Other university and colleges Employer Engagement strategies
- Skill Sector recommendations for Employer Engagement with training providers

These areas of research were relevant due to their impact on both the community and employer skill developments through incentives to learn and opportunities for funding. This research also provided the basis from which the Employer Engagement Strategy for Hereford College of Arts could be developed from the onset of the project.

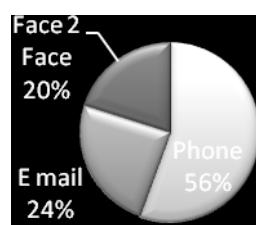
The collation of the quantitative primary data over a period of ten months enabled information to be transferred on to a database for future engagement and promotion of training and on completion provided 650 contacts. To comply with government guidelines (Available at <http://www.idea.gov.uk/idk/aio/9048091>) the database should have a contact list section to monitor and record all contact from Hereford College of Arts. In a similar method to a CRM system, every mail-shot, phone call or other contact is automatically updated.

To collate the data, a combination of telephone, personal visits and email questionnaires to 350 businesses or practitioners was completed with a response rate of 274, which equates to a 78% positive response rate.

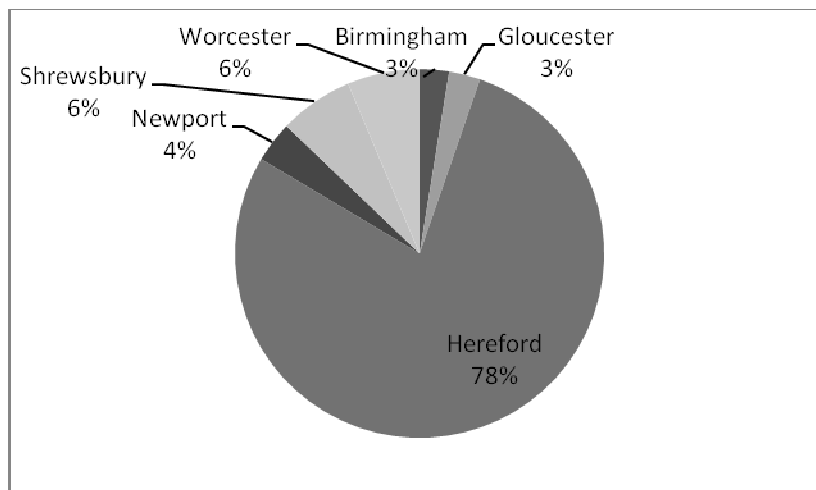
Response Rate to the Questionnaire
(Using email/phone/visits)



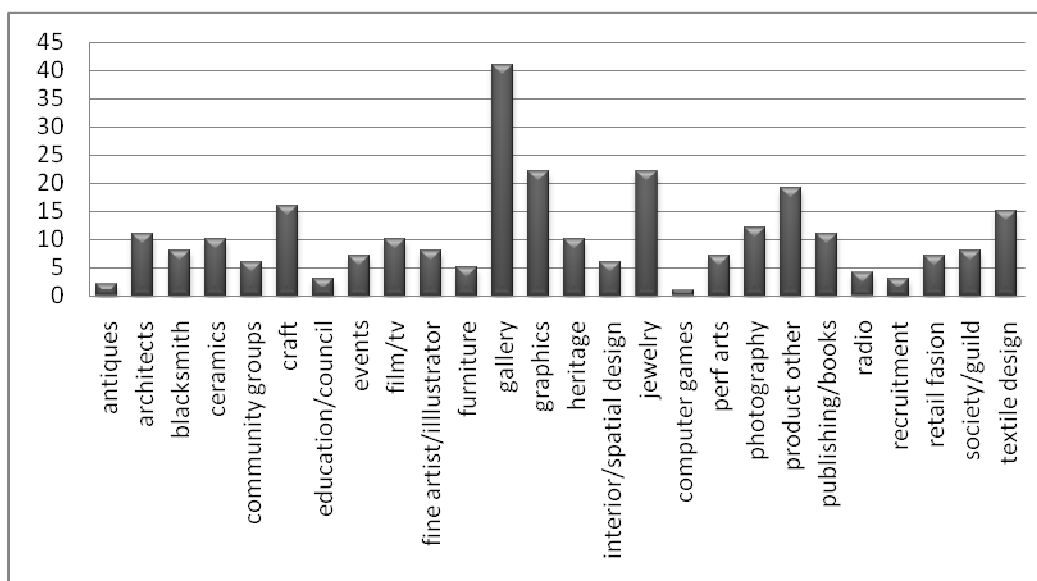
Approximate Break down of Contact Response Rate



2.1 The Geographical Area Covered by postcode:



A range of businesses was contacted from all the creative sectors so that a cross-section of needs could be established. However, the results show predominance from certain industries which were more responsive to completion of the questionnaires.



In addition to the proposed outcomes, a range of ad-hoc exploratory research was completed as necessary to inform on possible training routes or funding available to either employees or Hereford College of Arts.

Throughout the year a range of evaluated action research projects on the implementation of different administration procedures were established. This was to ensure that a sustainable system could be put in place to support employer engagement and appropriate development of the employer forums after the research project.

3. Executive Summary

Throughout the Academic year 2008/09 the Business Enterprise Development Officer research has addressed the main objectives of the post through a range of methodologies, thus establishing the following points that aim to further knowledge and raise awareness of the current and future demands of both employer and employee needs within Herefordshire.

A 78 % response rate from businesses in the area with additional face-to-face, telephone and e-mail correspondence contributed to the collation of data and was evaluated against national and regional information where appropriate.

3.1 Identification of skills gaps of employers and methods of engagement in training provision

Within the Creative Industries in Herefordshire the majority of employers (97%) stated a preference for non-accredited courses which would provide the skill required and were relevant to their needs. A wide range of non-accredited courses are currently available in Herefordshire at varying levels. Knowledge of how to access funding for employers or employees to attend training courses was very limited. Only a minority seek external business analysis which could further their awareness of how or why employees or themselves should continue to access training for the benefit of their business.

Employees were expected to enter employment with a range of skills that were appropriate for their role and obtained prior to application. Advances in media platforms, business administration techniques and marketing methods provided additional reasons for re-skilling or up-skilling of employees. It was recognised, particularly by employers in the media sector, that there were some difficulties in filling vacancies. However, this still did not encourage them to seek further training opportunities for employees, although some *in-house* training ad-hoc to the employees needs was often provided. Often unaccredited community learning courses were accessed for personal development and this was recognised as a possible opportunity to encourage participation and engagement with education.

A range of accredited business courses developed specifically for the creative industries were identified following the identification of subject areas requested by employers. As Hereford College of Arts remains a registered provider of City and Guilds qualifications, these could be available as short courses (of an average 30 guided learning hours), and be viewed as responsive to the sector's current needs.

A requirement for further marketing of funding information and training provision in Herefordshire was recognised as fundamental to changing the current culture of learning apparent in the sector.

3.2 Employer Engagement within the 14-19 frameworks

Employer engagement was recognised as an important aspect of all the 14-19 pathways and a framework of both work-related learning and work placements has been put in place. Progression into Higher Education could be affected by many factors yet it was recognised that offering *taster* sessions or other collaborative engagements between Further Education and Higher Education could offer a positive experience to students.

An administration system to aid evaluation and reflection on engagement with employers was established and hopefully this will continue to offer a sustainable point of contact and data collation as necessary.

3.3 Progression routes post 14-19

An analysis of current Higher Education arts course provision and their relationship to Further education provision in Herefordshire identified some subject areas which could be linked to the strategic redevelopment of the region and the needs of the community. There was a clear necessity to provide a suitable progression route for students in the performing arts, (dance, drama and music) and this could be addressed by the provision of Performing Arts in the Community degree, or in arts administration and project management gained through an Arts Events Management degree. Due to the emphasis on sole trading and self-employment in the niche arts areas a Creative Enterprise degree could be considered and may be particularly suitable for mature learners seeking a career change into the creative industries.

3.4 Work related learning & Work placements in Higher Education

As in Further Education, benefits for Higher Education students to have integrated industry related learning with their degree courses was imperative to increase and enhance their employment prospects post graduation. Therefore, guidance and administration documents were produced with the implication that work placements could be promoted if appropriate administration support at Hereford College of Arts was provided. A database of potential employers who have agreed in principle to support work placements and work related learning opportunities through either visiting lectures, live briefs or seminars/workshops is now also in place.

3.5 Potential for CAT System at Hereford College of Arts

The development of a Credit Accumulation Transfer system was explored on a regional and national scale; however, without appropriate Government funding for modular learning at Higher Education levels it currently remains an unrealistic aim. The implementation is a recommended method of learning by HEFCE and QAA and with the adaptation of some modular areas on the current frameworks it could be feasible. The development of a delivery model that promoted e-learning modules could encourage independent learning and make courses more accessible to part-time, distance or learners with additional commitments who required a greater flexibility in Higher Education provision.

Existing modules could be developed and piloted along these lines should Government funding become available to support modular learning in the near future.

3.6 Co-Funded Provision

Co-funded delivery of Higher Education or Further Education courses was not considered a priority by employers within the Herefordshire region. As identified previously, the culture of learning, funding and the expectations of high employee skills gained prior to employment were seen as key factors that would prevent co-funding to further develop employee skills.

Whether the option of developing Train to Gain qualifications was feasible at this time was explored throughout the year. Due to the recent cutbacks in Government funding, responsive contract

requirements and the identified requirements of employers from the creative industries in the area, it would not be a recommendation in the current climate. The provision of part-time level 2 and 3 qualifications suitable for employees, particularly in retail in a creative industry could be considered as no alternative suitable qualifications are available in the region.

3.7 Additional Considerations

Throughout the research it has been identified that it is essential to consider the population forecast for the Herefordshire area when developing current or future strategies to develop education and training provision. With the continued flow of young people out of the area and the rise in the older population, more flexible provision should be considered. This could enable students to work alongside existing qualifications, use APEL assessment to enter new courses, or develop the skills and knowledge for entry into the creative sector if they required a lifestyle or career change.

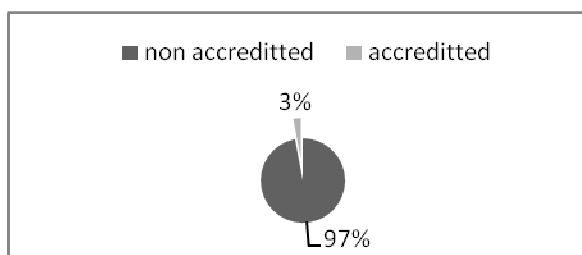
Due to the rural make-up of Herefordshire and the large number of sole traders and small to medium enterprises, it has also been identified that it is essential that businesses are able to access relevant information regarding support and funding for training more easily. This is particularly relevant where there are waivers to minimum numbers and individual case decisions available to support funding for creative businesses that are not necessarily advertised or marketed.

4. Research Outcomes in Full

4.1 To research and identify the key needs and skills gaps of employers in the creative and media sectors within the research area (Herefordshire and the neighbouring areas of Worcestershire e.g. Malvern) and the best ways to engage them in providing relevant learning experiences

To initially identify the key needs and skills gaps of the employers in Herefordshire a questionnaire was developed for data collection and collation. Respondents were either art practitioners, working within the creative sector through retail provision, in education or using a creative process within the manufacture of their product.

Q Which type of training would you prefer?



A

Within the Creative Industries of Herefordshire a clear preference for non-accredited courses was established. Respondents did indicate a preference for receiving some certification of achieved academic or vocational skills after attendance. This was for current employment purposes and particularly relevant when applying for future jobs as evidence of their skills.

In reference to the certified completion of a course, a small percentage presumed a higher value through association, or branding of a course, for example: Adobe, In Design, Yamaha Music School. This was due to the presumed quality control of the delivery and content and the expected higher

level of tutor knowledge. These findings do correspond with national research by the Quality Improvement Association (QIA, 2008) which indicated that the relevancy of the course was the most influencing factor.

Quality Improvement Association Research: Influencing Factors for Choice of Training Provision



Currently available throughout Herefordshire there is a wide range of unaccredited educational courses suitable for students at both entry and advanced level. (Appendix 1) By assessing the short course student information for the academic year 2007/8 at Hereford College of Arts there is an indication that over 25% of students attended for Continuing Professional Development (CPD) purposes. This does suggest there is some employer/ee awareness of the suitability of the courses for CPD vocational development.

Q Have you ever considered up-skilling or re-skilling yourself or employees?

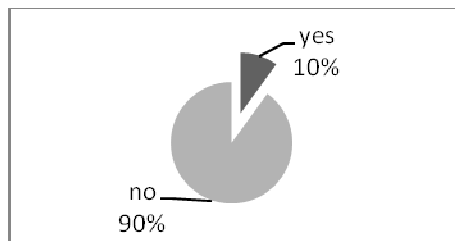
A 83% of the employers stated they would either expect the employee to already have the skills, or would implement 'in-house' training. However, there was some indication that employer and employee training requirements could be identified independently if they were to look more closely at the infrastructure or possible expansion of their business.

Through interviews this question was explored in more detail as there appeared limited employer knowledge of the support or advice external sources could offer in relation to training and funding opportunities. Recent research (Worcester Research, 2008) on the Creative Media Sector in Herefordshire did find that 81% of digital media businesses had obtained business support of some type during 2007/2008 though whether it included training needs analysis was not clarified. It was also identified that digital media employers found it hard to fill vacancies as 67% of applicants lacked the skills necessary to undertake the role. Factors such as appropriate wages, location or job specifications were not taken into account within the research outcomes.

If this sample of media and digital industries is presumed as a true reflection across all creative sectors in Herefordshire, it does indicate employers are still not accessing information that could fund their staff development to ensure the future and current skills needs are met now or for the future. Equipping businesses and people with these skills is being seen as imperative to finding success post the current economic climate. (Bewick, T, 2009)

Q Have you ever had a business needs analysis to develop your own or staff training?

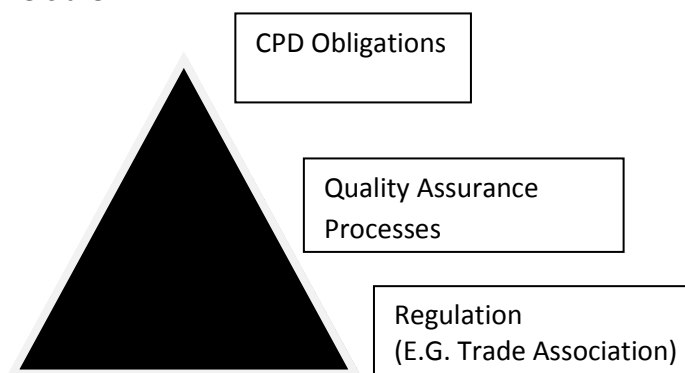
A



A considerable lack of understanding concerning the value of having business development advisers was shown throughout the interviews. Although the majority of employers were aware of the advice that could be offered, they were often unaware that it could be relevant to businesses regardless of size or if they were sole traders. If there was a marketing campaign offering non-biased sector, specific-business advice this may begin to change the culture in the creative industries and enable a higher number of creative businesses to access the funds available through Government initiatives.

Within Herefordshire, Business Link West Midlands do have plans for awareness raising events during 2009 which will be aimed at the creative sector. There is also a LLN funded training provider supply register for business analysis staff under construction to guide people on appropriate training providers in the area, though this is not sector specific. Other sources of advice are the Skill Sector and career adviser websites, Herefordshire Council and the Chamber of Commerce who are also able to advise on all aspects of business needs and opportunities within the region.

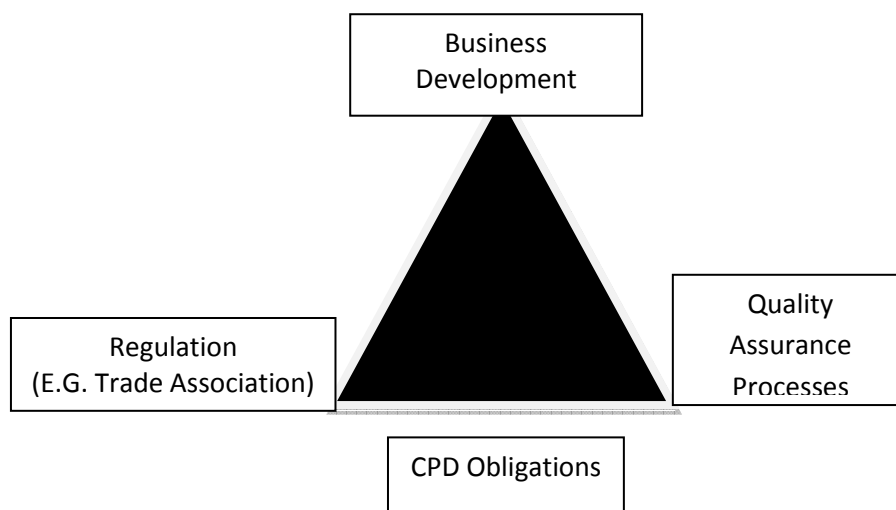
Harper-Adams University have completed extensive research on drivers for work-based learning and found that the key three drivers are:



The relationship to these drivers within the Creative Industries corresponds differently in Herefordshire due to the lower CPD obligations required for sole traders and SMEs who make up the majority of businesses in the county. The interrelationships of business growth or presumed economic savings are now known as the key factors affecting the training required. If a business is working on an external site (for example in film making) employees would be required to attend Health & Safety courses, or child protection updates rather than CPD relevant to their own creative development. It is also the Health & Safety courses or specific equipment training (e.g. lighting

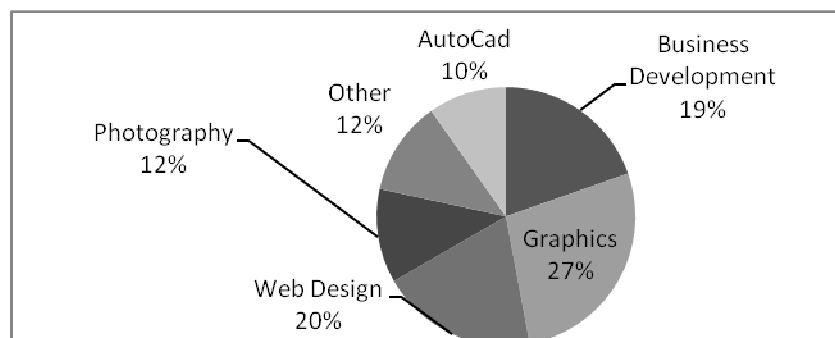
consoles for technical theatre) which are the usual regulation requirements for membership of trade unions or similar associations.

Creative Industry Drivers for CPD in Herefordshire:



Q In what subjects would you consider there to be a need for up-skilling for yourself or an employee?

A



As the majority of respondents were self-employed, sole traders or in a micro business it is apparent that their economic development was considered a primary influencing factor in their choice of personal and employee skill development, for example: developing additional sales related skills to enable website building, photography for their products, or acquiring graphic design knowledge to lower advertising costs. Many respondents were already highly skilled within their chosen field and aware of new design tools or technical developments that could be beneficial for their product development to improve production.

As the majority of respondents were self-employed, sole traders or a micro business it is apparent that their economic development was considered a primary influencing factor in their choice of personal and employer skill development.

For example, within the film production and related media businesses the biggest change over the past six years has been the paradigmatic shift in switching to digital for shooting, editing and post-production in film and TV and the establishment of online and mobile technologies and platforms. In all these areas Hereford College of Arts could offer appropriate up-skilling courses.

Post 2010 there is an anticipated need for employers to develop the following skills:

- *the other interactive media skill sets beyond their own specialities*
- *commercial and marketing requirements, which includes an ongoing knowledge of future technologies*
- *relevant legal issues, especially relating to copyright and intellectual property*
- *business issues, including the ability for staff quickly and accurately to gain an understanding of the business needs of clients and how they operate*
- *Users and usability.* (Skillset, 2004)

Relating this to the non-accredited short courses currently on offer in Herefordshire (Appendix 1) there is a wide range of creative industry training which meets the current and anticipated training needs identified by respondents of the research and some Skill Sector recommendations. At Hereford College of Arts there is also the availability of specific demand-led training courses which can be delivered in the workplace or at the college should it be requested. Although there was limited awareness of this facility and an implication that employers would prefer to encourage participation rather than provide and fund the course.

Though the research recognises that the unaccredited short courses can meet the demands for vocational skill development requested by employers in Herefordshire, the research does show a need for business related qualifications for employers/ees in the creative sector which could encourage appropriate qualification progression directly related to their needs. A mapping of accredited current courses available to develop vocational skills is available in Appendix 2. Should Hereford College of Arts decide to respond through the provision of such creative business courses, the following accredited qualifications could be seen by Ofsted as responsive to employer needs. They would also be appropriate as it has been confirmed that the college remains a centre for City & Guilds qualifications. The courses would also be suitable for mature returners to education who wished to update knowledge or gain confidence in their business skills within the creative sector. Graduates entering the work place should already have some knowledge of these transferable and generic business related-skills as to some extent they are within current curriculum requirements of Higher Education courses.

The following qualifications could be offered, as part-time or intensive block release courses offer an alternate progression route onto part time HE/FE study:

[City & Guilds Level 3 Award in Creative Techniques in Building Business Knowledge – Handbook for a Creative Business \(QCF 500/5382/6\)](#) (30 Guided Learning hours)

[City & Guilds Level 3 Award in Creative Techniques in Create, Store and Use Data for a Creative Business \(QCF\) \(500/5381/4\)](#)
(30 Guided Learning hours)

[City & Guilds Level 3 Award in Creative Techniques in Creating Promotional Material for a Product and Creative Business \(QCF\) \(500/5416/8\)](#) (30 Guided Learning hours)

[City & Guilds Level 3 Award in Creative Techniques in Start-up Business Skills – Business Plan for a Creative Business \(QCF\) \(500/5360/7\)](#) (30 Guided Learning hours)

[City & Guilds Level 2 Award in Creative Techniques in Building Business Knowledge – Analysing Creative Businesses \(QCF\) \(500/5121/0\)](#) (30 Guided Learning hours)

[City & Guilds Level 2 Award in Creative Techniques in Producing Documents for a Creative Business \(QCF\) \(500/5128/3\)](#) (30 Guided Learning hours)

[City & Guilds Level 1 Award in Creative Techniques in Building Business Knowledge – Local Creative Businesses \(QCF\) \(500/4872/7\)](#) (30 Guided Learning hours)

[City & Guilds Level 1 Award in Creative Techniques in Producing Documents for a Creative Business \(QCF\) \(500/4859/4\)](#) (30 Guided Learning hours)

Many employers and employees had accessed or were aware of a range of community-based learning courses suitable for personal CPD purposes and available throughout the rural areas and towns of Herefordshire. These are unaccredited and have no formal progression opportunities but may be a possible source for further marketing of pathways into Further or Higher Education.

Recent DIUS research, 'Skills for life: Changing Lives' (2008) supports this theory when concluding that developing progression through the informal learning environments would begin to address the skills needs of people who were still not engaging with the raising of their educational level. Government funding (Transformation Fund 2009-2010) was made available to support informal community learning. If Hereford College of Arts considered supplying these courses as re-skilling or up-skilling teaching opportunities, an additional databank of casual tutors and administration support would be required.

4.2 To establish realistic and deliverable models for work experience and employer engagement within 14-19 Diplomas and FE vocational courses (National Diplomas) at FE Colleges

Initially the employer engagement strategy for Further Education and the National Diploma at Hereford College of Arts was reviewed, and a basic model for delivery has now been developed.

Further Education tutors have received a CPD seminar to ensure fuller understanding and also to share good practice which has been accumulated over this period. This also offered an opportunity to discuss and reflect on the model of delivery to ensure full understanding. Programme Managers in Further Education and Higher Education are aware of the need to monitor the levels of engagement for IQER and OFSTED and also to further collaboration with the Skill Sector Councils. They do offer guidelines at [http://www.trainingqualitystandard.co.uk/uploaded/files/ns-sgn-SkillfastUK-1v0%2018Oct2007 .pdf](http://www.trainingqualitystandard.co.uk/uploaded/files/ns-sgn-SkillfastUK-1v0%2018Oct2007.pdf) and by using the administration procedures now in place proof of engagement should become evident and embedded.

Course	Work Experience and Work Related Learning
National Diploma	<ul style="list-style-type: none"> • As there is no requirement for work experience within the curriculum students will not complete individual work placements as part of their course. • When opportunities arise for the subject areas or groups of students to work on external projects the tutor will co-ordinate and be responsible for the students' welfare. Such opportunities are to be developed by the subject tutors where appropriate. • Work related learning will be embedded throughout the curriculum to introduce and develop live briefs and workshops on specific skills. This should be done through the planning stage prior to the start of the academic year. Where possible, live briefs will be used – or previous live briefs that have been submitted via the College website employers' page would be used. Employer's forum established to discuss methods of engagement, professional practice or skill developments of the students. Key discussions with actions already discussed; transferable skills, e-portfolios. • For tutors the database can inform on CPD opportunities, mentoring and technical guidance from employers.
14-19 Creative & Media Diploma	<ul style="list-style-type: none"> • The Local Authority will do the work experience checks for post-16 learners on the diploma courses, but they will be of a pre-16 level using the same paperwork for both. There will however be a cost implication of £25 per check if they are out-of-date and need a visit. • An onsite administrator will be required at HCA, to aid with the placements and complete administration tasks. • Database of 31 employers identified to offer work placement opportunities for 14-19 students (subject to student interview). • Method of collating suitable live briefs and other engagement opportunities established via website access. • Employers' forum established to discuss methods of engagement, professional practice or skill developments of the students. • For tutors the database can inform on CPD opportunities, mentoring and technical guidance from employers.

A recommendation within the work related and employer engagement strategy is for tutors to access CPD opportunities or work shadow placements regionally and nationally where possible. This would ensure tutor knowledge was continuing to be updated in relation to the workplace and current developments within their practice which could be related to their students' learning. It would also enable effective simulated projects for all 14-19 courses should external engagement not be available. HE tutors/practitioners can also offer workshops, 'taster days', funding permitted, relevant to their subject area to encourage student progression onto the corresponding courses.

Method of Response to Employer Engagement requests (Higher & Further Education):

All enquiries are directed via the HCA website so that all details such as work experience offers can continue to be collated for the database. Course leaders and tutors have been strongly encouraged to direct all enquiries they may receive from employers to the website as a standard procedure for submitting briefs and live projects and as a mechanism for collecting information to ensure that details reach the Marketing Department and are entered into the main database. Within the website there is dedicated space for this information to be submitted. (<http://www.hca.ac.uk/careers-employers/working-with-us.php>)

The administration procedures as seen in Appendix 3 have been developed and evaluated throughout the year and the current system is deemed as most appropriate as a sustainable system that can be monitored and assessed for effectiveness by the Marketing Department. This method of administration will also provide contacts for the 14-19 curriculum delivery planning when past live briefs could potentially be used without the associated timescale restrictions.

After project completion reflective evaluations are to be completed by all parties to monitor engagement activities and to share good practice to ensure positive learning outcomes for future opportunities.

4.3 To develop progression routes and linkages from work experience /placement / engagement at 14-19/FE vocational level to the corresponding aspects of HE level study

NB this is not an exhaustive list and is intended to be indicative of regional provision or relating to institutions where links exists

FE Course	Level	Employer Engagement – Method/WRL	Employer Engagement – sector	HE Course provided by HCA	HE Course provided by Alternate provider	Course Provider
Art & Design Foundation	3-4	Live Briefs Competitions Visiting Lecturers Practitioner-led workshops	Textiles Fine art Illustration Product Design Media Photography Interior Design jewellery	Textiles Fine Art Contemporary Applied Arts Graphics Photography Illustration Jewellery	Spatial Design or Interior Design BA Product Design BA Creative Events Mgmt BA Sculpture BA Contemporary Furniture Design FdA Product & Creative Enterprise BA Media& Cultural Studies BA	Plymouth College of Art UAL Ucreative/Derby Falmouth Bath University UWIC Huddersfield University University of Worcester

Performing Arts & Music BTEC ND	3	Live Briefs Competitions Visiting Lecturers Practitioner-led workshops	Technical Theatre Dance Acting/performance Makeup/effects Music Theory Popular music practice Musical theatre performance Sound recording	None	Events Management BA Drama & Theatre Arts BA Theatre Studies and Technical Stage Production BA Media Culture Society BA Drama & Performance BA Performance(Costume & Makeup) BA Urban & Electronic Music HND Music & Media Management	Falmouth University of Birmingham Staffordshire University of Birmingham University of Worcester University of Worcester UoW/Kidderminster Col Gloucester
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FE Course	Level	Employer Engagement – Method/WRL	Employer Engagement – sector	HE Course provided by HCA	HE Course provided by Alternate provider	Course Provider
Art & Design BTEC ND	3	Live Briefs Competitions Visiting Lecturers Practitioner-led workshops	Textile Fine art Illustration Product Design Media Photography Interior Design Jewellery	Fine Art Contemp Applied Arts Graphics Photography Illustration Film Jewellery Textiles	Spatial Design or Interior Design BA Product Design BA Fashion Sculpture BA Contemporary Furniture Design FdA Product & Creative Enterprise BA	Plymouth College of Art/UAL/Wolverhampton Staffs/ Wolverhampton/ Birmingham City Uni Birmingham City Uni /Dudley/Staffs Bath Spa UWIC Huddersfield
Creative & Media Diploma 14-19	3	Live Briefs Competitions Visiting Lecturers Practitioner-led workshops Work Placements	Textiles Fine art Illustration Product Design Media Photography Interior Design Jewellery Performing arts	Fine Art Contemp Applied Arts Graphics Photography Illustration Animation Film Jewellery Textiles Artist Blacksmithing FdA Art Practice	Events Management BA Fashion Design BA Product Design BSc Arts Management BA Sculpture BA Contemporary Furniture Design FdA Product & Creative Enterprise BA Drama & Performance BA Performance(Costume & Makeup) BA Urban & Electronic Music HND Music & Media Management	University of Gloucester Birmingham City Uni Aston University Bath Manchester Bath Spa Huddersfield University of Worcester University of Worcester UoW/Kidderminster Col Gloucester

Analysis of this mapping indicates that there is limited Higher Education course progression for students leaving Performing Arts and Music. With the recently introduced priorities for regional and

national community learning to be promoted and the implementation of extended school learning opportunities there may be a regional need to develop a Community Arts or Arts in Education BA course, although further research would be recommended. The Creative Alliance offers the work-based Creative Apprenticeship in Community Arts in Herefordshire which is taught through work-assessed learning combined with key skill delivery by Creative Apprenticeship offering a potential progression route for these learners, although during this research there had been no take up of the Creative Apprenticeship vacancies offered. Youth workers who are requested to obtain a level 3 award may also find this to be a suitable progression route and participation could be encouraged by the Local Authority or other employers.

The provision for an Arts Events BA course would offer alternative progression routes for students who wished to develop administration and project management skills related to their level 2 or 3 studies; though this is available at Gloucester it is not specifically tailored for performing arts events.

As this research also identified a high number of employers educated to level 3 (particularly in Craft), the implementation of a Creative Enterprise BA may offer mature students an entry route into the creative industries should they desire a lifestyle/career change. It may also be considered as a possible part-time option for those employees currently in the creative industries who previously did not have the time, or funding to complete a degree, but who would now like to pursue this option.

4.4 To develop models of employer engagement through WBL/WRL etc in HE courses

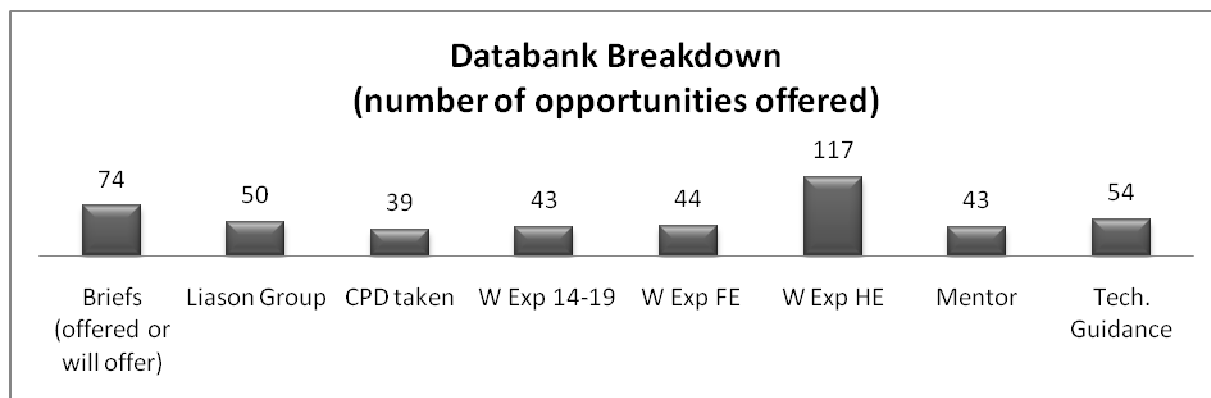
4.4.1 Work Related Learning & Work Placements in Higher Education

Throughout Hereford College of Arts the delivery framework of the courses has been reviewed to include extended professional practice modules with the purpose of developing specific vocational, generic and personal skills. It is recommended (Harper-Adams.ac.uk) that Personal Development additional skills gained through work placements should be included in the indicative outcomes of employer/student/college contracts and a table for skill matching has been attached. (Appendix 4: Table of PDP Skills) Students will be able to work on external placements during the modules where a three-way learning contract can be established. This will ensure the indicative outcomes of the module could be achieved and the assessment criteria clarified to the students and the place of work. (Appendix 5: Sample documents required for Work Placement)

Development of a part-time administration position to support the work placement documentation across both Further Education and Higher Education would ensure that all the documentation was completed prior to the student going on any placements. The responsibilities of this role would include co-ordination of placements available to students, ensuring that the correct indicative outcomes were incorporated into the agreement and the completion of all relevant Health & Safety checks for all work placements across both Further Education and Higher Education courses. By taking on the responsibility of fulfilling the H & S checks for all work placements at HCA the proposed charge by Herefordshire Council of £25.00 per new contact for students on the Creative Diploma would not apply. This would also ensure that employers would not be over contacted regarding other placements through entry onto a common county database. A further benefit would be that the person in post would be able to build a relationship with the industry and possibly develop professional links to meet their training requirements for continued professional development of other staff.

Tutors are encouraged to actively seek collaborative externally funded projects to support students' learning and opportunities are also being collated via the website which has acted as a portal for employer engagement throughout the research. Visiting lecturers have also offered workshops or seminars which have raised awareness of the industry to students and this will continue to be developed by tutors and through use of the exhibition space at the college. Again with the development of the database, the knowledge of available artists who wish to participate has been extended and will continue to be after this research.

4.4.2 Breakdown of opportunities offered to Hereford College of Arts during a ten month period



4.5 To develop innovative ways of delivering relevant needs through shorter accredited skills based modules or courses that could stand within existing FdA course structures and also be eligible for future credit based funding and encourage progression within a CATS framework

Throughout the research it has been difficult to consider Work Based Learning or distance learning qualifications separately from APEL/APL and the possible implementation of a CAT system due to the interrelationship of access to flexible learning modules and development of suitable pedagogies.

If Hereford College of Arts did wish to develop their strategy to include a generic WBL BA (obtained through distance learning) it may be appropriate to develop the course as an individual programme with delivery from either media arts or art and design areas. Worcester University are currently validating such a course and it would be interesting to monitor response levels should it become available for Art, Design or Media degrees.

4.5.1 APEL/APL

Having a clear APEL/APL framework could encourage progression from the unaccredited courses onto appropriate Higher Education courses. Particularly for students who initially developed skills through informal short courses, or were able to gain acknowledgement for the generic transferable skills learned in other jobs or sectors. By gaining credits for prior experiential or educational achievements it would cut down on both the cost and the time spent on the degree course and could be particularly attractive to mature students who are unable to receive funding for their second level 4 plus qualification.

Hereford College of Arts currently accredits APL/APEL of art, design or vocational skills through acceptance of mature entry students onto Higher Education courses with the provision of a suitable portfolio of work. Combined with an informal interview to evaluate personal development prospects, this has had a positive effect to widening participation onto courses. Worcester LLN is currently proposing a research project which would aim to offer guidelines for Higher Education Institutes on the accreditation of APEL/APL.

The development of a Credit Accumulation Transfer system has been explored extensively; however, formal agreements from the validating universities would have to be in place prior to a system becoming compatible across the college. This would allow module provision of learning to be collated by students with completion expected within five years and be a flexible programme of study suitable for students to access over a period of time. HEFCE and QAA do recommend the development of such a flexible framework as responsive to learner needs for developing customised skills and promoting lifelong learning. (QAA/HEFCE 2008) LLN research into CATS on both regional and national levels has identified a range of similar problems identified through this research which concerned funding, validation and effective student progression.

An alternative method of CAT delivery would be through the development of individual tailor-made degree courses obtained through modular completion across set subject areas, agreed prior to the start between the student and Higher Education Institute. For example Middlesex University offer guidelines to prospective students to complete the following modules (**WBS4802** and **WBS4811**) prior to application to establish agreed attendance times and modules to be taken, this then equates to a developed generic art and design or media arts BA:

*Recognition and Accreditation of Learning **WBS4802***

This is a 10 credit module in which students prepare a claim for the recognition and accreditation of their learning. Credit may be awarded for experiential and work based learning. The University may also recognise the credit attached to university level courses already undertaken. Such credit can be put towards a postgraduate WBS programme, provided it meets the university criteria for the target award. In addition, students write an essay in which they reflect on what they have learned from undertaking the module.

*Programme Planning **WBS4811***

This is a 10 credit module in which students argue a case for the coherence of the customised programme that they propose to undertake. They explain why each proposed module is part of it, outline a preliminary idea/proposal for their work based project and discuss how their proposed programme will fulfil both their own and their employer/stakeholder. (<http://www.mdx.ac.uk/hssc/wbl.asp>)

This could offer students with additional external commitments a solution if their study could be supported through e learning modules and a wide range of other appropriate modules at the correct

level for accumulation of their credits. This would be dependent on distant learning modules being funded for development and the provision of supported e learning seminars at the start of a course.

This model of delivery could be considered at Hereford College of Arts where most of the FDA and BA courses are offered as a part-time option and an array of factors can be seen to influence the low application rate for part time delivery:

- 2-3 day attendance being balanced with work/family/financial commitments
- Culture of learning in the creative industries
- No accreditation or reduced costs for prior learning/qualifications/experience

With common area delivery frameworks in place for Art & Design and Media Arts at Hereford College of Arts, it would be possible to develop and pilot modules through supported e learning delivery. This may also offer an opportunity to develop more courses in sub-sections of current degrees, such as Contemporary Applied Arts which could be divided into ceramics, wood, print making etc. This would offer a larger range of degree qualifications using a common core framework of delivery that would utilise workshop space more efficiently due to the provision of the e learning modules accessible by students and tutors off site. This would allow workshop teaching to be timetabled subject specific with students expected to self-direct their learning time to complete the e-learning module.

4.6 To outline models for the future development of employer co-funded provision

These questions were aimed at establishing whether it was a feasible option to promote co-funding of training across any qualifications, regardless of length of study or potential qualification level.

Q **Whilst you are considering your own or your employee training needs, do you know what educational level they currently have?**

A This was mainly answered by people with whom I had direct face-to-face interviews, as there still appeared to be some confusion as to what an education level was or whether a qualification had to be associated to their current employment. However, from these responses it was established that a majority were either employing postgraduates, were themselves graduates or had obtained a Level 3, through City & Guild apprenticeships or completion of HND courses.

Although there is no qualification breakdown of the creative industries in Herefordshire this does appear to correlate with most Skill Sector findings. (Appendix 6: Qualification level of the sector workforce, Creative Choices, 2008)

Except for the clear disparity within the Craft sector as within Herefordshire many do hold either a level 3 or 4 qualification.

Key statistics:

- *39% of the creative workforce hold a level five qualification.*
- *45% of the total creative and cultural workforce have a degree level qualification.*
- *23% of the workforce have a GCSE or Vocational GCSE as their highest qualification.*

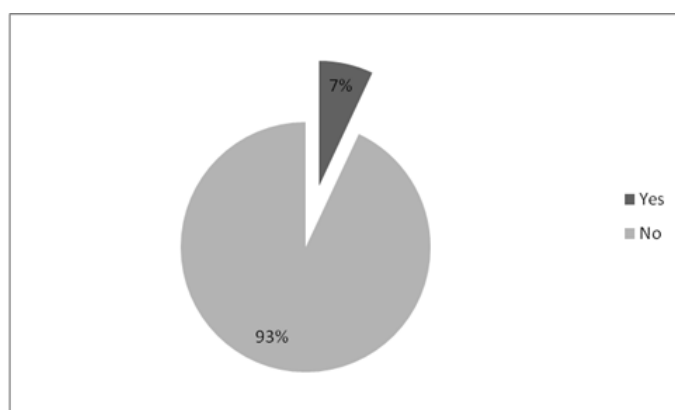
- Only 10.9% of employers report the recruitment difficulties are the result of applicants lacking the appropriate qualifications.
- The sector is expecting to recruit people with higher qualifications in the future across all roles especially creative, account management, and management
- 9% of people in craft have a degree level qualification

Q Would you be willing for your staff to have 1 day off a week to further their qualifications?

A There were no positive responses to this with the majority choosing not to answer. However, when discussed further, it was apparent that should an employee want to attend a part-time course at their own expense, then employers would look positively on this and be flexible in their working hours where possible. Again this would be dependent on the benefit to the business or the personal development of an employee that may affect the business in a positive way.

Q Would you be willing to partially fund employees getting further qualifications?

A



This response indicates that it depended on the qualification and the benefit to the employer though employers were still hesitant to consider co-funded training as they preferred to employ someone who already had the desired skills. However, nationally and regionally, employers had reported problems found in finding appropriately skilled workers. (Worcester Research, 2009, Skillset, Creative & Cultural Skills, 2008)

In the current economic and government funding climate it would be difficult to change the learning culture within the creative industries without extensive regional support and marketing. This could

possibly begin to be addressed if an employer-funded apprenticeship programme such as the creative Apprenticeship in Craft were available locally and the skill sector council engagement teams were active in the area. Alternatively, Herefordshire Council may consider offering apprenticeship positions in Community Services with training available locally, which is a system other councils have adopted as part of their social regeneration schemes. (Community Arts Redevelopment across the Valleys Authorities - CARVA)

Currently, from the questionnaire responses, the co-funded provision of training has not appeared to be an option that is appealing to the creative sector within Herefordshire. Although a work based learning qualification, at any level, may offer a more flexible training route for students, the costing would continue to be funded by students (post 19) rather than employees. For students under 19, the demand for level 2 or 3 qualifications funded through Train 2 Gain was particularly negative at the current time. 83% of the creative industries interviewed stated they would either expect the employee to already have the skills, or would implement 'in-house' training. This indicates there would be low course numbers and high cost implications for the training provider.

Factors known to influence this are:

- current economic downturn
- regionally, a high level of SMEs
- culture of expected availability of potential employees with skills or qualifications
- mid/high unemployment rates which effect availability of pre-qualified employees
- gender and age of population
- current qualification levels of employees in the sector
- appropriate government funding to FE/HE to encourage take up

Provision of full-time level 2 and 3 courses are available for the creative industries within Herefordshire and an attached list of accredited current courses are shown in Appendix 3. Although qualifications such as the National Diploma of Art & Design can offer an entry route into many HE courses there are still some subject areas which could be further developed, particularly in the subject areas of fashion, retail fashion and photography. If the smaller BTEC diplomas were timetabled efficiently over 2 days delivery they would fit into the Creative Diploma but could also be accessible for part-time workers with the support of e-learning facilities. Such courses may also be appealing to potential mature students or people with childcare/family or work commitments who would prefer to attend during the day on a part time basis.

Within the fashion retail stores in the area there is support to raise employees' qualification levels, yet currently only NVQ Customer Services is being offered in the region. Qualifications Suitable for Part-time delivery for career development in Fashion Retail:

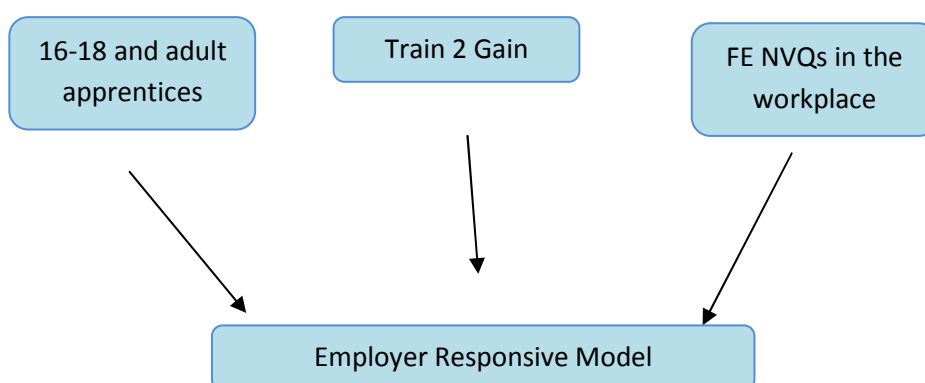
[ABC Level 4 Diploma in Buying and Merchandising for Fashion Retail \(QCF\) \(500/5513/6\)](#)

[ABC Level 3 Diploma in Fashion Retail \(500/4261/0\)](#)

[ABC Level 2 Diploma in Fashion Retail \(500/3123/5\)](#)

If comparing the available creative courses to the Employer Responsive Model recommended at Further Education level, it could be argued that there is a shortage of part-time NVQ or work-based learning qualifications within Herefordshire for the creative industries. However, as they should be developed in response to demand, it is justified. Whether it would be possible to raise potential employee awareness of opportunities to enter the creative industries through a work-based learning, or apprenticeship training has not been trialled in Herefordshire. To be successful a piloted level 2/3 media course could be marketed directly to the older workforce as a method of assessment for demand.

There has also been a noticeably low take up of the NVQ in Customer Services by the creative industries with mainly retail stores in fashion from the sector taking up training. The Creative Alliance Training is also offering the Creative Apprenticeship for community arts in Herefordshire, with day release training in Birmingham, though to date there has been no take up from Herefordshire, which again indicates limited demand at present, even with marketing aimed directly at the creative industries in the region.



(Source: Quality Improvement Association 2008)

Through the interviews it was also established that there was no interest in the level 4 bolt-on thin qualifications in the creative subjects currently recommended by Train 2 Gain, which had been developed through the Skill Sector Qualification Strategies. Employers felt that the modules were too *'business orientated'* or advanced, when they were usually looking to develop generic or lower level skills. This is in contradiction to the rate of retention and progression normally seen through short course provision at Hereford College of Arts in subjects such as web design or digital

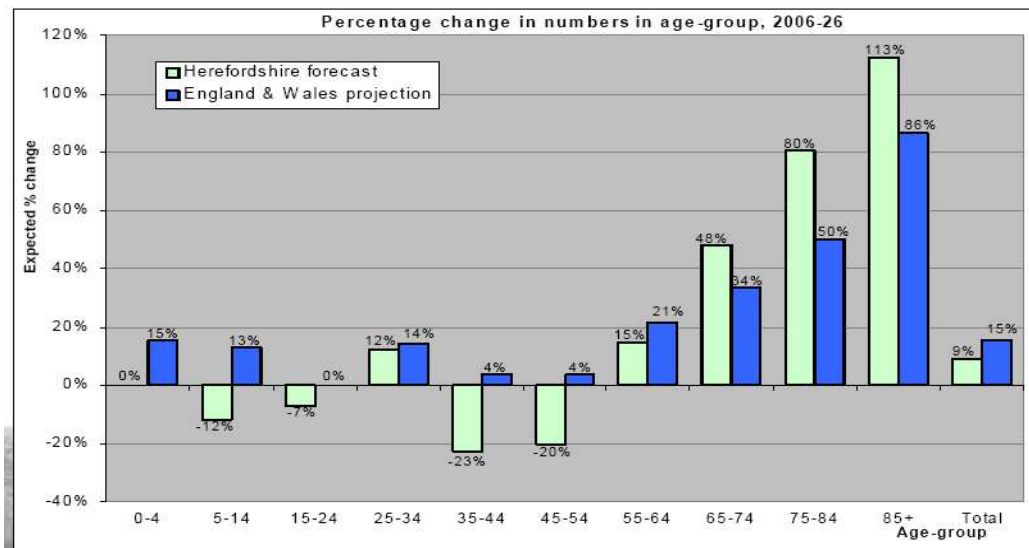
photography, where students regularly progress from beginner through to advanced courses. This indicates that there may be an opportunity to promote higher level learning as a progression route from the short courses after students had gained confidence in their skills and also the trainer provider.

Meeting with The Union Learning Fund Area Representatives and other sector representatives for learning, alternate funded training opportunities to aid people who wished to have a career change into the creative sector were explored. To access union learning funds any union member can apply to attend accredited short courses regardless of the subject they wish to study, or their current job, and union learning co-ordinators can request delivery of purpose taster workshops if enough union members request them. However, with the instigation coming from the union member, rather than the training provider, this is not currently envisioned as a sustainable or effective method of promoting entry onto creative courses.

To gain a greater understanding of the workforce and possible training requirements of both employers and employees it is essential to acknowledge both gender and age structures within Herefordshire. There is a recognised loss of young people aged 15 to 29 as they move from the area to progress in education, or look for a wider range of employment opportunities, and this does effect what type and level of training provision is required. (Herefordshire Council and Chamber of Commerce) Younger post graduates are also continuing to look for opportunities and employment progression outside of the area, which could explain some of the difficulties in filling lower paid post-graduate job vacancies, as recognized by Worcester Research (2009).

However, once the experience and skills within their professions are developed, they are often found to return to the area, through lifestyle preferences and the increase in home-based work opportunities in the creative sector. Subsequently this is why more relevant short course provision offering training in new technologies and techniques is required, rather than whole qualifications. This inward migration of 30-44 year old people are often seen returning to education in subject areas other than those in which they previously trained. This is for a variety of reasons including possible career changes or post childcare breaks, which are when part-time, re-skilling or up -killing training opportunities are more attractive.

Forecast growth in Herefordshire: Age



(Source: 2007 – mid-year estimates, ONS; 2026: Hfds – HC Research Team 2006-based population forecasts; E&W – ONS 2006-based national population projections.)

It should be noted these projections are based on demographic trends, and take no account of known local developments, economic factors or the capacity of an area to accommodate the population. Therefore the actual future population data will differ to some degree and it is recommended that ongoing data is taken into account when assessing immediate requirements in training provision.

ONS recommend it should be ‘...noted that the projections are not economic or policy-based forecasts of what the population will be. They are simply illustrating likely population levels arising should a set of given assumptions’. (Revised 2004-based Sub-national Population Projections for England: Key notes for users.)

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<http://www.experiencesofwork.co.uk/downloadforms/WorkExperienceAGoodPracticeGuideOctober2006.pdf>

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Appendix 1

Non- accredited short courses offering sector related additional training/CPD in Herefordshire

<p>Hereford College of Arts Web Design Using Dreamweaver Adobe Indesign desktop publishing AutoCAD Belly Dancing Ceramics Ceramics Throwing on the wheel Contemporary Felt Making Contemporary Jewellery Design Contemporary Textile Design Digital imagery with adobe Photoshop Digital photography Drawing with adobe illustrator Fine Art Painting & Drawing Fine Art Printmaking Garden Design Improving your Skills in painting & Drawing Interior Decoration Life Drawing Photographic alternative processes Photography film based Quark express for desktop publishing Recycling Clothing & Accessories using Textiles Silversmith Jeweller Web Design Using Dreamweaver</p>	<p>Hereford College of Technology Belly Dancing Creating a Digital Photography Story Creative Writing Garden Design Garden Design Garden Design, History & Construction Garden Design, History & Construction Introduction to Digital Imaging Introduction to Digital Photography Workshops Introduction to Digital Video Jive Dancing Salsa Dancing Stained Glass Designing The Complete Basic Digital Photography The Complete Intermediate Digital Photography Upholstery Web Page Design</p>
<p>Courtyard Contemporary Dance Life Drawing Performing Arts/Theatre Skills Writing for the Stage</p>	<p>Community Groups Dance – various types Digital Media Film IT for Publishing Watercolours</p>
<p>Chamber of Commerce Introduction to Microsoft Excel Introduction to Microsoft Office2007 General Microsoft Power point Intermediate Microsoft Excel Intermediate Microsoft Access Intermediate Microsoft Word Advanced Microsoft Excel Advanced Microsoft Access Advanced Microsoft Word</p>	<p>Training providers for Dance or Performing Arts Hereford Academy of Dance Danceblast All Seasons Dancing School Hereford Ballet School & Theatre Arts Studio Courtyard Stagecoach Plus numerous other private teachers of dance and performing arts</p>
<p>Herefordshire and Worcestershire Group Training Association Programme of Basic and Intermediate Microsoft Word and Excel courses/Publisher and Power Point Video production</p>	

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Appendix 2

Mapping of Creative Arts & Media Accredited Courses in Herefordshire

Course Provider	Subject	Qualification	Level	Attendance – Full/Part-time	Length of study (years)	Possible BA FdA Progression in Herefordshire
HCT	Additional Soft Furnishings	C & G 7822	2	Part-time	1	None
HCA	Animation	FD	4,5	Full-time	2	BA Top up
HCA	Art & Design	Foundation	3	Full-time	1	Art Design/media
HCA	Art & Design	BTEC ND	ND 3	Full-time	2	Art Design/media
HCA	Art & Design	BTEC	1st Dip 2	Full-time	1	NA
HCA	Art & Design: Media Art	BTEC ND	ND 3	Full-time	2	Art Design/media
HCA	BA (Hons) Animation	BA (Hons)	4,5,6	Full-time	3	NA
HCA	BA (Hons) Artist Blacksmithing	BA (Hons)	4,5,6	Full-time	3	NA
HCA	BA (Hons) Contemporary Applied Arts	BA (Hons)	4,5,6	Full-time	3	NA
HCA	BA (Hons) Film & Screen Media Design	BA (Hons)	4,5,6	Full-time	3	NA
HCA	BA (Hons) Fine Art	BA (Hons)	4,5,6	Full-time	3	NA
HCA	BA (Hons) Graphic & Media Design	BA (Hons)	4,5,6	Full-time	3	NA
HCA	BA (Hons) Illustration	BA (Hons)	4,5,6	Full-time	3	NA
HCA	BA (Hons) Jewellery	BA (Hons)	4,5,6	Full-time	3	NA
HCA	BA (Hons) Photography	BA (Hons)	4,5,6	Full-time	3	NA
HCA	BA (Hons) Textile Design	BA (Hons)	4,5,6	Full-time	3	NA
Hereford College of Technology	Blacksmithing & Metalwork	BTEC National	3	Full-time	1	Artist Blacksmithing BA

(HCT)						
Course Provider	Subject	Qualification	Level	Attendance – Full/Part-time	Length of study (years)	Possible BA FdA Progression in Herefordshire
HCA	Commercial Photography	FD	4,5	Full-time	2	Top-up BA
Creative Alliance	Community Arts Management	Creative Apprenticeships	2,3	Full-time/WBL	2 or 3	Top-up: FdA/ BA
HCA	Contemporary Applied Arts	FD	4,5	Full-time	2	Top-up BA
HCA	Contemporary Applied Arts	BA	6	Full-time	1	NA
HCT	Creative Music Technology	BTEC Prof Dip	4	Full-time	2	NA
HCT	Curtain Making	C & G 7112	1	Part-time	1	NA
HCT	Embroidery	C & G 7112	1	Part-time	1	NA
HCT	Fashion	C & G 7113	1	Part-time	2	NA
HCT	Fashion	C & G 7112	1	Part-time	2	NA
HCA	Film & Video	FD	4,5	Full-time	2	BA Top-up
HCA	Fine Art	FD	4,5	Full-time	2	
HCA	Fine Art	BA Top-up	6	Full-time	1	BA Top-up
HCA	First Diploma in Performing Arts	BTEC	2	Full-time	2	NA
HCT	Furniture Studies	C & G	1,2,3	Full-time	1 or 2	None
HCA	Graphic & Media Design	BA Top-up	6	Full-time	1	NA
HCA	Graphic Design	FD	4,5	Full-time	2	BA Top-up
HCT	Machine Embroidery	C & G 7112	1	Part-time	1	None
HCT	Millinery	C & G 7113, 7922	1	Part-time	2	None
HCT	Millinery	C & G 7112 7113	1	Part-time	2	None

HCT	Music Technology	First Diploma	2	Full-time	1	None
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Course Provider	Subject	Qualification	Level	Attendance – Full/Part-time	Length of study (years)	Possible BA FdA Progression in Herefordshire
HCT	Music Technology	BTEC ND	3	Full-time	1	None
HCA	National Diploma in Music	BTEC ND	3	Full-time	2	
HCA	National Diploma in Performing Arts	BTEC ND	3	Full-time	2	None
HCT	Passementerie	C & G 7113	1	Part-time	2	None
HCT	Passementerie	C & G 7112	1	Part-time	2	None
HCT	Patchwork Quilting	C & G 7113, 7922, 7113, 7923, 7112, 7822	1	Part-time	1	None
HCT	Pattern Cutting	C & G 7112 7822	1	Part-time	2	None
HCA	Photography	BA Top-up	6	Full-time	1	NA
HCT	Soft Furnishings	C & G 7113, 7922, 7112, 7922	1	Part-time	1	None
HCT	Textile Decoration	C & G 7113 7112	1	Part-time	2	TEXTILES
HCA	Textile Design	FD	4,5	Full-time	2	BA Top-up
HCA	Textile Design	BA Top-up	6	Full-time	1	NA
HCA	The Portfolio Course	Foundation	3/4.	Part-time	1	NA

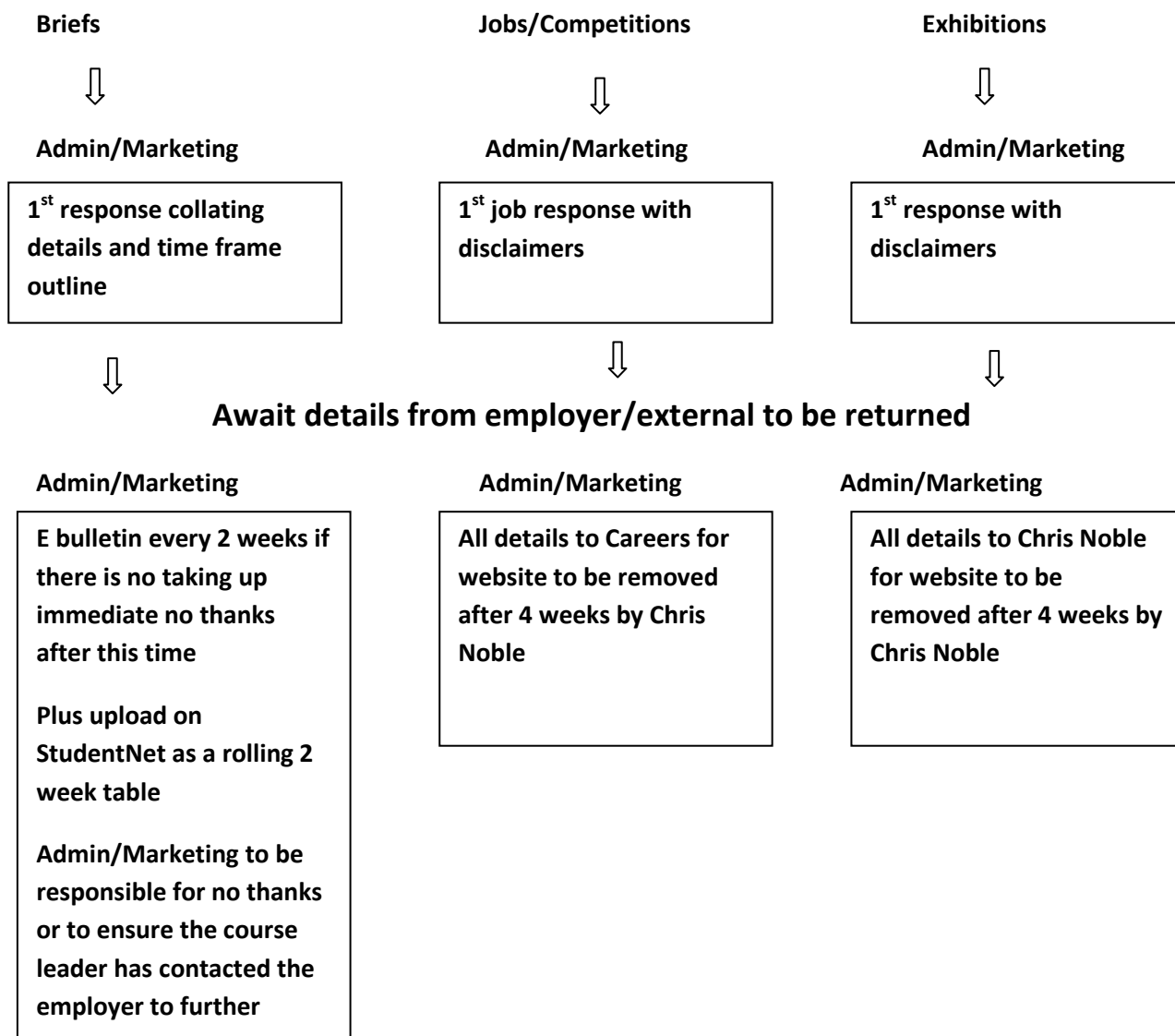
(The Creative Alliance Training is being delivered in Birmingham but they are advertising in Herefordshire with the expectation of day release attendance for students.)

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Appendix 3

Example of Administration Procedure for External Contacts



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Appendix 4

Measuring Skills in Higher Education Graduates Personal Development Skills which can be included within the Work Placement outcomes

The main reasons you may want to measure the competencies of higher education graduates within an education setting is to establish which vocational skills are being taught to ensure characteristics of competent and broadly employable graduates are being taught within the curriculum. These competencies are recognised as necessary to ensure quick statistical returns to the college, in reference to the initial entry to the labour market statistics, but also for the long term employability of the students and subsequent reputation of the college.

There are three main elements that can be assessed within the curriculum which can be developed into a comparative framework should it be required. Although for assessment purposes it is essential to note that different levels of competencies may have preference in relation to the intended labour market relevance. However, for courses which offer a range of progression routes to a wider range of occupations, the acknowledgement of foundation level basic competencies which would be essential for development of higher order skills required in management or leadership can be ascertained.

Competencies	Directing Others	Planning	Coordinating	Quality Control	Innovation	Information Management	Personal Relations	Client Relations
Knowledge of: Your own Field/discipline								
Other Field/Discipline								
Ability to: Apply your field –specific knowledge at work								
Use ICT								
Collate relevant informative information								
Notice problems and possibilities as they arise								
Draw connections between different subjects								
Construct or analyze logical arguments								
Work within a budget, plan or guideline								
Perform well								

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under pressure								
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Competencies	Directing Others	Planning	Coordinating	Quality Control	Innovation	Information Management	Personal Relations	Client Relations
Take independent decisive, action								
Come up with new ideas and solutions								
Learn new things								
Make your meaning clear to others								
Work productively with others								
Mobilize the capacities of others								
Perform your tasks without supervision								
Willingness to: Stick your neck out								
Question your own and others' ideas								
Stand up for your own point of view								
Take the point of view of others into account								

Appendix 5

Sample of Work Placement Documents

LEARNING AGREEMENT RELATING TO WORK BASED LEARNING FOR STUDENTS

Name of Student:

Name and Address of Employer:

N.B. This document **MUST** be returned to your **ACADEMIC MENTOR** (usually your personal tutor) **PRIOR** to the start of the placement.

NAME OF STUDENT

PERIOD OF PROPOSED PLACEMENT

DETAILS OF PLACEMENT FIRM

Name

Address

Nature of Business

Name of Placement Supervisor

Position Held

Telephone Number

DETAILS OF ACADEMIC MENTOR

Name

Telephone number

AGREED PROGRAMME OF WORK FOR PLACEMENT

<i>Indicative Outcome</i>	<i>Assessment Method</i>	<i>Person to Assess</i>

<i>Additional Skills Related to Placement</i>	<i>Method of Assessment</i>	<i>Person to Assess</i>

Is a CRB check required regarding the student in respect of work with children or other vulnerable groups: Y / N

If yes, has a certificate been obtained from the student: Y / N

If relevant certification has not been satisfactorily obtained, do not allow the student to start the placement and refer the case urgently to *(insert name of placement officer)*

The standards of dress/behaviour etc. expected of him/her:

Any instructions regarding the confidentiality of any information which the student may have access to in the course of his/her placement.

Any circumstances specific to your firm/institution (including all relevant risks) of which he/she or the University should be aware:

Named person responsible for student induction for Health & Safety at the work placement

Signed: Employer

Signed: Student

Upon completion, AND PRIOR TO THE PLACEMENT COMMENCING, this learning agreement should be returned to: *(insert name and address of placement officer)*

Health & Safety Requirements for Student Work Placement H & S Information Sheet HSE (IS4)

Health and Safety for the Placement of Students

1. Introduction

The guidance applies to placements where a student works for an employer (the "placement provider") as temporary employee and is required to do so as part of his/her University education. It does not apply to cases where students are studying at other universities, e.g. ERASMUS via exchange schemes, field trips, site visits and overseas placements.

The placement provider's legal responsibility towards students on placement is as any employer to employee. The provider must arrange for adequate instruction, training and supervision and consider the age and level of experience of the student. The provider holds the primary health and safety responsibility for the placement student.

The University's responsibility towards placement students stems from the fact that a student is enrolled, a fee is paid and the placement is considered a part of their University education.

At all stages of the placement process, the University needs to check that health and safety issues have been addressed adequately by the provider. This includes:

- initial approval of the provider
- provision of adequate safety information to the student
- monitoring, including tutors' visits to the place of work
- review of the placement at all stages
- written records relating to the placement should be kept by the University.

2. Approval of the Placement Company

Those staff responsible for organising the placements (the "placement organiser") must take steps to ensure an adequate approval system for these exists. A questionnaire is attached which should be sent to prospective placement providers. If every question in the questionnaire is answered 'Yes', the provider may be approved. Any question giving an answer 'No' should be investigated by the placement organiser.

If there is any doubt in applying approval, the Health and Safety Department (HSAS) can be contacted for advice. One approval per placement company is adequate even though several students may be attending. It is recommended that the questionnaire be sent to placement providers each year unless it is known that there has been no change in working practices since the last approval.

A student may only start work after the placement provider has been approved and when they have received written authority from the University.

3. Before the Placement Starts: Information and Preparation for Students

In addition to authorising the student to start the placement, placement organisers should ensure that students are given adequate health and safety information prior to commencing the placement. This should be in written form. They should also receive information concerning typical hazards and risks that they may encounter in the environment in which they are to work. It is advised that this is supplemented by a briefing to students to reinforce the written information they receive. Students should be made aware of their own health and safety and that of others and also that they must cooperate with the placement provider on matters of health and safety.

An induction checklist should be given to the student for completion during the early part of the placement. It should be checked by the University as part of the review process and gives an indication of how effectively the placement provider has provided essential health, safety and welfare information to the student.

The placement organiser or tutor should ensure that the student knows exactly who and how to contact the University if problems arise.

4. Monitoring the Placement

University tutors should visit the workplace during the placement to ensure that the placement provider and student (employee) are operating under relevant safety procedures. Tutors need not be health and safety experts but will need to have an awareness of the relevant issues. It is thought that generally, a tutor's knowledge of the field will be sufficient.

The frequency of visits will depend on a number of factors such as the level or risk, the standard of response to the questionnaire and other information given by the placement provider.

It is recommended that during a placement period of one year, 2 visits should be made. Where the University is using a particular provider for the first time, a greater emphasis should be placed on ensuring that the placement runs smoothly.

Any negative feedback during a placement should be dealt with quickly, whether from student or placement provider. The placement organiser should liaise with all parties concerned to rectify problems. If problems are not resolved the placement organiser should, in writing, notify the provider that the placement is being terminated with reasons why.

It is important that the suitability of placements is kept under review. This should consider the observations of both student and placement. Any significant findings should be reported back to the placement organiser for future use.

5. Reviewing the Placement

At the end of the placement, the tutor/placement organiser should hold a debriefing session with the student to establish formally whether there were problems during the placement and how the placement provider and the University deal with these. They should be alert for any signs that risks in the workplace were not adequately controlled and ensure this information is acted upon before further placements are organised with that provider.

Exemplar of Checklist

STUDENT PLACEMENT HEALTH AND SAFETY CHECKLIST

Name of employer	
Address	
Telephone	
Fax	
Name of Student	
Duration of Placement	
1. Do you have a written Health and Safety Policy?	YES / NO
2. Do you have a policy regarding health and safety training for people working in your undertaking, including use of vehicles, plant and equipment, and will you provide all necessary health and safety training for the placement student?	YES / NO
3. Is the organisation registered with (Tick as appropriate)	a) the Health and Safety Executive, or b) the Local Authority Environmental Health Department? .
4. Insurance a) Is Employer and Public Liability Insurance held? Please give details of your insurance policies EL Insurer Policy No. Indemnity Limit Expiry Date PL Insurer Policy No Indemnity Limit	YES/ NO

<i>Expiry Date</i>	
<i>b) Will your insurances cover any liability incurred by a placement student as result of his/her duties as an employee?</i>	YES / NO
5. Risk Assessment	
<i>a) Have you carried out risk assessment of your work practices to identify possible risks whether to your own employees or to others within your undertaking?</i>	YES / NO
<i>b) Are risk assessments kept under regular review?</i>	YES / NO
<i>c) Are the results of risk assessment implemented?</i>	YES / NO
6. Accidents and Incidents	
<i>a) Is there a formal procedure for reporting and recording accidents and incidents in accordance with RIDDOR?</i>	YES / NO
<i>b) Have you procedures to be followed in the event of serious and imminent danger to people at work in your undertaking?</i>	YES / NO
<i>c) Will you report to the University all recorded accidents involving placement students?</i>	YES / NO
<i>d) Will you report to the University any sickness involving placement students which may be attributable to the work?</i>	YES / NO
Contact Personnel: Who is your nominated contact for compliance with the requirements of health and safety legislation?	
Name Position Tel	
The above statements are true to the best of my knowledge and belief.	
Signed:	
Position:	
Date:	
Thank you for completing the questionnaire. Please return it as soon as possible to: The Department of at Hereford College of Arts	

Work Placement Officer

Hereford College of arts

Folly Lane

Hereford

HR1 1LT

Dear Sir/Madam,

Thank you for accepting a student from Hereford College of Arts on work placement. For your information, I would like to outline below the basic aims behind the concept of work placements.

The placement should provide students with an opportunity to experience at first hand how a firm/institution delivers its services.

The placement may provide students with an opportunity to gain experience of, or at least be exposed to, an area of work which may be relevant to their future career intentions.

However, it is not anticipated that all placements will contain such direct relevance as, at this stage in their academic studies, many students may be undecided as to the exact nature of their future career or may be considering several possible options. It may be that a work placement will point them in a direction that they had not previously considered.

The placement is seen as assisting students in their personal development, for example in the furthering of self-confidence, and in acquiring new practical skills, such as an insight into organisational aspects of firms/institutions as defined in the specific learning aims laid out in the Learning Agreement.

During their period on placement, students are expected to give their total commitment and co-operation. Any case of students falling short of these requirements should be reported to their personal Academic Mentor.

Where CRB checks are relevant, these will be the responsibility of the student, with the guidance of the university and if necessary the placement. It is anticipated that students will begin this process well in advance of initial approaches to potential placements.

It is hoped that the placement will be of mutual benefit to the employer and student and, by virtue of this fact, will serve to strengthen links between the world of Higher Education and the world of work.

Many thanks for your co-operation.

ASSESSMENT

As the work placement is now an integral part of the degree course, it is felt necessary that it should be assessed.

To this end you, or a nominated student supervisor, are requested to forward to the University a brief assessment on the student's performance while on placement.

Assessment of the student should be based on the 12 Learning Aims outlined overleaf, or as outlined in the Learning Contract. The employer's/supervisor's response will play an important role in determining whether the placement has been completed satisfactorily.

The employer's/supervisor's assessment will be supplemented by assessment by the student's Academic Mentor plus a measure of student self-assessment. Each student will be allocated to a member of the University staff who will act as his/her Mentor for the period on placement. The Mentor will provide a point of reference for the student; to oversee the educational aspects of the placement and to deal with any unforeseen difficulties which may arise. Mentors will keep in touch with the students during the course of the placement and will visit them where practical.

Students have the PRIME responsibility for identifying and recording their own learning – this is the process we call student self-assessment. This process should not make extra demands on either yourself or your staff.

We anticipate that most of these objectives can be achieved during the course of the placement. Each student must achieve progress in at least 8 of the 12 stated objectives (see overleaf). He/she will report weekly to their Academic Mentor in writing about their learning progress.

Could you please define the following Learning Aims (as follows), with the placement student. Should any one prove unattainable in your firm/institution, please replace by a suitable aim which can be achieved during the course of the work placement without excessive demands upon yourself, or refer to the Learning Contract if relevant to this work placement.

SUMMARY OF WORK PLACEMENT LEARNING AIMS

The student should be able to:

1. Understand and interpret instructions, carry out designated tasks and give a complete and concise account of a situation either orally or in writing.
2. Analyse problems, identify their causes and solve them.
3. Know when to use his/her initiative and when to ask for help.
4. Clarify his/her career intentions and the possibilities, opportunities and relevant skills that would be needed beyond the purely academic.
5. Learn more about the industry or area of work.
6. Build his/her self-confidence and self-assurance.
7. Recognise operational problems within the work situation.
8. Acknowledge the role of administration in the organisation

9. Develop skills of working with people in groups.
10. Identify the 'characteristics' of the customer and their needs.
11. Identify management skills from observing role models.
12. Control resources within their area of responsibility.

Essential features of the self-assessment process.

The student will reflect upon and assess his/her learning whilst on placement.

They will come to you with one document which must be completed according to the instructions contained in them.

We are not prescribing precisely the content of the learning identified and claimed by the student. This will vary from the prosaic discovery to the fulfilment of a project or major task. However, the University Assessment Board needs to be told (a) what is claimed as having been learned and (b) how it was achieved.

Would you please countersign all the claims for learning entered by the student in the Assessment Contract. We need your assurance that all the claims made are reasonable and authentic insofar as you can tell. All claims should be based on the tasks agreed between yourself and the student at the beginning of the placement. If circumstances change during the placement, please feel free to renegotiate the agreement.

Our intention is to enable the student to develop understanding, skills and performance through relating to others in the work place and doing a good job. We hope that they will become more proactive, confident and enterprising through working with your encouragement.

Upon completion of the work placement, this Assessment Form should be returned to:

Work Placement Officer

Hereford College of Arts

Folly Lane

Hereford

HR1 1LT

Hereford College of Arts

LLN Worcester & Herefordshire
Research into the Creative Industries in Herefordshire

Appendix 6

Percentage of creative and cultural sector workforce holding particular Qualifications, 2005

Data sourced from The Creative Blueprint: Understanding Supply (2007), table 236.

Group	Craft	Cultural heritage	Design	Music	VPLA	Total Footprint
Deg level qualification	9%	64%	46%	39%	54%	45%
O Level or equiv.	16%	13%	8%	18%	10%	11%
HNC/HND	2%	0%	14%	3%	4%	8%
GCSE/Vocat'l GCSE	25%	5%	6%	5%	5%	8%
Any other prof/vocat'l quals/for qualifs	10%	7%	6%	9%	9%	7%
A Level/Vocat'l A Level of equiv.	4%	6%	6%	7%	7%	6%
City and Guilds	15%	0%	3%	0%	1%	3%
Diploma in Higher education	0%	0%	2%	8%	4%	3%
CSE	9%	1%	1%	4%	1%	2%
NVQ/SVQ	8%	0%	1%	0%	1%	1%
BTEC/BEC/TEC/EdExcel	0%	2%	2%	0%	0%	1%
ONC/OND	0%	0%	2%	0%	0%	1%
Other Higher educ quals below deg level	0%	0%	0%	1%	2%	1%
Standard/Ordinary O Grade (Scotland)	3%	0%	1%	0%	0%	1%
Teaching qualif (excl PGCE	0%	2%	0%	2%	1%	1%
Higher (Scotland)	0%	0%	0%	2%	0%	0%
SCOTVEC/SCOTEC/or SCOTBEC	0%	0%	0%	0%	0%	0%

Source: LFS 2005, TBR (Ref: W22/S3)