

Independent Panel on Charter Review

Seminar: Education and Learning

**PAPER: CONSULTATION RESPONSES ON *THE BBC'S LEARNING
IMPACT***

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1. RESPONSE FROM OFSTED

BBC CHARTER REVIEW: LEARNING AND EDUCATION PROJECT

Although Ofsted does not make use of the BBC's formal education programmes directly, it does inspect schools and colleges who make use of such services. As with many institutions in Britain, we are, of course, aware of the high regard in which most of the BBC's educational output is held and would generally endorse that common view.

However, Ofsted's constitutional independence ensures that all our reporting advice to government, those who work in education and care, and the public, is authoritatively rooted in robust evidence. In this context, I hope the following observations on the BBC's Learning and Education Project submission as a part of its Charter Review are useful in contributing to the debate.

In its submission, the BBC has been asked to review its learning activities since the last licence fee settlement and answer the seven key questions agreed with the Department for Culture, Media and Sport (DCMS). These seven key questions cover various aspects of the BBC'S educational work, including an evaluation of its current impact as well as an outline of its planned future activities and projects. Generally the submission addresses these questions well but it is in the part of the document which discusses the impact of the Learning and Education Project that Ofsted has some reservations.

In the overview of the submission (page 6/7), the BBC recognises that too often in the past it has measured impact through viewer numbers rather than on learning outcomes achieved. However, much of the data used throughout the remainder of the submission continues to use such measures to determine impact. Table 1 (page 6) is a good example of this where "value for money" is equated with cost per viewer. If an analogy was drawn with schools, then the only measure needed to gauge the quality of learning in a school would be the pupils' attendance. Ofsted would not recognise this as a full measure of impact.

Later, on page 7, the submission also uses data from a focus study (Human Capital/Martin Hamblin GfK, a study measuring the value of the BBC, 2004) in which viewers were asked to estimate the cost of some services provided. If there was a large under-estimation, this was used as proof that the service was ranked highly. Again, if this measure is examined closely, it would imply that if you think something is expensive and it is not, then good value is being achieved - again a somewhat crude measure. Data of this kind is used throughout the submission.

Whilst recognising the difficulties entailed, Ofsted is of the view that more robust measures of judging impact will need to be developed by the BBC if the Learning and Education Project is to be sure that its future activities meets the needs of both the viewers and of society in general.

Another area which requires greater clarification in the submission is the definition and use of the categories of leaning output. For example, the BBC regards some programmes as part of its "formal learning" output and uses the example of CBeebies to illustrate this. Yet the submission states that only half of the channel's programmes have learning objectives when they are commissioned (page 9).

This conflation of education with entertainment is perhaps understandable. Children watching these programmes will certainly enjoy them and will perhaps be stimulated to further learning. Ofsted would hope that lessons for pupils at the Foundation Stage, the target group for CBeebies programmes, were also enjoyable but all of these would have learning intentions at their heart and would be structured to ensure that these goals were achieved. A greater clarity and more honesty about what is entertainment and what is planned learning would have been appreciated.

Notwithstanding these reservations, the strategy outlined by the Learning and Education Project in delivering its future vision (page 67) is comprehensive, imaginative and inclusive and certainly has the potential to make a significant contribution to the education and learning of pupils and young people in forthcoming years.

2. RESPONSE FROM THE OPEN UNIVERSITY

The Open University response to the DCMS on the submission to the BBC Charter Review: Learning and Education Project, 'The BBC's Learning Impact'.

The Open University is pleased to be able to comment on the document submitted by the BBC. The University has been a strategic partner of the BBC since 1971 and, although that partnership has evolved, the nature of the partnership remains that of two large organisations with a public service remit working together to draw the broadcast audience into informal learning, as the first stage on the route to more structured learning subsequently. The traditional practice of concentrating on course specific broadcasts in the Learning Zone is being superseded and the new emphasis is on programmes with a broad appeal, broadcast in a variety of slots, including peak times.

The Open University makes a substantial investment in broadcast projects, contributing over £5 million per year to the partnership productions. The University sees the partnership as a means to bring informal learning to the widest possible audience and, specifically, to use the reach of the BBC to bring learning to people who would not otherwise consider it. The key to the BBC's Learning Impact is the very large audiences it can attract to its programmes and the scale of the support that it, with partners, can build around it. As the emergence of digital channels leads to increased fragmentation of broadcast output and, potentially, a plethora of specialised channels, the role of the BBC as a mass-audience, public service broadcaster, assumes even greater significance. We do not believe that the future of informal learning lies in niche areas of the broadcast spectrum.

The four themes of the future learning strategy of the BBC, as set out in Chapter 1, are broadly welcomed by the Open University.

1. The development of the digital curriculum and the Creative Archive.

The public access to TV and Radio archives that the Creative Archive project promises represents a significant opportunity for education. The Open University has a large archive of educational material developed with the BBC and will discuss how far this archive can be tied in to the BBC project. A key problem requiring resolution is the definition of 'non-commercial purposes' in the limitation of use of the material in the creative archive. The role of the creative archive in individual learning is easier to define than a potential role in learning within an educational institution. If, for example, teaching in Hefce-funded institutions does not fall within the definition of 'non-commercial purposes', then the creative use of the archive in learning and teaching would be restricted.

2. CBeebies and Skillswise

We welcome the strengthening of the *Skillswise* service and see addressing the skills deficit of the population as whole something that is entirely appropriate for a public service broadcaster and something that the BBC can address through its audience reach.

3. Campaigns and 4. partners

Our initial response¹ contained comments on the BBC and its relationship to partners. Here we comment specifically on the relationship between partners and campaigns.

The focus of learning campaigns is social action and peoples' passions, with activity lasting months or years. The intention here of countering the ephemeral nature of TV and Radio transmissions by building a high impact, long-lasting learning campaign matches the University's aspirations of building interests in learning that may last a lifetime. The BBC cannot, on its own, generate and support the learning materials necessary to maintain and grow such campaigns and it is in this area particularly that the role of partnerships is significant. As a major partner with the BBC we see this as a key area for future development and one that is firmly rooted in the public service ethos.

We would like to see the BBC campaigns touching programme genres beyond those traditionally associated with learning.

Overall, we see the role of the BBC in learning as using its audience reach and the ability to combine media across platforms, as an encouragement to people to consider learning more. The BBC provides that crucial link from the screen through to other media that provides a first step on the ladder of learning. That there should be learning opportunities available to those who are stimulated is essential to success and through our partnership with the BBC we provide those opportunities, along with other public-funded institutions. This linking of broadcast and learning is something that the BBC as a public service broadcaster currently can provide and that should remain at the core of the BBC's activities under the new charter.

¹Our original response to the DCMS public consultation exercise is attached for reference.

RESPONSE TO THE DCMS REVIEW OF THE BBC'S ROYAL CHARTER

Introduction

The Open University has been working in partnership with the BBC for 33 years. Our partnership is, of course, centred on educational programming and our comments will therefore focus primarily on this area of the BBC's remit. We also address areas where we suggest the BBC working in partnership with other bodies provides the most benefit to the nation.

The Open University's partnership with the BBC encompasses educational programming (the OU currently contributes nearly £5m of new educational broadcast programmes per year to the BBC's output as well as associated on-line provision) together with learning linked to this and other BBC broadcast output.

There is a strong synergy between the education theme within the BBC's founding values ('to educate, inform and entertain') and the OU's requirement in its Charter to 'promote the educational well-being of the community generally'. We believe that the BBC/OU partnership has been remarkably successful over the years in fulfilling this shared mission, and we would wish to see the outcome of the Charter Review maintaining and enhancing the BBC's public service educational role, and providing the opportunity for further fruitful collaboration with the OU. We see partnership with others as an enabling mechanism for further development of the BBC's educational remit in future. Further comments are made about the potential for the BBC working in partnership in the paragraphs below.

The BBC today

The University believes the BBC makes a significant contribution to the life of the UK. The BBC has the capacity to work across a wide national 'learning' spectrum, relating to and linking with educational institutions, from schools to HE, libraries, museums and others, thus making a unique contribution to the 'knowledge society' within the UK and more widely.

The BBC's contribution to the nation's education is achieved primarily through factual and education programming. The BBC produces high quality programmes in the factual genre which are entertaining while educative. Furthermore, although much of the BBC's factual output attracts large audiences, the ability to fund and transmit programmes of a less populist nature also allows it to fulfil a wide range of educational needs. This allows the BBC to take some risk in commissioning programmes which other broadcasters might not.

BBC programmes contribute to and may inspire further life-long learning. Drawing on its unique position and links, including with organisations such as the OU, it can ensure that the learning interest and opportunities which lead from such programmes are co-ordinated and exploited in a way which is less likely with other broadcasters. When forging and maintaining partnerships the BBC, like the OU, needs to ensure that it takes a truly reciprocal stance, particularly given the size and sense of authority of the organisation compared to many of those organisations with whom it works. Nonetheless, we would see partnership as a cornerstone of the BBC's educational activities in future.

We consider it to be important that the BBC continues to produce its own factual and educational programming as part of its public service remit. We also believe that, particularly while free availability of digital channels is not provided nationwide, factual and educational programming should feature across TV and radio channels available to all homes. We support the continuation of the BBC's public-service web provision, particularly as this is an important tool in promoting learning. Coupled with its broadcasting and other activity, the BBC has a unique and vital role to play in exploiting the potential of developing technologies and media to contribute to the nation's life and development. It is crucial that the educational role of the BBC is not marginalized through competitive pressures and we would welcome reinforcement of this aspect of the BBC's purposes through the Charter Review process.

Through its factual programming and regional networks, the BBC is in an ideal position to address matters of public and social interest and national priority. This is the case in terms of specific skills, such as the nationwide numeracy deficit. The BBC also has a key role in supporting broad national initiatives, such as the aim to increase participation in educational activity. Again, the University has a similar national role here in seeking to widen participation in higher education. Over the next decade, the University would wish to see the BBC not only continue its contributions to such national issues, but also increase them as a critical part of fulfilling its public service remit.

The Open University, through its own operations, understands the value of a national organisation working with its customers at a local level. The University supports the BBC's aims to foster regional communities and wishes to see this

strategy supported in the future. We believe the regional objectives are being achieved well on radio and increasingly through the web, but would like to see a greater emphasis on high quality, regional television broadcasting developed over the next decade. With particular reference to furthering the educational aims of the BBC, we would welcome a further increase in the extent to which the BBC works in partnership with learning providers at regional level. We believe this to be the most potentially fruitful way for the BBC to contribute to the enhancement of learning across the nation.

A changing landscape

As noted above, the Open University is supportive of the BBC's current approach to changes in technology, including the investment in web provision, which has been very successful. We believe the web to be an important tool in education and see BBCi as a trusted brand which can draw a wide audience into learning. As broadcasting, like education, becomes less defined by the mode of delivery, the ability of the largest public service broadcaster in the UK to deliver across the range of growing and future technologies becomes more important. This will ensure that the BBC will continue to deliver content through the most widely used technologies in the future, whatever they may be. We would therefore like to see continuing investment in the web and other technologies in order to enhance the BBC's ability to deliver the educational aspect of its purposes over the next decade.

The web and other developing technologies are an environment in which the BBC does not necessarily have to be the producer of content. It can work to great effect with other partners, including the OU, to promote learning nationally and regionally. The BBC's specialist partners may respond creatively and imaginatively to harness interests awakened through BBC broadcast and on-line provision and we would expect this to be the basis of an increasing portion of the BBC's output through new technologies in future. Our particular experience is one of working in complementary areas to develop a coherent on-line learning pathway for viewers and students, stimulating an interest in learning and advancing wider participation in education at higher levels.

Publicly-funded services and function

As noted above The Open University values the publicly-funded services and functions and the contribution they make to our society. We believe the current remits of BBC ONE and BBC TWO are appropriate. BBC TWO has been the primary focus for educational broadcasting and has been the channel where the BBC/OU partnership has featured most strongly. We admire the aim of the channel to "leave something with the viewer at the end of every programme – be that a new thought, an aspiration for the future or a new passion and involvement in subject areas" and would urge that over the coming years this is a driving force behind commissioning decisions. We would see BBC TWO as being the channel that develops over the coming years to most fully deliver the educational remit of the BBC as a public service broadcaster. However, BBC ONE also has a significant and complementary role to play in this respect, especially where landmark factual series aimed at a large portion of the viewing public are concerned. Recent collaborations between the Open University and BBC ONE have enabled both parties to fulfil educational objectives and have demonstrated the impact that broadcasting that aims to be both popular and informative can have on public learning. It would be difficult for

anyone other than a publicly funded broadcaster to produce programming of this kind on major mainstream channels.

The University is also encouraged to witness the developing roles of BBC THREE and BBC FOUR in the educational arena. We are collaborating with both channels and have found a great desire in both cases for the output to include good quality broadcasting which delivers learning. We are concerned nevertheless that, with growing competitive pressures on the BBC there is potential for serious, educational programming to be moved increasingly onto channels which currently have a very low reach, thus removing the opportunity of exposure to a wider audience. Since, for a commercial broadcaster, the competitive pressures would be paramount, this is a primary reason for retaining publicly-funded broadcasting through the BBC (see also below, "Paying for the BBC").

Even with the current arrangements continuing, we would wish to be reassured that the main BBC TV channels (terrestrial at present) will retain remits that include a considerable element of factual and educational programming. We would also support continuation of the role of radio in this area. The University would not, however, wish to see the role of the BBC changed over the coming years to exclude the types of programming also covered by commercial channels. If the BBC was only to fill gaps left by commercial broadcasters, the opportunity to reach a wide audience through a range of programming would be lost, to the serious detriment of the nationally important BBC remit to inform and to educate.

As the broadcasting arena changes over the next decade, with the proposed switch-off of analogue and development of digital TV, radio and on-line services, further refinement of channel profiles is probable. The University would like to see channel remits developed over time that enable factual programming, and associated learning (including that delivered through partners), to be tailored effectively for their different audiences. At the same time we would expect all major channels to cover all areas of the BBC's current aims – to inform, educate and entertain – rather than become closely tied to any one in particular. We would hope that quotas for educational programming would not become necessary, but this may be a consideration in the future should current trends in the broadcast industry towards more purely populist programming threaten the BBC's ability to maintain a strong educational focus.

Commercial services

The University has no comments on the specifics of the BBC's commercial activities.

Paying for the BBC

As noted above, the University supports the BBC's public service remit and its core purposes, to inform, educate and entertain. We would endorse the findings of the Davies review that the introduction of advertising on BBC public services would be highly detrimental in that we believe it would have an adverse effect on its range of programming, particularly in the educational area.

Organisation and infrastructure

The University believes it is important that the BBC should remain a single organisation in order to deliver a wide public service remit. The advantages of a single, large organisation reaching a wide audience would be lost should the public service components of the BBC, in particular, be split up.

We would like to see a BBC with greater stability over the next decade. We have witnessed frequent structural changes within the organisation during the time of our partnership, some of which are a reaction to Government agendas. Long-term strategic development is essential within any public service and we believe a more stable structure would enable a longer-term view to be taken and strategic decisions implemented more effectively.

Overall we believe the BBC does provide value for money as a public service broadcaster. However, we have noted a consistent increase in broadcast production costs above the rate of inflation in recent years. This may make it more difficult in future for the BBC and the OU to fund serious educational programming, particularly where desire to achieve high audience figures could marginalise certain styles and content of programme (although OU programming has performed well in terms of meeting or exceeding average audience share).

The University has found it valuable to be able to use independent production companies as well as BBC in-house production. Independents have often brought a fresh approach, but BBC in-house production is also valued. We endorse the continuation of the current percentage split between BBC and independent production for BBC broadcast purposes.

Governance, regulation and constitution; Accountability

The University has no specific comments on the governance structures for the BBC, nor on questions of accountability.

Summary

The Open University would wish to see the BBC continue with a wide public service broadcasting remit and as an organisation where public service activities are publicly funded. We would welcome a vision for the BBC that sees the educational elements of its role strengthened from today so that, through a range of programming, it plays significant role in national issues related to learning including widening participation. We would recommend a model in which delivery of the educational vision is in part through the BBC working with partners, both national and regional, and we would expect The Open University/BBC partnership to continue play a significant role in this arena.

NH/DS
24.3.04

3. RESPONSE FROM THE LEARNING AND SKILLS COUNCIL

BBC CHARTER REVIEW – A VIEW FROM THE LEARNING AND SKILLS COUNCIL

INTRODUCTION:

The following is a response from the Learning and Skills Council (LSC) to the BBC's Learning Impact paper. It has been prepared for use at the DCMS seminar on BBC Charter Review on 17 November. It is intended to facilitate discussion only and does not represent an LSC position on this matter.

THE BBC PAPER

The BBC's Learning Impact paper unsurprisingly makes the case that the BBC targets a huge amount of resources at learning activities. It sums up its position on page five with the following statement:

"The BBC invested £142 in services with specific formal & informal learning objectives during 2003/4. Of this, £29.4 million went into formal learning output and the remaining £112.6 million into informal output. A further £371.4 million was invested in broad factual output. The BBC spends these licence fee revenues carefully to maximise their learning impact".

Whilst the headline statements seem impressive, the underlying propositions are more debatable. Of the relatively modest £29.4 million spent on **"services with specific formal learning objectives"**, £7.9 million goes on CBeebies (the BBC TV services for U5's). This appears to represent the entire CBeebies budget and it seems unlikely that every single penny spent on CBeebies has a specific formal learning objective.

Beyond the £29.4 million lies the much larger £112.6 million figure which the BBC spends on services with **"informal learning objectives"**. This larger figure appears to include the entire budget for CBBC (£46.7 million). Again, it is hard to believe that CBBC's entire budget is spent with an informal learning objective in mind.

Beyond the debate about the figures, the BBC submission also fails to include any form of key performance indicator (KPI). Without these in place it is difficult if not impossible to assess the success or otherwise of both the BBC's formal and informal learning objectives. Nor does the BBC make it clear how the informal learning objectives in particular are being (or can be) leveraged to the benefit of the community as a whole.

The BBC also argues that there is a third type of licence fee funded learning activity and this comes from the informal learning within general programmes. The BBC points to shows like Panorama, Holidays In The Danger Zone and NHS Day as examples of this and claims that a further £371.4 million can be added to the learning pot in this way. Whilst there may be some positive benefits accrued from this type of programming, it seems overwhelmingly likely that the BBC would have made many of these programmes anyway (regardless of any learning criteria) and,

given this, some might challenge the BBC's claim that, "**The BBC spends these licence fee revenues carefully to maximise their learning impact**".

THE LSC PERSPECTIVE

The Learning and Skills Council has a single clear goal: to improve the learning and skills of England's young people and adults to world class standards. A key part of this is to work with employers ensuring that the learning meets their specific demands and that the delivery system of colleges and working organisations is able to respond appropriately.

The LSC is at the forefront of organisations committed to delivering the Government's skills strategy, to creating a new 14-19 phase of education and training and to raising levels of adult basic skills. The LSC also has a statutory duty to promote education and training through a national programme of marketing and communication.

The LSC sees the BBC as a key partner in delivering these goals and is keen to further strengthen the links between itself and the BBC.

LSC CONCERNS

The LSC is concerned that there is a mismatch between the BBC's relatively modest spend in what it describes as "**formal learning initiatives**" and the BBC's much larger spend in "**informal learning initiatives**". Whilst the LSC accepts that these latter initiatives may well have some educational value, it believes this would be increased if there was a much clearer learning remit.

The LSC would also like to see a more forensic examination of the BBC's claim that it spends a total of £142 million on services with specific formal and informal learning objectives. There is some suspicion that the BBC may be exaggerating both the value and the amount of its educational spend.

Another LSC concern is the BBC's decision to shift Schools TV away from the main terrestrial channels and onto its digital and online services. There is also a feeling that the BBC may be "ghettoising" learning and skills initiatives by moving them away from the mainstream and placing them in the backwaters.

Finally, the LSC is particularly concerned at the BBC's apparent reluctance to support the government's goal of upskilling the nation and to help challenge the residual negative perceptions of Apprenticeships and retraining. Despite the LSC working closely with the BBC on a number of projects in this area, not one has received a single minute of airtime.

LSC PROPOSALS

The BBC is clearly a key partner for the LSC and probably for most of the DfES directorates. The BBC's prominence, reach and the fact that it is publicly funded should make it a unique ally and one with whom all the directorates enjoy a close and successful working relationship.

The BBC for its part should want to put learning and skills at the heart of its programme making and be constantly looking for new ways to innovate and leverage its output in this area. The LSC would like to see the BBC embrace a 360% vision for education and offer a clear strategy, yearly goals and ways of measuring its success based on much more than just programme spend and airtime.

The LSC believes the BBC will need help in developing such a vision and would like to see the BBC working harder to build relationships to make this a reality. The BBC should want to leverage outside educational and skills expertise and then use its own abilities in production and communication to translate this into accessible and exciting programming.

The BBC might also wish to give some consideration to ensuring that the money it spends in the educational arena is set alongside some key performance indicators. This would make it a lot easier to assess the education merits of both the formal and informal learning initiatives and to find ways of improving the output if this was considered necessary.

Finally, the LSC would like to see the BBC commit to some bigger formal education initiatives that are designed to be carried on the main channels at prime time. The BBC has already experimented with "public service" days such as NHS Day, Crime Day and Debt Day and these were all well received. The LSC is now trying to encourage the BBC to champion a National Skills Day in the same mould.

If the BBC developed a clearer vision that put education at the heart of its programming and then wholeheartedly committed to supporting this objective with a series of events like those outlined above, the position could be transformed. It would demonstrate that the BBC is serious about education, and change the perception that it may be happy to talk the talk, but is very reluctant to walk the walk.

4. RESPONSE FROM THE LEARNING AND SKILLS DEVELOPMENT AGENCY

BBC Charter Review: Learning and Education Project

LSDA's response

1. LSDA is pleased to be invited to comment on the BBC's submission on 'learning impact' to the Independent Panel on Charter Review. Our comments are consistent with our response to the review of the BBC's Royal Charter¹, and discussions held between Kevin Donovan from LSDA with DfES staff.
2. We applaud the BBC's submission and its clear description of educational outputs and support, its statement of future intentions, and its intention to maintain its educational commitment, and to expand and innovate in related areas.
3. In particular we welcome BBC commitments which reflect priorities in LSDA's original response, including:
 - Partnership working (BBC page 5)
 - Development of the 'Digital Curriculum' (BBC page 5)
 - Consistent measurement of learning outcomes (BBC page 7)
4. The clarity about the four themes to future BBC strategy (BBC page 7) is welcome. These (interactive learning resources and the 'creative archive'; building from existing digital services such as 'skillswise'; bigger campaigns; partnerships) relate closely to LSDA's own comments.
5. However, we would urge that there should be more specific linkage between the four themes and the work of the *learning and skills sector*, which includes all education and training of young people and adults (except higher education). The welcome intention, in the second theme, to target the workplace should be replicated - AND expanded - within this and the other themes.
6. This further brief response is structured by taking issues from the BBC submission which have implications for the learning and skills sector (and for the emerging focus on the 14-19 curriculum) and linking these to comments from the LSDA response referred to above and to other elements within LSDA's work.
7. LSDA is unable to be represented at the seminar on learning on 17 November due to prior unavoidable commitments, but we remain committed to future collaboration and would be glad to take part in further consultation. We would be very happy for the full LSDA response to the Charter Review to be circulated with papers for the seminar.

¹ Available to download at <http://www.lsd.org.uk/pubs/dbaseout/download.asp?code=RespRevBBCRoyCharter>

8. We have further specific suggestions for early action:

- In particular, as noted in our response (paragraph 17), *“we suggest the establishment of a forum, to which LSDA would be glad to contribute, where (for example) BBC People and BBC Education staff could meet representatives of the sector to discuss issues of mutual interest.”*
- The BBC should consider ways in which a coherent range of programmes and complementary support materials can be produced. These should be aimed at staff in the learning and skills sector, including those involved in 14-19 education. This should be designed to respond to demands from the emerging proposals for large-scale reform of the 14-19 phase of education as well as the forthcoming channel Teachers’ TV. The latter is likely to focus mainly on schools (ie pre-16) rather than learning for post-16 year olds (LSDA response, paragraphs 23 and 24). LSDA has already been invited to participate in developing Teachers’ TV programmes for vocational learning in schools.
- A BBC service for young people and adults such as that described in the paragraph above might commence with a campaign and programming aimed at supporting teachers of ‘skills for life’ (eg numeracy and literacy, employability skills, skills needed for independent living) who wish to develop information and learning technology/e-learning approaches as part of their professional repertoire².

² LSDA has been asked to advise DfES on related ‘capacity building’, building on our successful project ‘exploring e-learning’ for skills for life staff.

BBC Submission	LSDA's view	Further commentary
Support for teachers, students and parents throughout primary and secondary school (Page 4)	This should make explicit reference to staff in the learning and skills sector	See the suggestion above.
<i>The BBC as a whole recognises that more effective partnerships can increase public value. Learning will be at the forefront of this. We will invest more time and effort in building long-term partnerships - as we have done with the Open University - and involve partners earlier in the development of major future learning services.</i> (Page 5)	As in paragraph 5 above (and LSDA, op cit, paragraph 17)	
<i>We will continue to develop leading interactive learning resources. The Digital Curriculum, a broadband, interactive multimedia resource for every child in the UK, will be introduced in 2006. It will become the backbone of our future schools service.</i> <i>The Creative Archive will open up the television and radio archives of the BBC for use by the public for non-commercial purposes. The long-term aim is to create a national resource including public and commercial audiovisual resources.</i> (Page 7; LSDA emphasis)	LSDA (paragraphs 30-33 and a previous response ³) welcomed the BBC's proposals for a 'digital curriculum' and a 'creative archive' if these met technical and access criteria. A key issue is the age and location of audiences at which this is aimed. It is vital that age or institution should not restrict the offer. The LSDA response also noted (paragraph 20) that it is feasible to make links from such activities and between programmes or parts of programmes or materials to, for example, units of specific learning programmes and qualifications. This would create greater focus for a learning experience.	LSDA and other partners would be happy to work with the BBC to support close linkage between the development of the 'digital curriculum' and 'creative archive.' We would be particularly concerned to ensure that these were linked to the aspiration of <i>consistent measurement of learning outcomes</i> (BBC page 7) and to the needs of the learning and skills sector.

³ BBC Digital Curriculum - Consultation by the Department of Culture, Media and Sport, Response from the Learning and Skills Development Agency, 2002

<p><i>BBC essential skills services - comprising Skillswise, a pioneering online service designed for the approximately 24,000 tutors teaching basic skills and their students... (Page 9)</i></p> <p><i>Although [the services] have been successful, they have been far weaker without television programming support. (Page 23)</i></p>	<p>The BBC's contribution to training and development of people working in the post-16 sector is something we suggest is given special consideration. (Paragraph 24)</p>	<p>As noted above this may be a fortuitous opportunity to extend the Skillswise service by some development of the concept post-16 of a 'teachers' TV'. Whether or not this happens, the BBC could focus specifically on support for e-learning developments amongst skills for life tutors.</p>
<p><i>Research showed that there was a clear desire from younger students to be able to access similar resources for their national tests, and teachers, who had been critical in endorsing Bitesize at GCSE level, were equally positive. So in 1999 the Bitesize service was expanded to cover Key Stage 3 (11-14 year olds) and, in 2000, Revisewise was established to cover Key Stage 2 (7-11 year olds). The services for 14-17 year olds are now under the name GCSE Bitesize (in England, Wales and Northern Ireland) and Bitesize Standard Grade and Bitesize Higher (in Scotland). (Page 20)</i></p>	<p>Of relevance to this to this, LSDA noted (paragraphs 34-36) that the BBC could take opportunities (via related prompts across all outputs) to direct people towards further and linked learning opportunities. These could be on-line or institution-based. And: The BBC might consider developing itself as a comprehensive portal through which members of the public can get information and participate in local and national learning opportunities, in collaboration with local learning and skills councils, learndirect and other partners.</p>	<p>The logic and success of Bitesize and ReviseWise could and should be applied across all education and training sectors – but also tied in with other programming and outputs</p>

