

Creative Industries

Workforce Development Action Plan 2002-2005



Introduction

This action plan has been developed with our partner organisations and follows initial research and consultation with employers in the sector. This action plan is one of 12 sector action plans and four generic issue action plans.

Sussex Learning and Skills Council is focused on delivering its **overarching objectives** for Sussex employers, people and communities, namely:

- A step change in the number of level 3 qualifications obtained by the under 30 year old population
- A step change in the reduction of adults who lack basic skills in literacy and numeracy
- A step change in the skills of the workforce and the ways in which employers access training

This action plan is an important tool in achieving these objectives.

"Learning brings major benefits to everyone in the community and has been proven to provide the basis for a successful economy."

Henry Ball, Executive Director, Sussex LSC

The research findings and outcome of the consultation with employers are set out on pages 2 and 3. A detailed action plan is outlined on page 4.

The Strategy

As set out in our Local Strategic Plan 2002-2005, the **demand for learning** needs to be considered in three ways:

- Economic Demand – the current and projected employer skills needs
- Individual Demand – the projected number of learners, their choices, goals and aspirations
- Community Demand – promote social inclusion and support local regeneration activities

This action plan has been developed on these **three drivers of demand**.

The Sector

The definition we have used in our analysis covers:

- Artistic and literary creation and interpretation
- Live theatrical presentation
- Operation of arts facilities
- Fair and amusement park activities
- Other entertainment activities
- Dance halls, discotheques and dance instructor services

> Occupations & Qualifications

- 83% of people working in the sector have qualifications to at least NVQ equivalent level 3, 73% to at least level 4 (degree) and 34% to level 5 (postgraduate)
- There are differences within sub-sectors. In the performing arts, only 65% have NVQ equivalent level 3 or more and only 64% have level 3 in performance design and technical support. The sub-sector with most people qualified to level 3 or more is arts management and administrative support (86%)
- However, the most postgraduates are in the literary arts (41%)
- The proportion of workers with no qualifications is very low nationally, but is slightly higher within the South East
- The lack of formalised career paths within the sector means that professional development is not always driven by obtaining qualifications

> Training Supply

- Much training provision for the sector seems to be organised and facilitated by a complex web of small arts-led organisations and freelance trainers working through support organisations and special interest groups
- The culture of reliance on freelance workers leads to professional development being seen as the individual's responsibility
- The greatest barriers to training for independent workers in the sector are those of time and of cost
- National occupational standards and vocational qualifications are not widely recognised within the sector. Due to this and the lack of a formalised career structure, Modern Apprenticeships have not been widely adopted
- South East Arts suggests that the key element missing from local training provision is management support that recognises the varying needs and aspirations of the sector
- Local consultees felt that while there was provision for those in full-time education, there was lack of training provision for practising artists in Sussex

HE and FE provision

- 5,548 students studied cultural and creative Further Education courses in Sussex in 2000/01
- Only 11% of these dropped out of their courses
- 81% of courses are at NVQ equivalent level 3
- 60% of students are female, despite the employment breakdown being predominantly male, and 70% are between the ages 16-18
- Nationally, there is a high level of competition for arts-related Higher Education places (with an average of 6.2 applicants per place). Drama, where there are 8.6 applicants per place, is particularly competitive

> Main Skills Issues

Artform

- There are two contradictory trends within the sector:
 - 1) An increasing specialisation of job roles, especially for freelancers
 - 2) An increasing need for 'magnificent generalists' i.e. people with high level skills and experience that cross boundaries
- This means that arts workers need to constantly update their specialist artform knowledge whilst keeping abreast of changes in such areas as government legislation and new technology
- The increasing demand for often quite highly developed specialisms

and the breakdown of barriers between sub-sectors are leading to recruitment difficulties within arts organisations

Business skills

- There is a feeling within the sector that graduates of FE Colleges and HE Institutions leave equipped with a degree but with little understanding or knowledge of the industry
- Practitioners are often not equipped with effective entrepreneurial, communication and self-management skills, or with business skills.
- New entrants to the sector need basic training in direct marketing, press relations, administration, basic finance and other entrepreneurial

and development skills. Trainees need to be trained for a self-employed and multi-faceted career.

- Metier, the Arts and Entertainment NTO, suggests that the development of business skills and industry understanding should be addressed through the following activities within FE/HE:
 - Work-related placement
 - More employment in FE and HE of current practitioners
 - Professional productions being made a compulsory part of a FE/HE course
 - More advice and information from employers on the content of the curriculum
 - Graduate apprenticeships

> Key Issues and Priorities

- 1 Support non-graduate entry to the sector by developing new vocational learning opportunities
- 2 Improve the work-readiness of graduates through developing and promoting new support programmes including Graduate Apprenticeship programmes, Foundation Degrees and other vocational qualifications delivered in HE Institutions
- 3 Develop and promote benchmarking tools for employers within the sector
- 4 Establish investment programmes to support employer-led initiatives, consortia and training/learning networks and build capacity within under-resourced organisations, especially in relation to addressing skills deficits
- 5 Develop CPD (Continuing Professional Development) centres and conceptual frameworks for CPD (developed and backed by trade, employer and management associations and trade unions)
- 6 Increase the number of people in the sector achieving a minimum of 45 minutes of planned CPD per week
- 7 Create new vocational qualifications to replace or work alongside the NVQs
- 8 Increase the number of people taking vocational qualifications



> Contact Us

We welcome your views and reactions to this action plan. We are especially looking for information about:

- Skills gaps and skills needs
- Hard to fill vacancies
- Future trends and challenges facing your industry

**Call the
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Objective	Actions	Timescale	Working With...
Creating a demand-led system	Establish a pan-Sussex 'lead group' for employers and employees in the sector, representing the interests as defined in our sector definition, with whom to discuss an investment programme for employer/employee-led initiatives	March 2003	Employers, Metier, South East Arts, IMPACT
	Establish, in dialogue with the Economic Partnerships of East and West Sussex and Brighton and Hove, arrangements for auditing the 14-19 supply, adult learning supply and FE and HE supply of relevant training in each of the six planning areas	March 2003	South East Arts, FE Colleges
	Create, after dialogue with the pan-Sussex lead group earlier described, a 'Creative Industries' business management forum to articulate the needs of the industries with regard to: <ul style="list-style-type: none"> ● Business and entrepreneurial skills ● Management and communication skills ● Technical and support skills 	July 2003	Employers, Metier, South East Arts, IMPACT
	Commission, to supplement the current overarching Sussex 'Creative Industries' demand/supply analysis, a specifically focused analysis of the training needs of Sussex 'fair and amusement parks', 'dance halls, discotheques and other entertainment' activities and further sub-sections of the parent study	July 2003	Metier, South East Arts, Consultants, IMPACT
	Achieve, through each of the above means, a training consensus on: <ul style="list-style-type: none"> ● Sussex 'creative industry practitioner' needs ● Sussex 'creative industry business (including management)' needs ● Sussex 'creative industry, technical and support' needs 	November 2003	Employers, Metier, South East Arts, Consultants, IMPACT
Improving supply and capacity	Invest significantly to establish a COVE, based at Sussex Downs College, to focus and sharpen the provision of relevant training networks in each of the six planning areas (to include HE provision)	May 2002 onwards	FE Colleges, training providers
	Develop new work-related learning opportunities at lower, intermediate and higher levels through implementing the findings of the pan-Sussex industry lead group (including new accreditation modes)	September 2003 onwards	FE Colleges, training providers, QCA
	Establish, in each of the six planning areas, a training delivery framework that includes FE and HE provision and public and private sector training organisations to develop: <ul style="list-style-type: none"> ● New locations and modes of delivery for training (especially in rural areas) ● A wider range of work/learn opportunities for practitioners, managers and technical support staff 	September 2003 onwards	FE Colleges, training providers

Developing the Sussex workforce



LEARNING PAYS!

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