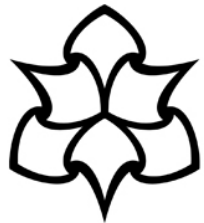


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**Manchester  
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University**

**MANCHESTER  
SCHOOL OF ART**

## Colleges exaggerating arts students' career prospects, says Ofsted chief

Amanda Spielman says further education colleges risk giving false hope to students



▲ Amanda Spielman is the chief inspector of schools in England. Photograph: Graeme Robertson/Guardian

We are grateful for the opportunity to respond to comments made by Her Majesty's Chief Inspector for Ofsted Amanda Spielman at the Association of Colleges (AoC) annual conference in Birmingham on 21<sup>st</sup> November 2018.

During Ms Spielman's address, she stated

*"Our research is showing, in too many instances, an approach that promises unrealistic careers instead of concentrating on the jobs that employers actually need to fill. Meaning in areas such as art and design or sport, students may end up disappointed that a hugely interesting and well-taught course isn't leading to the jobs and careers they want."*

We suggest that Ms Spielman's opinion is factually incorrect and furthermore incredibly damaging to our subject area.

2+  
million  
jobs

28.6%  
job  
growth

£101.5bn  
GVA



Department for  
Digital, Culture,  
Media & Sport

Figures from the DDCMS show the creative industries are the fastest growing sector in the UK economy. There are more than 2m jobs in the creative industries and 1 in 11 jobs are in the creative industries -that's 700,000 more than in financial services.

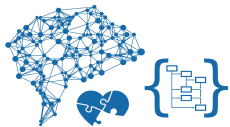
Since 2011 the number of jobs in the creative industries have increased by 26.8% - **double** the average UK growth. Nearly 12% of all businesses in the UK are in the sector.

Gross Value Added (GVA) to UK economy is bigger than automotive, life sciences, aerospace, oil & gas sectors **COMBINED** and has increased by nearly 45% since 2010.

## Top 10 skills

### in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility



Source: Future of Jobs Report, World Economic Forum

### in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity



The World Economic Forum is already stating we are in the Fourth Industrial Revolution, which is digital.

For future job markets it's estimated that 65% of children currently in primary school will end up in jobs which don't yet exist.

Creativity will become one of the top three skills workers will need. With the avalanche of new products, new technologies and new ways of working, workers are going to have to become more creative in order to benefit from these changes.

Change won't wait for us: business leaders, educators and governments all need to be proactive in up-skilling and retraining people so everyone can benefit from the Fourth Industrial Revolution.

## A RE-SKILLING IMPERATIVE

Proficiency in new technologies is only one part of the 2022 skills equation, however, as 'human' skills such as creativity, originality and initiative, critical thinking, persuasion and negotiation will likewise retain or increase their value, as will attention to detail, resilience, flexibility and complex problem-solving.

*The Future of Jobs Report 2018, World Economic Forum*

We need a longer-term approach on how education is preparing young people for work - otherwise we risk providing a talent pipeline for jobs that exist right now, but which soon will become obsolete.

In order to future-proof our young people for a world of automisation, robotisation and Artificial Intelligence, instead of trying to compete with machines who will be able to do the work so much better; we need to emphasise the qualities and transferable skills of what it is to be human - the qualities and skills which will never be able to be replaced by machines.

Creative subjects have all these skills at the heart of their pedagogy. Problem or project-based learning – or design thinking – encourages all the qualities we need to develop in our young people

CRITICAL THINKING: COMMUNICATION SKILLS; SPOKEN VISUAL AND WRITTEN: ICT LITERACY AND WIDER DIGITAL SKILLS:  
COLLABORATION: OBSERVATION, RESEARCH AND ANALYSIS: CREATIVE PROBLEM SOLVING: ENTREPRENEURIAL SKILLS

These are all at the core of creative subject pedagogies.

**Table 3: Examples of stable, new and redundant roles, all industries**

Stable Roles	New Roles	Redundant Roles
Managing Directors and Chief Executives General and Operations Managers* Software and Applications Developers and Analysts* Data Analysts and Scientists* Sales and Marketing Professionals* Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products Human Resources Specialists Financial and Investment Advisers Database and Network Professionals Supply Chain and Logistics Specialists Risk Management Specialists Information Security Analysts* Management and Organization Analysts Electrotechnology Engineers Organizational Development Specialists* Chemical Processing Plant Operators University and Higher Education Teachers Compliance Officers Energy and Petroleum Engineers Robotics Specialists and Engineers Petroleum and Natural Gas Refining Plant Operators	Data Analysts and Scientists* AI and Machine Learning Specialists General and Operations Managers* Big Data Specialists Digital Transformation Specialists Sales and Marketing Professionals* New Technology Specialists Organizational Development Specialists* Software and Applications Developers and Analysts* Information Technology Services Process Automation Specialists Innovation Professionals Information Security Analysts* Ecommerce and Social Media Specialists User Experience and Human-Machine Interaction Designers Training and Development Specialists Robotics Specialists and Engineers People and Culture Specialists Client Information and Customer Service Workers* Service and Solutions Designers Digital Marketing and Strategy Specialists	Data Entry Clerks Accounting, Bookkeeping and Payroll Clerks Administrative and Executive Secretaries Assembly and Factory Workers Client Information and Customer Service Workers* Business Services and Administration Managers Accountants and Auditors Material-Recording and Stock-Keeping Clerks General and Operations Managers* Postal Service Clerks Financial Analysts Cashiers and Ticket Clerks Mechanics and Machinery Repairers Telemarketers Electronics and Telecommunications Installers and Repairers Bank Tellers and Related Clerks Car, Van and Motorcycle Drivers Sales and Purchasing Agents and Brokers Door-To-Door Sales Workers, News and Street Vendors, and Related Workers Statistical, Finance and Insurance Clerks Lawyers

The Future of Jobs Report 2018, World Economic Forum

The World Economic Forum has identified examples of stable, new and redundant roles in its report “The Future of Jobs”. Worryingly areas such as law, finance and accountancy are more at risk, therefore could be argued that students in these area *“may end up disappointed that a hugely interesting and well-taught course isn’t leading to the jobs and careers they want.”*

But this would never be said about these subjects.

However it somehow seems that it’s acceptable to continue to undermine art & design subjects as unworthy, useless areas of study and to perpetuate a misinformed, misleading narrative around the creative careers sector.

**Arts  
GCSEs  
-35%**

**Design/  
Tech GCSEs  
-39%**

**Arts  
A-Levels  
-24%**



Perpetuation of these narratives, and continued emphasis on English Baccalaureate in schools is having a negative effect on how young people, and the adults who advise them perceive the value of creative qualifications for their future careers.

Without intervention, this will soon become an educational, vocational and economic crisis for the UK – as partially recognised by the government in 2016 when the House of Commons Science & Technology committee debated the Digital Skills Crisis, resulting in widespread STEM interventions in education and industry.

Three blue circles are arranged horizontally. Each circle contains white text. The first circle on the left contains the text 'Communicate strength of sector'. The middle circle contains the text 'Facilitate collaboration with industry'. The third circle on the right contains the text 'Emphasise the A in STEAM'.

**Communicate  
strength of  
sector**

**Facilitate  
collaboration  
with industry**

**Emphasise  
the A in  
STEAM**

In our opinion, interventionary action needs to be taken with immediate effect

- At the very least, the true figures of the incredible strength of the creative industries needs to be communicated far and wide
- OFSTED should facilitate greater opportunities for collaboration with industrial and business partners to future-proof the curriculum
- It's essential that the ARTS are included in STEM narrative and are championed in such interventions.

Ultimately, there needs to be subject curriculum reform across the sector, moving toward a future-proofed offer, in order to equip young people with the skills and attributes they will need for future careers.