



Cultural Education Plan Expert Advisory Panel Terms of Reference

Aim, principles and approach

This Government believes in the importance of ensuring all children have access to high-quality cultural education, and in August 2022 we set out that the Plan “aims to: articulate and highlight the importance of high-quality cultural education in schools, promote the social value of cultural and creative education, outline and support career progression pathways, address skills gaps and tackle disparities in opportunity and outcome”.

In meeting this aim, the Plan has the following overarching objectives:

- Support all children and young people (age 0-18) to **access a broad range of high-quality** cultural education subjects, activities and experiences in and out of school.
- **Tackle disparities in opportunity** and outcomes in cultural education, and promote and align with policy priority areas including access, participation and progression, and Levelling Up.
- **Champion the social value** of cultural education, recognising its benefits in improving wellbeing, building resilience and contributing to the personal development of children and young people.
- **Connect** relevant cultural organisations, civil society, employers and the education sector as partners in a holistic approach to provide cultural and creative opportunities for children and young people, wherever they live; equipping and empowering cultural education professionals in the cultural sector to support delivery of the aims of this Plan.
- **Strengthen talent pipelines** into cultural and creative sectors, helping young people understand career choices, develop relevant skills, enter the workforce and thrive.

Why? Four reasons:

- All children and young people should be equipped to access and enjoy the arts and our cultural heritage – as participants and audience members – while supported with the tools, techniques and aptitudes to co-create the arts and heritage of the future.
- High-quality cultural education is a vital component of a well-rounded education, supporting children and young people’s personal and social

development in ways that will sustain them as individuals, into the workplace and throughout their lives.

- Cultural education can enhance young people's health, wellbeing and resilience, particularly as we recover from the impact of the pandemic.
- The creative and cultural industries offer rewarding careers in a vibrant growth sector that is recognised as key to the UK's economic success and international reputation.

Cultural education takes place in a range of settings, including - but not restricted to - schools. Schools have a central role to play in the provision of high-quality cultural education, both in and outside the classroom, as do early years providers and colleges. A wide range of partners also play a role in local delivery of cultural education, sometimes in partnerships with schools, including arts and heritage organisations, charities, youth clubs and civil society, local government, trusts and foundations, early years providers, faith organisations etc.

Delivery will therefore look different in different places depending on local opportunities and infrastructure, even though there should be common high-quality outcomes no matter where a child/young person lives. Cultural education is not a tick box exercise: the aim of any experience is the outcome - as articulated above - and this outcome might be equally well delivered through a range of cultural opportunities in any local area.

Government has already implemented significant reforms to raise expectations in what all children are taught and how schools are held accountable. This is to ensure that every school has a well sequenced, knowledge-rich curriculum so children build knowledge in a broad range of subjects before going on to specialise after the age of 16. As such, the National Curriculum and exams, Ofsted's inspection framework and performance measures such as the EBacc and Progress 8, are out of scope for this Plan. The Plan's focus on 0-18 year olds means higher education policy is also out of scope.

Government believes there is more to be done to spread best practice, to identify, amplify, extend and equalise cultural education opportunities for all children and young people, and in recognising the range of stakeholders involved as well as differences in local delivery, cultural experiences and background. **This is therefore the focus of this Plan.**

This means:

- Better understanding and mapping of existing provision (in order that gaps can be identified and addressed).
- Better understanding of the impact of existing provision.

- Better joining up and signposting of opportunities (using digital means where appropriate) and join-up between different partners.
 - Parents, teachers and young people say it is impossible to navigate the landscape. There are opportunities out there but it is hard to know how to find them.
- Better careers information, advice and guidance for children and young people.
- Better support for cultural sector professionals delivering cultural education, including freelancers.

This Plan therefore focuses on what can be done better in terms of supporting access, participation and progression in cultural education for children and young people; and on supporting cultural education professionals who work with children and young people.

It will create a framework to amplify, extend and signpost cultural education, drawing on local infrastructure, specialisms and expertise to equalise - not standardise - opportunities for all children and young people.

Expert Advisory Panel (the ‘Panel’)

The Panel will comprise an appropriate range of members representing those responsible for delivering cultural education and wider related sectors including arts, libraries, museums, heritage, youth, creative industries, and digital. Its aim is to help shape the future of cultural education.

The Cultural Education Plan Task and Finish Group will make proposals for the Panel membership including the Panel Chair. Department for Education (DfE) and the Department for Culture, Media and Sport (DCMS) officials will agree and advise Ministers on the recommendations for their approval.

Membership

The Panel will be chaired by: Baroness Deborah Bull.

The Panel members will be:

- Baroness Bull CBE (Chair) – crossbench peer, House of Lords
- Lizzie Crump MBE (Vice-Chair culture) – UK Strategic Lead, What Next?
- Sir Hamid Patel CBE (Vice-Chair education) – Chief Executive, Star Academies
- Mandy Barrett – Specialist Primary Art Teacher, Gomersal Primary
- Ashley Bartlett – Curriculum Leader of History and Lead Subject Tutor
- Emma Bray – Teacher of Art and Head of Art & Design, Design Technology and Food & Nutrition, Saint Martin's Catholic Academy
- Kate Fellows – Head of Learning and Access, Leeds Museums and

Galleries

- Rosie Heafford – Co-Director, Second Hand Dance
- Darren Henley CBE – Chief Executive, Arts Council England
- Charlie Kennard MBE – Principal, London Screen Academy
- Mary Myatt – education adviser, curriculum expert, writer and speaker
- Jacqui O'Hanlon MBE – Director of Learning and National Partnerships, Royal Shakespeare Company
- Ndidi Okezie – Chief Executive Officer, UK Youth
- Robert Peal – joint headteacher and history teacher, West London Free School
- Tina Ramdeen – Associate Director of Young People, Roundhouse
- Steve Rollett – Deputy Chief Executive, Confederation of School Trusts
- Professor Steven Spier – Vice-Chancellor, Kingston University
- John Stephens – Director of Music, Inspiration Trust
- Jenny Thompson – Executive Director, Dixon Academies Trust
- Keisha Thompson – Artistic Director and Chief Executive Officer, Contact Theatre, Manchester
- Dr Jon Wardle – Director, The National Film and Television School
- Adam Vincent – His Majesty's Inspector, Subject Lead for Art & Design (observer)

Panel members will be expected to commit to attend and contribute to all meetings of the group where possible.

All Panel members will operate on an unpaid basis. All Panel members will be expected to conform to the standards of conduct and to abide by the conflicts of interest policy. If these Terms of Reference are breached, group members may be removed.

Remit of the Panel

The Panel will:

- a) Comment on options for proposed ambitions for the Plan, shaping the consultation and taking into account its findings, in addition to relevant existing best practice, lessons learnt and innovations from the wider cultural education sectors.
- b) Comment on each iteration of the draft of the Plan, providing advice on the aims, structure and content.
- c) Represent the views of their sectors and areas of expertise, through ongoing stakeholder engagement and consultation.
- d) Support the launch and promotion of the Plan, including through their own networks.
- e) Remain within the scope of the Plan. Broader issues relating to education or cultural policy, or the Government's existing portfolio of

cultural education programmes, are not within scope of the Panel's work.

- f) Operate in an advisory capacity, and any recommendations it produces will not be binding on HM Government.

The Cultural Education Plan Task and Finish Group will consider advice and views from the Panel in developing the content of the Plan. Final decisions on the content of the Plan rests with DfE and DCMS Ministers.

The role of the Chair

The role of Chair will be to:

- a) provide leadership to the Panel, ensuring it works effectively, efficiently and fairly in its support for the development of the Cultural Education Plan;
- b) work with officials on proposals and options, taking account of the Panel's views, relevant best practice, lessons learnt and innovation from the wider sector and Government ambitions;
- c) comment on each iteration of the draft of the Plan, providing advice on the aims, structure and content; and support the launch and promotion of the refreshed Plan, including through their own networks.

The role of the Vice-Chairs

The Vice-Chairs will support the Chair in their role, as set out in paragraph 16 (such as by deputising as Chair at panel meetings when necessary). One Vice-Chair will focus on the education sector and the other Vice-Chair on the cultural sector. The Vice-Chair role excludes deputising for the Chair in the Chair's engagement with Ministers and officials.

Confidentiality

Panel members should treat all information supplied by DfE and DCMS as confidential, safeguard it accordingly and only use such information for the purposes for which it is intended.

DfE and DCMS will support Panel members with public lines that they may share with their stakeholders while developing the Plan. DfE and DCMS officials may provide more detailed information for panellists to share with stakeholders to test policy positions, but this will be determined on a case by case basis.

Information about the Plan that is not in the public domain must not be divulged to any party without the prior written approval of DfE and DCMS. This includes any published media. Discussions about the Plan will also be treated as confidential by all participants.

Meetings and ways of working

Panel members will be able to recommend additional experts that they wish the Chair to invite to meetings or to submit evidence on an ad hoc basis.

It is expected that the Panel will be in place in this form until the Plan is published in 2023.

The initial meeting of the Panel will be held in summer 2023. Subsequent meetings will be held as needed and may include remote/virtual participation.

All correspondence for meetings will be sent via email. DfE and DCMS officials will provide the Secretariat to the Panel. The Secretariat will make the necessary arrangements for each meeting, including providing relevant supporting papers. The Secretariat will take notes of meetings and circulate in a timely manner to Panel members.

Panel members will be expected to attend agreed meetings and contribute to interim updates as and when required, although DfE and DCMS recognise there may be pressures on availability due to unforeseen circumstances.

The Chair will be responsible for leading the meeting discussion and assigning actions. The Chair will have a deciding voice, should the Panel be unable to reach a consensus and/or where it may be necessary to refocus the Panel on specific aims.

© Crown copyright 2023