

Curriculum development in driving the skilled and creative economy

Chris Wardlaw

Deputy Secretary, Education and Manpower Bureau

Hong Kong's future must be underpinned by an education process which develops creativity as a generic skill in all its young people. The curriculum reform from 2001 sets out a 10-year plan embedding changes to basic and senior secondary education which will ensure graduates from our schools can participate and contribute to the creative and cosmopolitan Hong Kong society and economy.

The presentation will focus on progress so far in school education and future models to drive a skilled and creative Hong Kong.

Dr Carrie Willis

Executive Director, Vocational Training Council

The Hong Kong Institute of Vocational Education (IVE) under the Vocational Training Council (VTC) has a very strong Design, Printing, Textile and Clothing Discipline with almost 4000 full time students pursuing sub-degree level studies in a wide range of design streams including product design, interior design, visual communications, printing and digital media, film and television, animation, computer game design, fashion and textile design and technology etc. The VTC's strategic objectives are to provide relevant, responsive and quality programmes, hence it is essential that both the needs of industries and students are addressed. To ensure relevance and responsiveness of its courses, the VTC works closely with industry, drawing their input in its academic planning, curriculum development and design, and quality assurance. The VTC's recent major initiative of integrating its three design and related departments in three separate campuses in IVE into a Hong Kong Design Institute has been launched under the steer of an industry-led high level Advisory Board. This presents a good example of how close collaboration between the education and training institution and industry can help build a quality design foundation education that will best support the development of creative industries in Hong Kong.

Dr Ruth Silver CBE

Principal and CEO, Lewisham College, London

This presentation will outline the current political and professional contexts driving the 14+ VET system and curriculum developments in the UK.

The central location of employer and employment-led provision is moving into, in the Secretary of State's words, "a new urgency". This is matched by a new determination which leads the programme of Reforms to deliver the skilled, connected creative economy.

Collaborations with employers will be highlighted to indicate the range of 'tuned' provision.

Descriptions of a range of initiative will be presented to illustrate the models of engagement ranging from schools, commerce and industry.

The linked provision from schools to college, to industry and to university will indicate the benefits of a connected, employment-led strategy.

Reforms to the qualifications and funding system will be touched upon as the underpinning factors for success.

Changing qualification and support for a creative economy

Peter Cheung

Executive Director, Hong Kong Council for Academic Accreditation

Hong Kong will introduce a Qualification Framework this year. It will have tremendous impact on skills training and vocational education. Overtime it will impact higher education and professional qualifications as well. Why is it here, what it is to achieve, the difficulties and the reasons for an optimistic outlook will be the subject of a simple presentation and a discussion."

Peter Hill

Secretary-General, Hong Kong Examination and Assessment Authority

A creative economy must be underpinned by a system of qualifications that promotes the kinds of knowledge and abilities that will drive social and economic development. In Hong Kong, curriculum and assessment reform are proceeding hand-in-hand to provide a new system of qualifications that will cater for the full range of student needs and reflect the new priorities in terms of preparation for life in the new knowledge society. The Hong Kong Diploma of Secondary Education will report on performance that has been demonstrated across a much wider range of contexts than the old examination certificates that it will replace. It will be accompanied by detailed transcripts and complemented by the Student Learning Profile, a comprehensive electronic portfolio recording students' other learning experiences. Reporting will shift away from a reliance on norm-referenced approaches to greater use of criterion-referenced and standards-referenced approaches.

Dr Will Bridge

Head of London College of Communication, University of the Arts London

This presentation will examine the support which universities can supply for the development of creative businesses and creativity in the business affairs of major cities. This is one of the fastest growing areas of the UK and world economy, and is characterised by high proportions of graduates, often starting up businesses or working in SME groups. Established forms of education-industry collaboration, such as the "research-patent-manufacture" model are inappropriate for this sector, and the unsophisticated introduction of, for example, "business studies" approaches often engenders "tissue rejection" by creative individuals and companies.

This paper will describe UK initiatives addressing this issue, including a pioneering collaboration between London's leading Arts University and Business School. It will set this in the context of changes to the structure and curriculum offered by the UK's Higher Education providers, linking this to Further Education College systems which are also in transition. Lessons will be drawn out on how university-creative industry Knowledge Transfer can be optimised, and how international collaboration, for example between London and Hong Kong, can support this process