WP3. Formal Media Education

UNITED KINGDOM

1. Education System

The United Kingdom consists of England, Wales, Northern Ireland and Scotland. Compulsory education is from 5 years of age up to 16, except in Northern Ireland where it starts at 4. There are two levels of compulsory education: primary (for students 5-11 years of age, except in Scotland, where it goes up to 12) and basic secondary education (students aged 11 to 16, and from 12 in Scotland).

Education is the responsibility of the respective departments of education in Northern Ireland and Wales, the Scottish Parliament and the Department of Education in England.

2. Policies in Media Literacy

Historically, media literacy policies have taken a defensive approach with the development of programs on the risk of the Internet such as *Think U Know*. This type of policy has supported the generation of ICT skills and digital literacy, which has been an impediment to media literacy in general.

In turn, each country has an educational platform like 'C2k' from Northern Ireland, the 'Glow' in Scotland and 'WJEC' (Welsh Joint Education Committee) from Wales, along with others from the National Education Network (NEN). All operate on a common network/ interface called JANET.

The United Kingdom is part of the European project of innovative technologies for creating classrooms of the future - ITEC (Innovative Technologies for an Engaging Classroom). In 2008 a national strategy, led by the British Film Institute (BFI), which seeks to make education / film literacy, was launched.

3. Media Literacy and National Curricula

Since the 1970's the subject of Media Education has been optional in secondary education (students aged 14 to 18) and, as a result, schools have a lot of experience in this field as well as high quality teaching materials. However, most students do not choose these courses. References to media education within the English curriculum are to be found in the subject of English. Some references to digital media appear in the subjects of Arts and Design and Music.

Apart from these courses in secondary schools, the Centre for the Study of Youth and Media investigates the relationship between youth and media, especially in relation to internet and games, and has launched an initiative called DARE that focuses on digital arts in education.

The long tradition of media education has been extended to other types of literacy such as Film Literacy which appears in the curriculum in the subject of Literacy and English. The government has developed a national strategy for film education implemented by the British Film Institute (BFI).

While instituting the new curriculum, education standards appear in the draft guide document for schools called 'The Importance of Teaching.' In this document the Government's plans and visions for the future are reflected with respect to the changes that national education faces.

The document shows that media education remains a marginalized subject within the curriculum because of the lack of support and funding for specific programs on the part of the government.

4. Tools to measure the Level of Competencies

There is an 8-level teaching evaluation scheme for stages 1, 2 and 3 (the "key stages") within compulsory education that teachers need to observe following very precise guidelines. For stage 4, there are different types of assessment (separate tests) that certify this level.

There are also external evaluation platforms among which *Edexcel* stands out. It provides downloadable content assessment tasks, which offer teachers the opportunity to review each step of the processes evaluated and identify group and individual errors. *City and Guilds* is another platform which is one of the largest providers of professional instruction which, through the Global Online Assessment System, allows assessment from any internet connection point in any geographic location at long distance.

5. Teacher Media Training

In teacher training programs media education does not appear consistently which means that in practice, the initiative to educate in media depends on the interest of the individual teacher or the tradition of the school.

Teacher training in media has not been addressed systematically in the UK

Thanks to the long tradition of media education teachers have become experts in the field and have created their own materials.

There are also two certified platforms that offer free access to innovative educational resources and online activities for students, as well as free or low-cost training in order to use technology to improve and transform learning and teaching practices: *Vital and Naace*.

6. ICT in Schools

With respect to teaching ICT, it is present in the curriculum as a specific subject (IT / ICT) at all stages that make up compulsory education.

> **ICT is present in the curriculum and is defined as a subject at all stages of compulsory education**

ICT should be used in all subjects as a transversal component of education with a highly practical objective and levels of well defined assessment.

The keys to the inclusion of ICT in UK schools can be summarized as follows:

- An extensive ICT network, schools connected to high-speed Internet and educational content management platforms, information and activities.
- Active inclusion of IT/ICT as subjects in schools, elective media education and various elective courses in recent years of specialized training in programming and design skills.
- Constant investment in equipment and the integration of ICT in education on the part of the government.

In the UK much attention has been given to the development of ICT skills and digital literacy to the detriment of the broader concept that involves media literacy.

▬ Annex. Country Key Features

(a)	Languages	English Note: the following are recognized regional languages: Scots (about 30% of the population of Scotland), Scottish Gaelic (about 60,000 in Scotland), Welsh (about 20% of the population of Wales), Irish (about 10% of the population of Northern Ireland), Cornish (some 2,000 to 3,000 in Cornwall) (2012)
	Population	63,395,574 (July 2013 est.)
	Major cities	LONDON (capital) 8.615 million; Birmingham 2.296 million; Manchester 2.247 million; West Yorkshire 1.541 million; Glasgow 1.166 million (2009)
	Government type	Constitutional monarchy and Commonwealth realm
	GDP (Purchasing Power Parity)	$2.375 trillion (2012 est.)
	GDP real growth rate	0.2% (2012 est.)

	GDP per capita (PPP)	$37,500 (2012 est.)
	GDP composition by sector	Agriculture: 0.7% Industry: 21% Services: 78.3% (2012 est.)
(b)	**GDP per head (PPS)**	108.6 (year 2011) (Index, EU27=100)
(c)	**Year of EU entry**	1973
	Currency	Pound sterling
	Schengen area	Not a member
(d)	**Pupils and students (ISCED levels 1-6) (1 000)**	12,992.5 (year 2011)
	Pupils at ISCED level 1 (1 000)	4,419.8 (year 2011)
	Pupils at ISCED level 2 (1 000)	2,566.1 (year 2011)
	Pupils and students at ISCED level 3 (1 000)	3,514.3 (year 2011)
	Students at ISCED level 4 (1 000)	40.9 (year 2010)

Source: Original authors, using data from:

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(b) European Commission (2012). *Country Fact Sheet: United Kingdom*. Directorate-General Regional Policy. Analysis Unit C3. European Commission [Retrieved from: http://ec.europa.eu/regional_policy/information/brochures/pages/country2012/index_en.cfm]

(c) European Union (2013). Member states of the EU. European Union [Retrieved from: http://europa.eu/about-eu/countries/index_en.htm]

(d) Eurostat (2013). Education and training. Pupils and students (tps00051). File: educ_ilev.xls [Retrieved from: http://epp.eurostat.ec.europa.eu/portal/page/portal/education/data/main_tables]

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