

Question 1: Do you agree that public service provision and funding beyond the BBC is an important part of any future system?:

Question 2: Which of the three refined models do you think is most appropriate?:

Question 3: Do you agree that in any future model Channel 4 should have an extended remit to innovate and provide distinctive UK content across platforms? If so, should it receive additional funding directly, or should it have to compete for funding?:

Question 4: Do you think ITV1, Five and Teletext should continue to have public service obligations after 2014? Where ITV1 has an ongoing role, do you agree that the Channel 3 licensing structure should be simplified, if so what form of licensing would be most appropriate?:

Question 5: What role should competition for funding play in future? In which areas of content? What comments do you have on our description of how this might work in practice?:

We support the view that institutional and competitive funding should play an important role in future models for public service broadcasting (PSB), and we believe that:

? Ofcom should confirm that the production and distribution of curriculum-based programming for school children remain key elements of PSB; and that

? Contestable funds should be available to support the production and distribution of curriculum-based television programmes for use with school pupils.

In terms of the competitive tendering process, we make the following observations and practical recommendations, based on our experience of securing, delivering and successfully re-tendering for the Teachers TV contract:

- a) Significant investments in time and money are required to issue and respond to invitations to tender, and to manage a contract. Expectations of each of these should be realistic, and proportionate to the scale of the proposed contract;
- b) The ambition and goals for a new contract should be well-articulated;
- c) The competitive tender process should be clear, transparent and defensible;
- d) New services take time to establish and prove themselves, and the contract should be for a duration which takes this into account. We would propose a minimum term of five years for a start-up contract;
- e) Governance mechanisms should be robust, but light-touch and operationally unintrusive;
- f) Performance management of the contract should be clear and easily understandable, with realistic measures of success which can be captured in a cost-effective way.

Since its inception, schools television has been a cornerstone of PSB, yet we note with some concern that it is unaddressed in the current Ofcom review.

Until relatively recently, BBC, ITV and Channel 4 commissioned an annual portfolio of long-form television programmes for primary and secondary pupils to view in class. These programmes blended pedagogy and content, and were designed to support teachers and to complement the national curriculum. However, ITV no longer

produces such content, and both BBC and Channel 4 have drastically reduced their output, migrating the bulk of their formal education content to online platforms. This was the broadcasters' response to false predictions of the death of linear television. We now know that long-form video programmes are still widely watched, whether through broadcast channels, DVDs, or online platforms which support video on demand. The migration away from schools television was more an opportunism fuelled by new media hype and budget constraints, than a strategic response to the needs of the education system.

Launched in 2005, Teachers TV (TTV) is a unique and editorially independent service, funded by the Department for Children, Schools and Families (DCSF). We provide video and interactive resources designed to raise educational standards through the continuing professional development (CPD) of the school workforce. Accessed through our dedicated broadcast channel and our online platform, our programmes are commissioned from independent producers. They are relevant, cost-effective and have a significant and positive impact on the teaching profession. Television has many advantages: it is a mature technology with which teachers are familiar, and which present none of the operational challenges posed by new technologies. We know that video-based resources are still used in class, viewed on whiteboards, and on computers. They can be screened by the whole class, in small groups, or by individual pupils, at school or at home, giving teachers and pupils more flexibility of use.

We know that teachers and parents value television as an educational tool, and that schools are crying out for more effective resources for their pupils, particularly in areas not supported by the commercial sector.

We believe that well-made educational television can still inspire and engage pupils in unique ways, that it should continue to play an important role in the formal education of our children, and that its provision should remain a core component of public service broadcasting.

Question 6: Do you agree with our findings that nations and regions news continues to have an important role and that additional funding should be provided to sustain it?:

Question 7: Which of the three refined models do you think is most appropriate in the devolved nations?:

Question 8: Do you agree with our analysis of the future potential for local content services?:

Question 9: Do you agree with our assessment of each possible funding source, in terms of its scale, advantages and disadvantages?:

Question 10: What source or sources of funding do you think are most appropriate for the future provision of public service content beyond the BBC?:

Question 11: Which of the potential approaches to funding for Channel 4 do you favour?:

Question 12: Do you agree that our proposals for 'tier 2' quotas affecting ITV plc, stv, UTV, Channel TV, Channel 4, Five and Teletext are appropriate, in the light of our analysis of the growing pressure on funding and audiences? priorities? If not, how should we amend them, and what evidence can you provide to support your alternative?:

Additional comments: