



Placing Student Off The Grid
Working Paper 08.09.17

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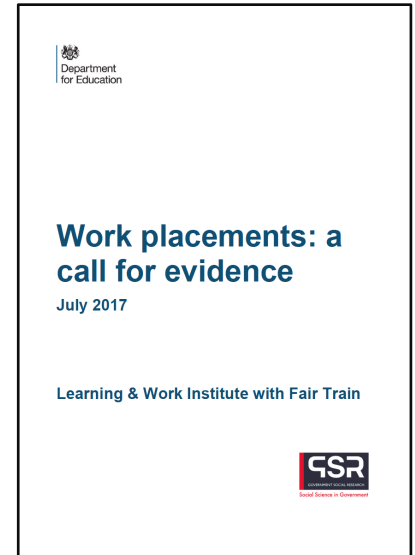
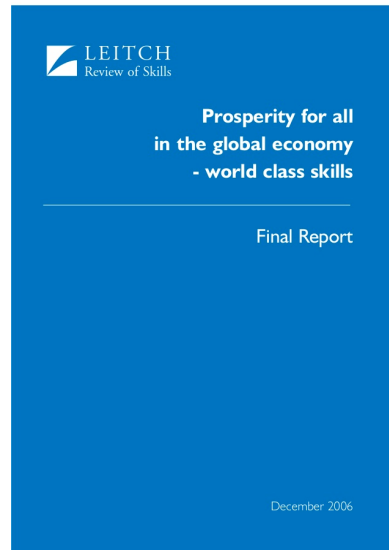
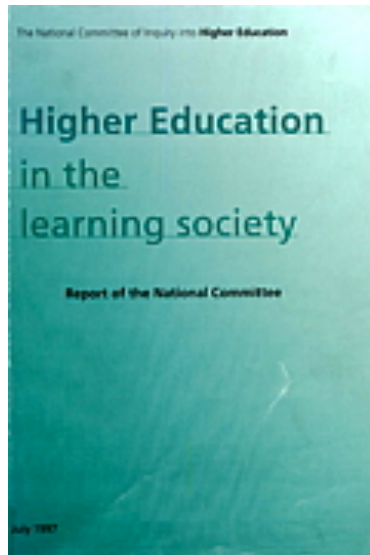
Defining The Problem

Method

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A push from above



Ongoing requirement from Government for Universities and Further Education Colleges to play a greater role in the UK economic prosperity through stronger relationships with business (Dearing 1997, Leitch 2006, and Wilson 2012).

Introduction

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Independent scrutiny...

UK universities ranked by subject area: Design & Crafts

[Go to overall league table](#)

| 2018 ↓ | Institution ↓ | Guardian score/100 ↓ | Satisfied with course ↓ | Satisfied with teaching ↓ | Satisfied with feedback ↓ | Student to staff ratio ↓ | Spend per student/10 ↓ | Average entry tariff ↓ | Value added score/10 ↓ | Career after 6 months ↓ |
|--------|--|----------------------|-------------------------|---------------------------|---------------------------|--------------------------|------------------------|------------------------|------------------------|-------------------------|
| 1 | + Dundee » | 100 | 95 | 95.3 | 92.6 | 16.8 | 8 | 157 | 9 | 73 |
| 2 | + Loughborough » | 98.3 | 86.1 | 87.8 | 77.1 | 14.2 | 8 | 188 | 7 | 79 |
| 3 | + Goldsmiths » | 96.8 | 94.1 | 94.3 | 74.4 | 14.6 | 4 | 153 | 8 | 78 |
| 3 | + Kent » | 96.8 | 87.8 | 86.8 | 72.7 | 10.4 | 9 | 133 | 10 | 83 |
| 5 | + Leeds College of Art » | 96.7 | 89 | 90.0 | 88.2 | 12.6 | 3 | 168 | 8 | 66 |
| 6 | + Portsmouth » | 94.5 | 94 | 95.5 | 89.2 | 15.5 | 9 | 133 | 6 | 66 |
| 7 | + Leeds » | 94.4 | 89 | 92.8 | 82.2 | 16.9 | 6 | 170 | 8 | 81 |
| 8 | + Kingston » | 94.2 | 89.9 | 93.5 | 79.6 | 19.6 | 10 | 158 | 6 | 72 |
| 9 | + Northumbria » | 93.8 | 89.9 | 90.7 | 81.9 | 13.3 | 5 | 149 | 9 | 66 |
| 10 | + Manchester Met » | 90.6 | 89.9 | 89.7 | 83.8 | 15 | 4 | 152 | 6 | 79 |

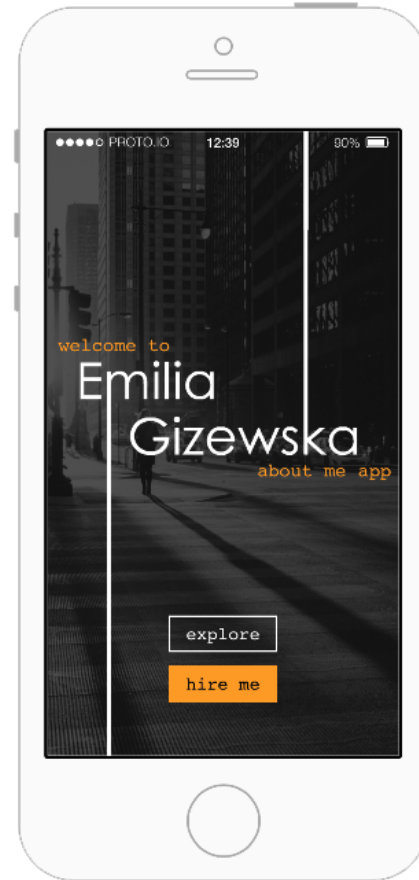
League tables place a great emphasis on employability.

<https://www.theguardian.com/education/ng-interactive/2017/may/16/university-guide-2018-league-table-for-design-crafts>

Impetus

Employer requirements are becoming more sophisticated as the demands on what they offer broaden too. Employers will not usually be looking for just CVs or conventional portfolios from potential creative staff. **They will be looking for approaches and work that demonstrate, above all, awareness of the employers' creative and commercial aims.**

Summary Report on 'Your Futures in Digital Media' – An Employability Event held between 14th and 17th January 2014. Digital Union and Northumbria University.



First student approaches relied on gimmicks rather than truly demonstrating what they could offer.

Tensions...

- **For the students**, the sense of competition for places at a formative stage in their personal development can feel overwhelming and potentially negative.
- **For employers** finding the right student to join an established team and the time to mentor them are two key challenges in order to create a successful placement.
- **For tutors** or dedicated placement staff, the pressure to prepare and place everyone in a restricted timeframe is intense.

Employability definition

“A set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.” (ESECT based on Yorke 2006)

Yorke, M. (2006). *Employability in higher education: what it is-what it is not* (Vol. 1). York: Higher Education Academy.

Not “work-based learning” ...

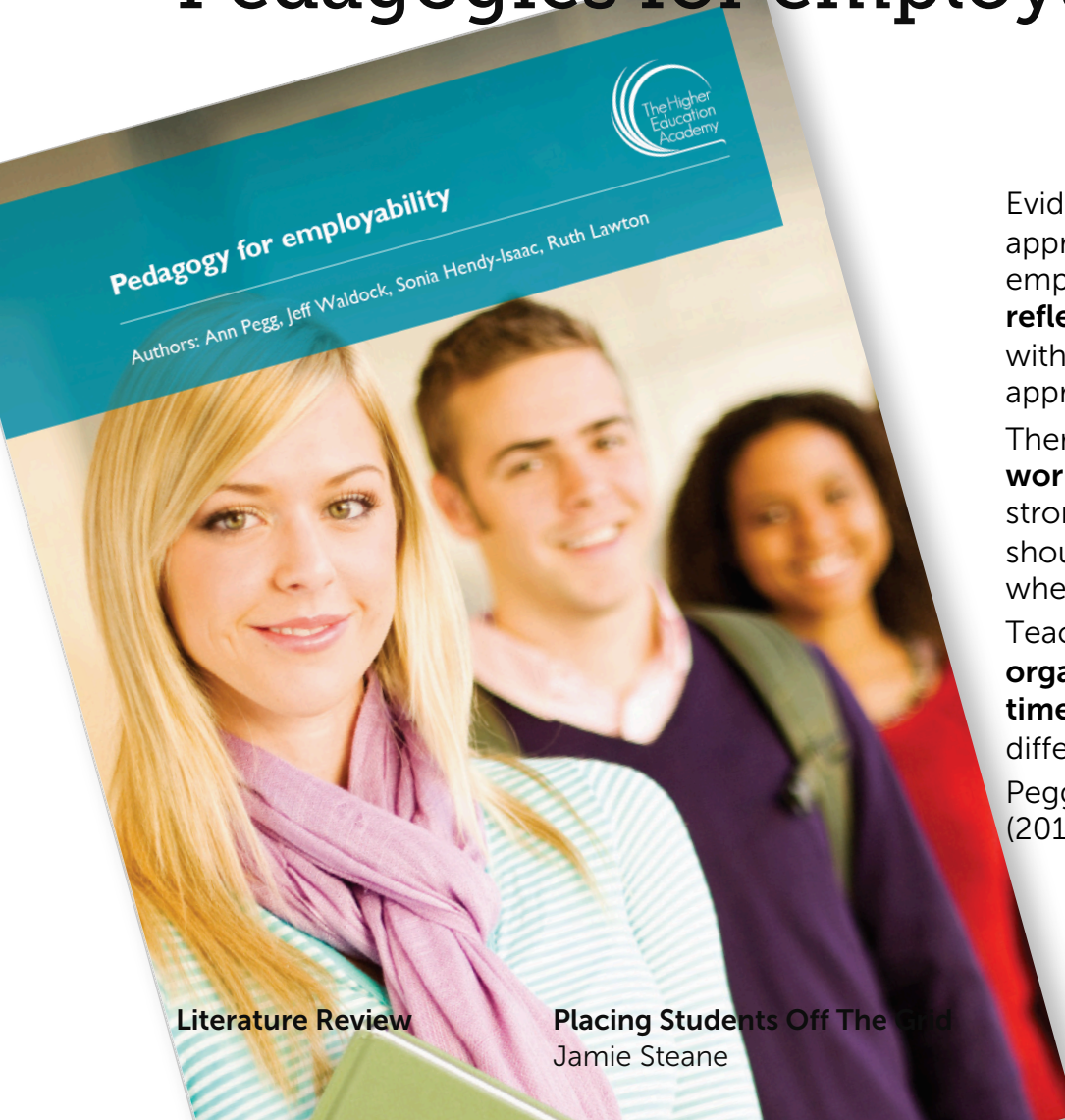
“Work-related learning involves learning for, at and through work. It includes learning which is formal and informal, assessed and not assessed.” (Kettle, 2013, p.21)

Kettle, J. (2013). Flexible Pedagogies: employer engagement and work-based learning. *Higher Education*.

Concept

Flexible pedagogies for employability address the needs of learners, employers and educational institutions. There is no definitive pedagogy, only the most appropriate one for the individual context.

Pedagogies for employability



Evidence suggests that successful pedagogical approaches include **experiential learning** – an emphasis on exploration, learning by doing and **reflection in authentic contexts** – ideally mixed with rather than simply replacing existing approaches.

There is strong evidence to indicate that **authentic work experience contextualises learning**, has a strong influence on graduate employment and should be integrated into course curricula wherever possible.

Teaching employability **may require that organisational practices and structures such as timetabling and resourcing are amended** to fit different pedagogical approaches.

Pegg, A., Waldo, J., Hendy-Isaac, S., & Lawton, R. (2012). Pedagogy for employability.

Literature Review

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Approach

Social constructivist approach where human development is socially situated and knowledge is constructed through interaction with others. (Hyslop-Margison and Strobel, 2007)

Hyslop-Margison, E. J., & Strobel, J. (2007). Constructivism and education: Misunderstandings and pedagogical implications. *The Teacher Educator*, 43(1), 72-86.

Work Requirements

1. **A CV and covering letter** written to your preferred design or digital agency for work experience.
2. **An online portfolio** and use of related social media channels that demonstrates your design knowledge, craft skills and interests.
3. **Undertake a small 'live' practical assignment** that includes a written element e.g. a presentation or a reflective commentary on the project approximately 500 words.
4. Participate in a **mock interview**.

Timetable

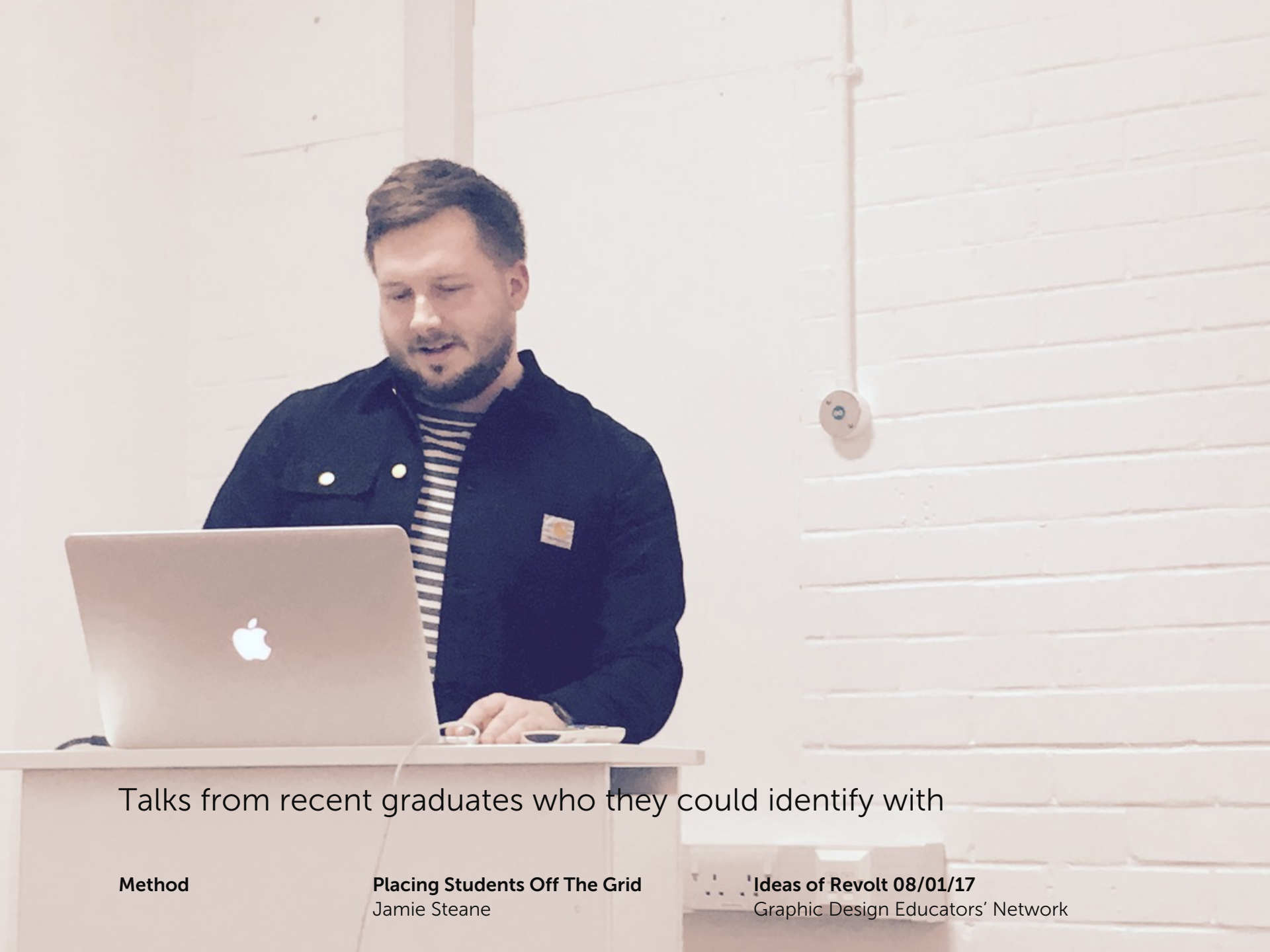
Weeks 1–6

1. Briefing
Workshop: CV & Cover Letter creation
2. Workshop: The Design Industry
3. Workshop: Portfolio Development
Professional Talk: Speaker TBC
4. Professional Talk: Jenny O'Neil, Careers Adviser
Workshop: Portfolio Development
5. Workshop: Self-Promotion
Professional Talk: Speaker TBC
6. Presentation: Portfolio Development
Briefing: Mini-projects

Weeks 7–12

7. Project Development
Professional Talk: Speaker TBC
8. Independent Study Week
9. Project Development
Workshop: New Design Directions in the Digital Age
10. Project Development
Workshop: Why copyright, design ethics and IPR are important to me?
11. Project Development
Conference: Design It, Build It Conference (Edinburgh)
<http://dibiconference.com/speakers/>
12. Final design crits
Lecture: Preparing for interview

Mock interviews and final submission 9th/10th May 2017

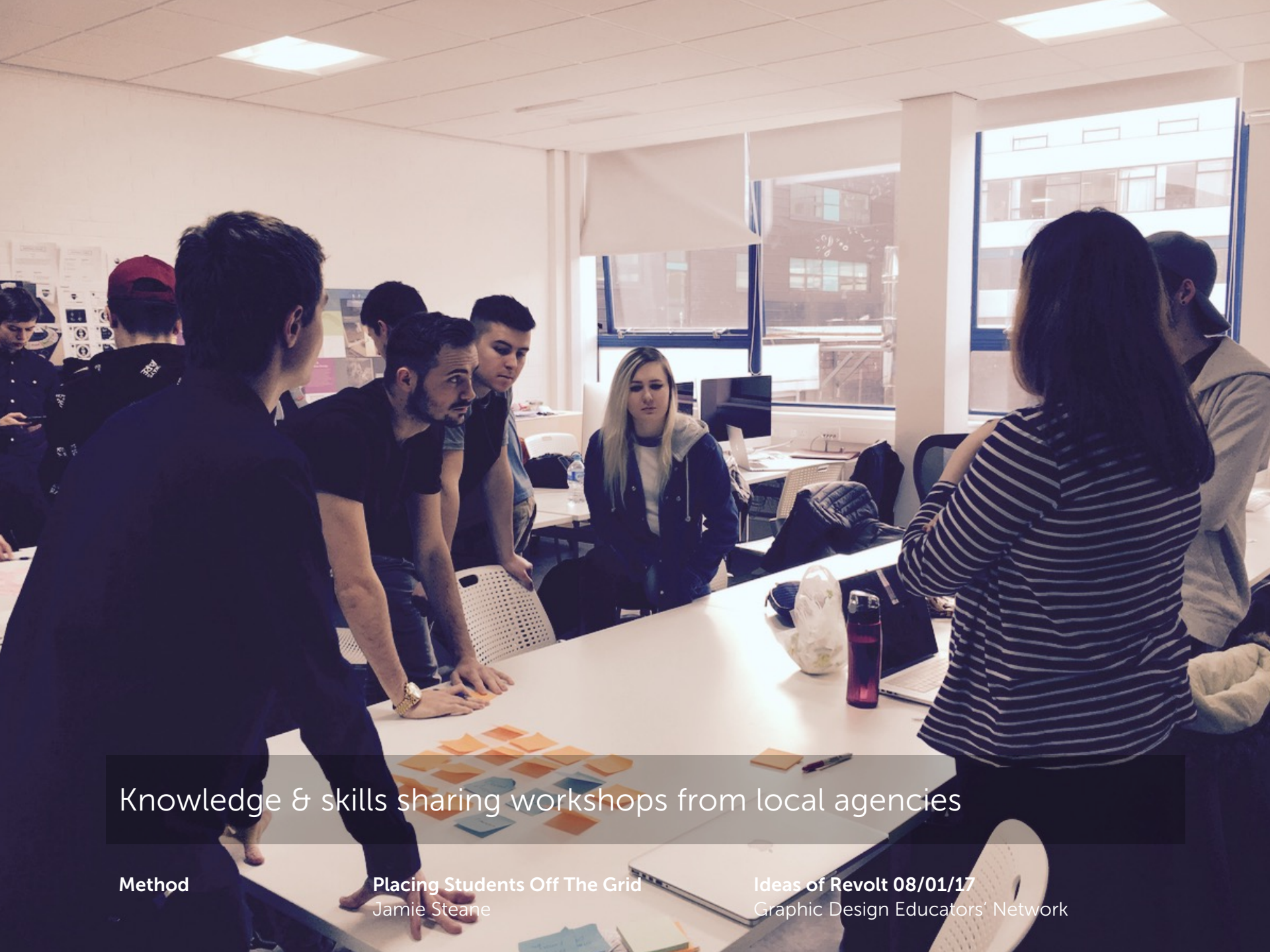


Talks from recent graduates who they could identify with

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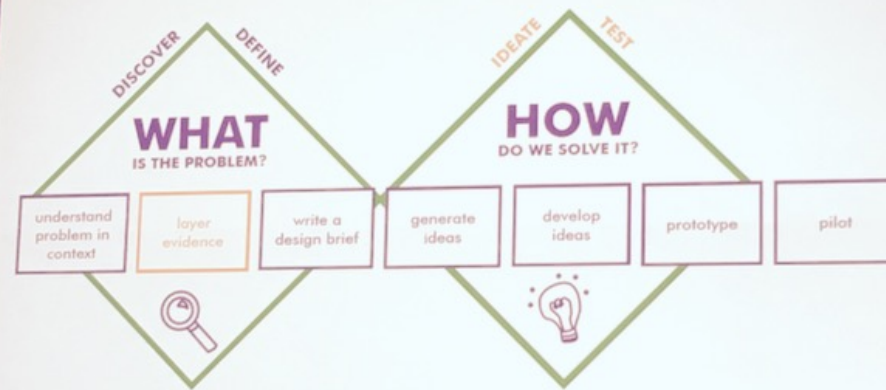


Knowledge & skills sharing workshops from local agencies

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@hannahmohr

Changing the mindset of a 100 year old charity

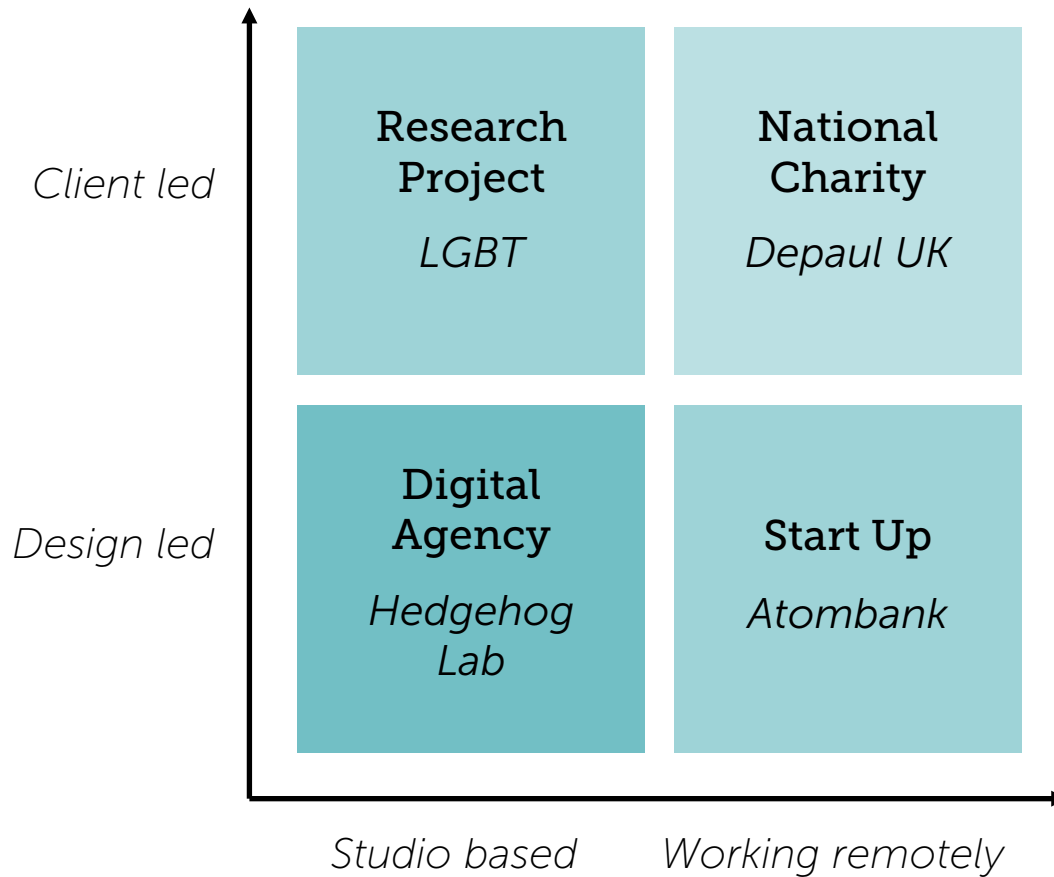
WE ARE
FACULTY.
LONDON SUMMIT

Students mixed with professionals at an industry conference

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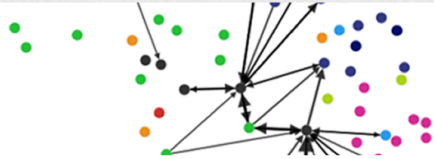
Work Experience opportunities selected to reflect student interests and assess different modes of working.

Poll & Match

jamiesteane@hotmail.com

My Polls

Logout



Poll Results

Responses to your poll are displayed in a "heat map" to the right. Darker colors represent more replies.

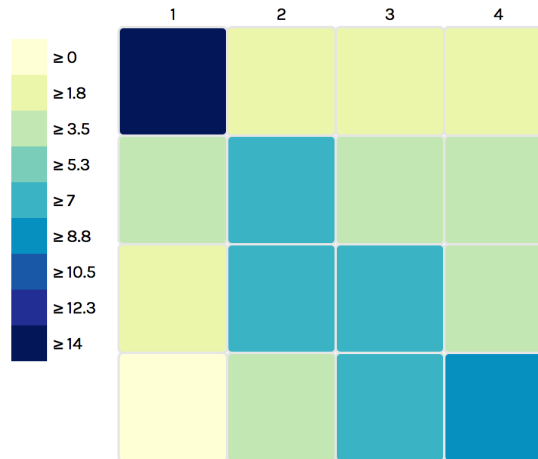
Choices are ordered by popularity, with the most popular at the top.

Responses are listed in a sortable table. You can delete duplicate or unwanted responses.

To assign choices to your poll participants, click below.

Match Poll

Poll Results



Work Experience

Youseum with Hedgehog Lab.

LGBT Hate Crime paper prototypes with N

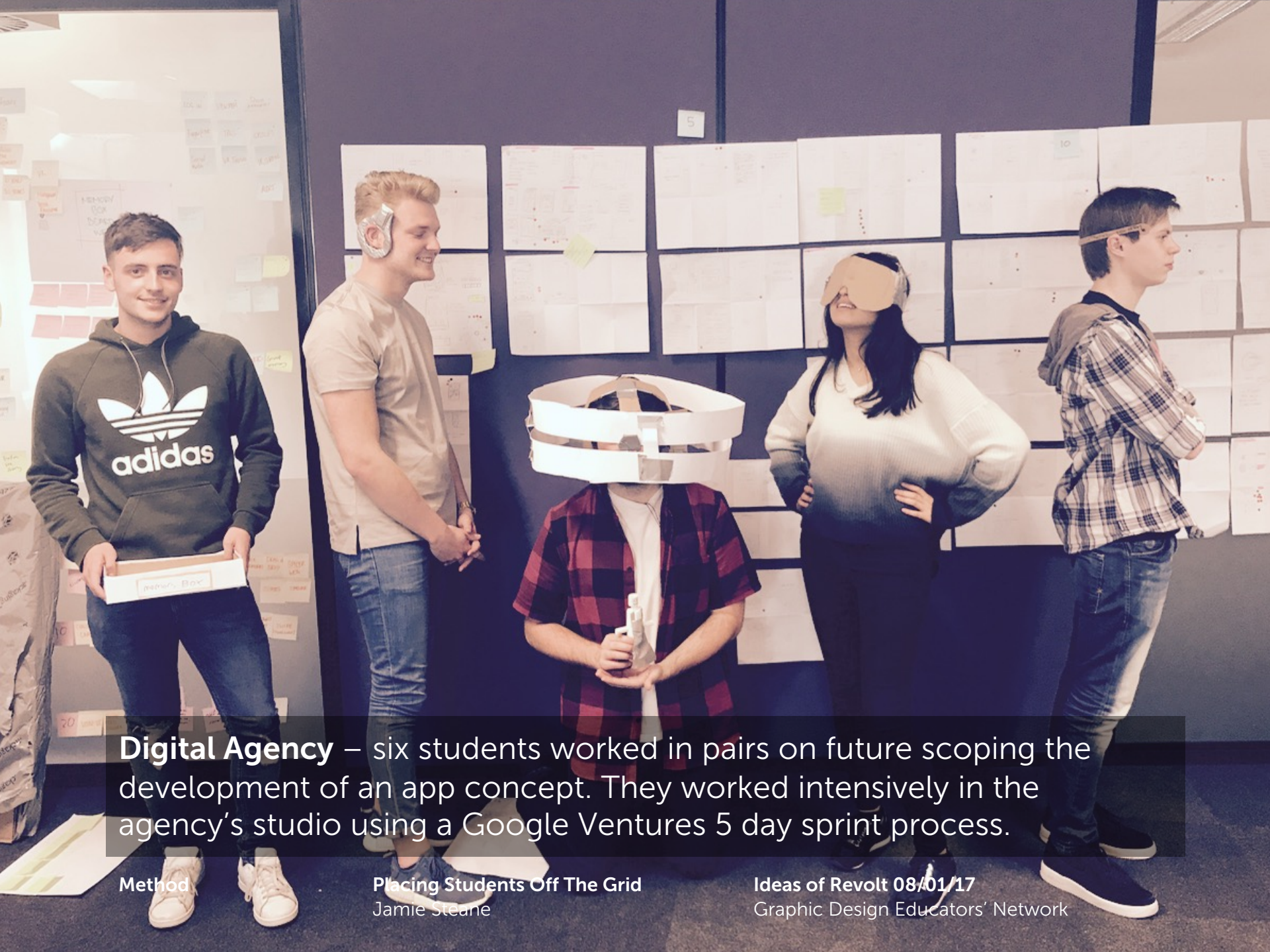
What if... with Atombank

Interactive Resource with Depaul Charity

Responses (21)

| Time (GMT) ▾ | Name ↕ | Email ↕ | 1 ↕ | 2 ↕ |
|--------------|--------|---------|-----|-----|
|--------------|--------|---------|-----|-----|

Students made choices online using Poll & Match to using <http://www.pollandmatch.com/>




Digital Agency – six students worked in pairs on future scoping the development of an app concept. They worked intensively in the agency's studio using a Google Ventures 5 day sprint process.

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Research Project – six students worked in two groups designing workshop tools to gather qualitative data from victims of LGBT related hate crimes. This was achieved through design workshop with researchers over a 4 week period.



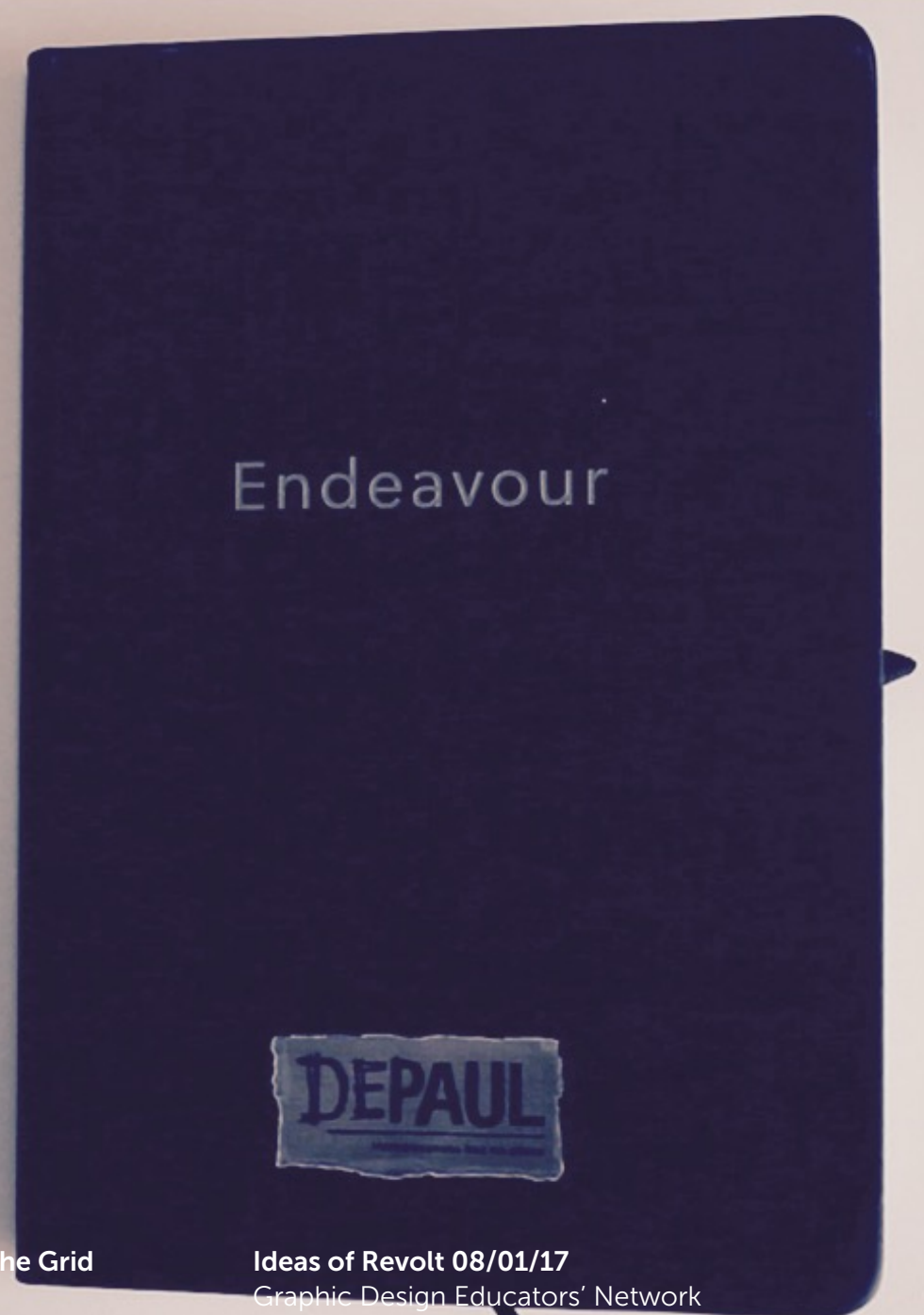
Start Up – five students worked in two groups working on ‘blue sky’ development ideas for an app only bank (Atombank). They worked with the in-house design team most remotely with a couple of face-to-face presentation meetings over six weeks.

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National Charity – four students worked in a digital presentation of a video scenario based workshop about teenage homelessness for the Depaul Charity. They worked remotely a regional branch over six weeks.





Mock Interviews – creative directors and designers were invited into the University to give mock interviews. Students were paired together taking it in turns to valuably observe each other being interviewed.

Before work experience

The following questions will explore your feelings prior to undertaking work experience.

Before undertaking this work experience, what did you perceive its purpose and value to be? *

Long-answer text

Did you set yourself any personal goals or objectives? If so what were they? *

Long-answer text

On completion of their work experience and mock interviews students were asked to complete a survey using Google Forms. This fulfilled the their requirement for a 500 word 'written reflection'.

← Professional Practice

QUESTIONS RESPONSES 8

What were your organisation's motivations for offering one of the project briefs?

Long-answer text

⋮

Did it require more work on your part than anticipated?

If so, why was this?

Long-answer text

How satisfied were you with the students' level of commitment?

1 2 3 4 5

Not at all satisfied Very satisfied

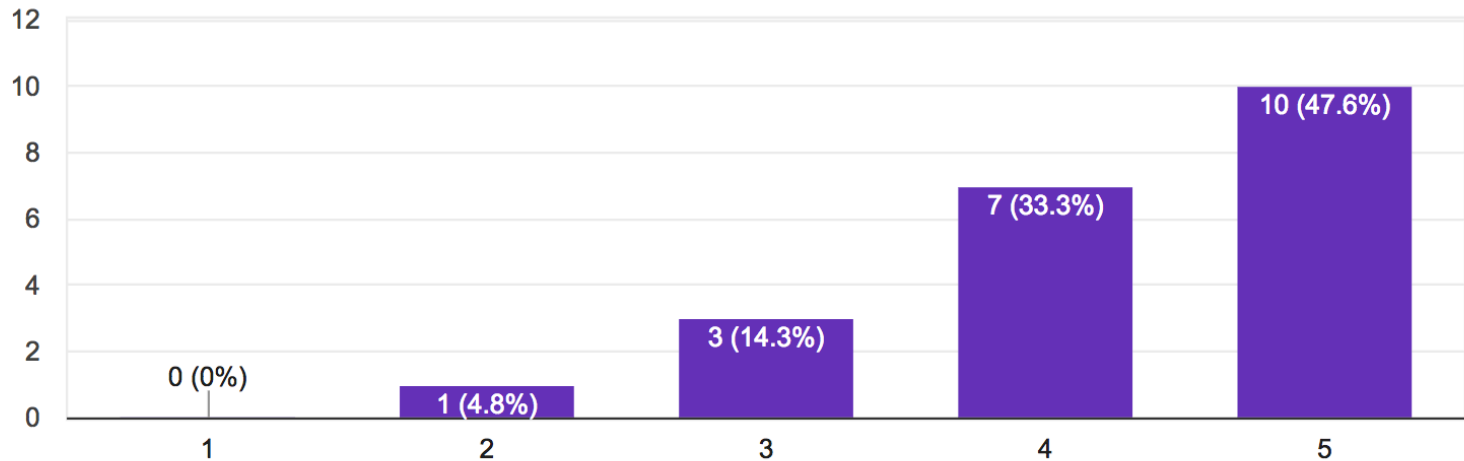
How satisfied were you with the students' level of professionalism?

Similarly, professional collaborators were asked their view on both the work experience and/or the mock interviews.

Student feedback

How satisfied were you with the outcome of the project?

21 responses



Findings

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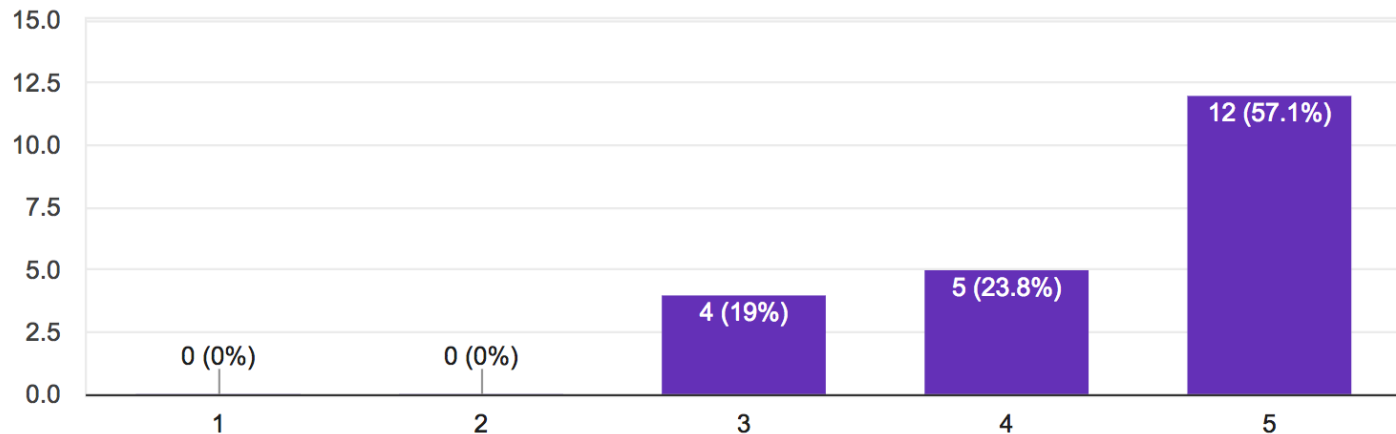
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Student feedback

How meaningful was your role in the project? (Did it give you a sense of purpose?)

21 responses



Findings

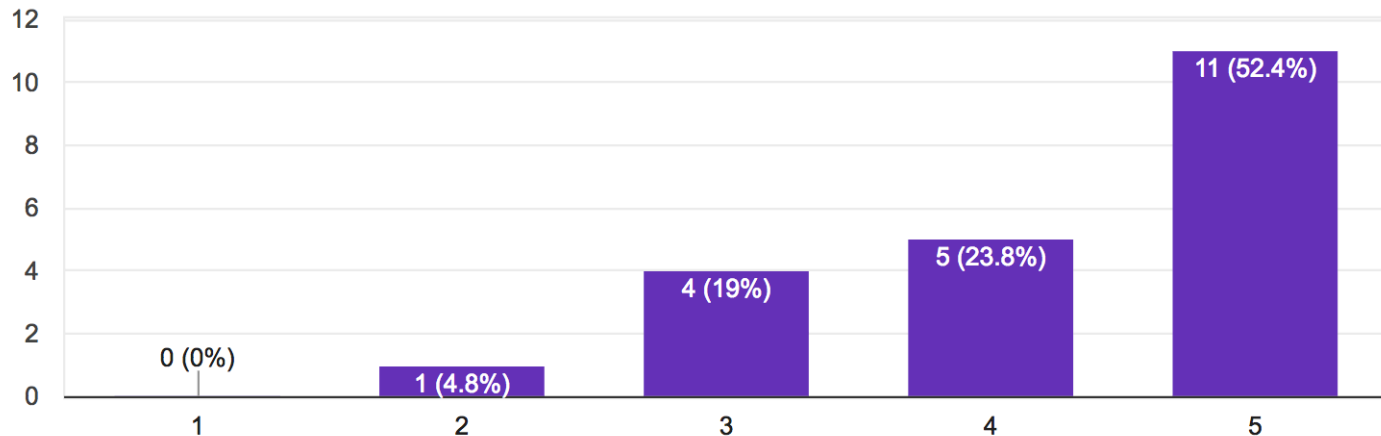
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Student feedback

How valued did you feel as being part of this project? (Was your contribution been positively acknowledged?)

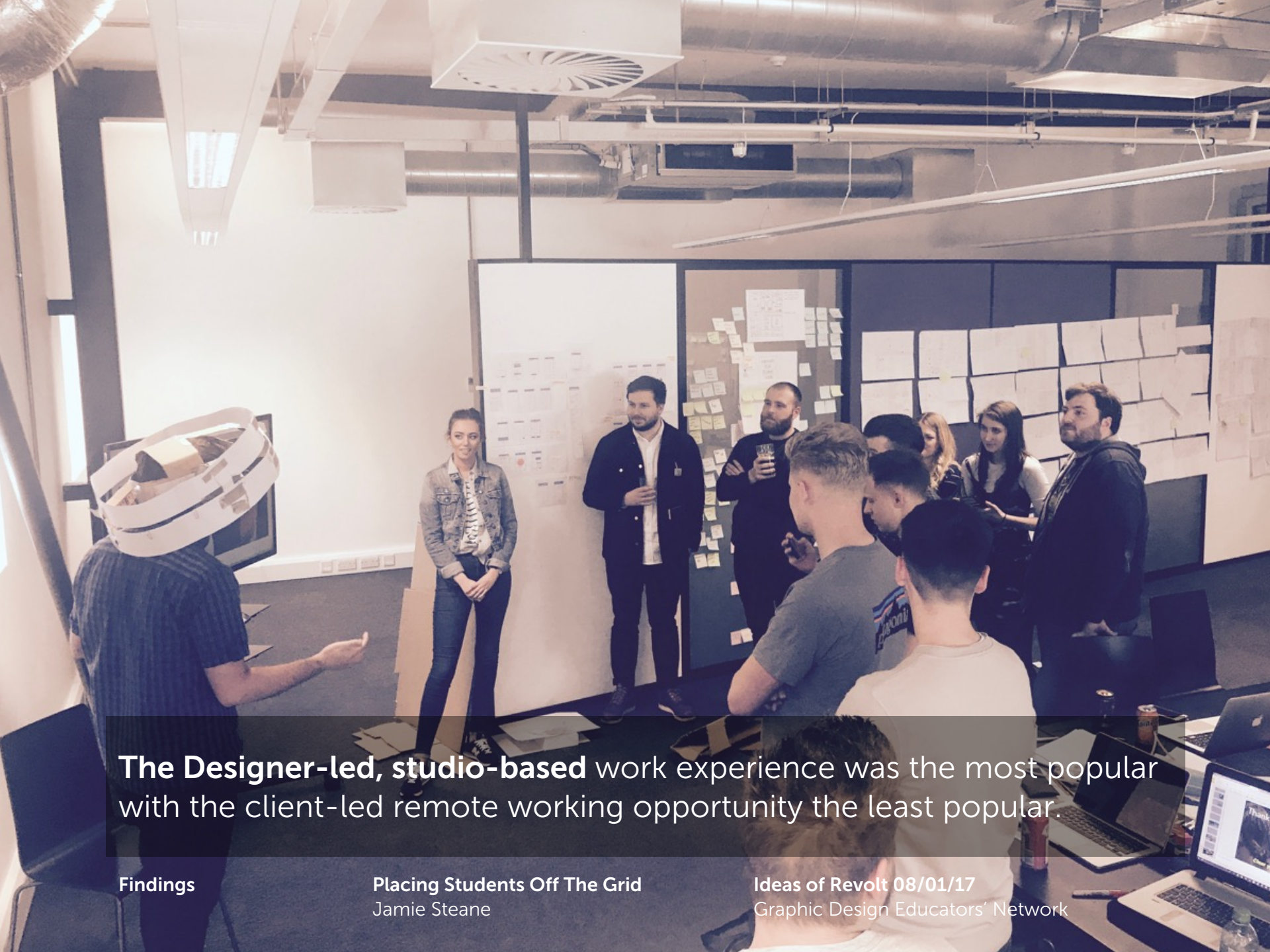
21 responses



Findings

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The Designer-led, studio-based work experience was the most popular with the client-led remote working opportunity the least popular.

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The variety of experiences had a shared benefit. Learning new tools, perspectives and uses for design.

Findings

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Collaborators observed students working an established team and identified different people that we would have expected to continue working with on future placements.

Findings

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Observed Interviews – “Its weird but I liked it!” – Anon.



Findings

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Conclusions...

Enjoyment with equity

An approach that encouraged awareness

More opportunities for dialogue

Simpler and stronger

Self-awareness and reflection?

Off the timetabled grid

Next?

Need to test again

Created space off the regular timetable

Would love to hear from people who have an interest in researching group placements

Thank you!

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