

Cross-Institute Sport, Arts & Culture Event - Wednesday 26 April, 2017

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Opening slide

- Intro to me and title of pres:
“10 Point Chronology for ‘Live’ Design Briefs”
- Here today to give a quick insight into two things:
 1. How we run ‘live’ project briefs on the Graphic Design course
 2. Show an example of a successful live project..
‘The Teme Valley Trail’ - a tourism-related project to help revamp an old initiative..
- I came straight from industry to FE and then HE teaching – previously working in publishing, advertising, cartographic design areas to name but a few.
- Knowing what various elements of the design industry wanted of designers, I was keen to give my HE students as many real brief experiences as possible.
- We also work under the Design Council’s Umbrella area “Design for Social Good”. In this we try to address local and regional design challenges

with local charities and organisations that wouldn't ordinarily be able to utilize the services of design agencies (or know how to do so).

- BUT.. I was keen that this process didn't negatively impact students' academic learning though so over time reached the conclusion that the best way to emulate the experiences was via a negotiated 'live' brief with a client to develop student concept work.

10 point timeline

- The 10 Point strategy runs over 1x semester
- I've been developing it in the region of 10 years now – refining it year on year on the back of student and client feedback..
- This will be the first ever time I've shown it as a chronology or timeline..
- At present what you're seeing on these slides is my experiences of this strategy – it's never been opened-up to additional analysis and reflection (bar this process) as yet.
- Timeline uses basic colour-coding which I'll repeat on other slides.
- The numbers on screen don't always correspond with teaching weeks – rather an rough approximation of where the events would sit in a

timeline.

- This chronology now also used by my colleague Helen Holmes who tends to use it with yr 3 individual students as opposed to the groups that I teach.
- Explain quickly each point – no time to expand on each but for the purposes of this talk I've shown a few on the next slides.

Module support blogs

- I always use a module support blog alongside.

This doesn't replace 'Blackboard' as such and there's a link to each of these on blackboard.

- The blogs are a flexible support system which are free and easy to update..
- I now have many years of student cohort experiences recorded on these blogs - which students can look back on to see how previous students worked/their experiences.
- I know there's a discussion ongoing about 'security' with blogs at present but I always:
 - Ask the permission of students before using them in any ref image (and/or offer to 'blur' their ID if they prefer).

- Password protect all session note files or presentations.
 - Only have (the above files) accessible for the duration of the module then take them down.
- The blog's facilities tend to include (read points on slide).

Delivery of brief

- Typically we give any brief 'pack' out in teaching wk 3 and get the client to come in talk about the design challenges and take Q's in wk 4.
- The brief 'pack' normally consists the key brief and supporting ref docs.
- Here Mal Salisbury, Economic Devt Officer for MHDC talks through and takes Q's on the live brief.
- It commonly takes the period of a couple of months of discussion before it's handed out in any one semester.
- The session typically consists (read pointers on slide)

Roughs deadline

- We build in regular 'mini deadlines' – again to best emulate what students will find project-structure-wise once they graduate..
- Typically we'll have a 'roughs' deadline in teaching wk 6 or so where students are required to discuss their initial thinking and research in small learning teams..
- Read off comments on slide..

Research visits

- Primary research experiences alongside content delivered in sessions and student secondary research is absolutely crucial to these projects.
- Here we're taking a group working on a wayfinding/signage brief to see the 'Bristol Legible City' system in action..
- We also try to bring in at least one visiting practitioner/designer who undertakes project work in the area they're developing too (point 6 on timeline).

Final submission

- Teme Valley Project feedback and experiences positive from both client and students involved.
- Refer to quotes on slide.
- Module feedback very positive too..

After submission

- So what happens after the module closes with all the concept work generated?
- Chronology sometimes slightly different - but in the context of the Teme Valley Trail project it worked (read out on slide).
- Outputs from this project now 'live' on the MHDC website, you can download and print each walk and a copy of the leaflet.
- Leaflets distributed to many Tourist Info Centres in the region. MHDC so pleased with outcome that we're now working on a similar project 'The Elgar Trail' with current yr 2 group.
- Handouts of some of the walk/cycle sheets passed around.
- Q+A

