

Welcome to the following new staff who have joined in the last three months.

Bob Hannett
Senior Lecturer, Broadcast Media Technology
started 30 January.

Nima Falatoori
Associate Senior Lecturer, Graphic Design
started 9 January.

Carole Mallett
Faculty Administration Officer
started 27 February.

Sharon Hodges
Business Support Manager
started 13 March.

Kemal Eginci
Developer
started 27 February.

Well done to Rachel Sugarman of the Quality Team and Sarah Weekes of the HR Team for achieving their First Aid at work certification.

As a partner institution of the University of Sussex, Ravensbourne staff are eligible to attend their staff training and development events.

Courses, workshops and events range from equality and diversity to health and safety, and from IT skills to personal development.

You can find the handbook of courses on our intranet.

<http://intranet.rave.ac.uk/raview>

If you see something you're interested in, contact:

Sarah Weekes

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4927

The quarterly magazine for staff, students and friends of Ravensbourne College of Design and Communication

Raview

03.06

Recycled fashion

Felicity Doubleday models her own creation – fashioned from everyday products which include polystyrene cups, coloured cocktails sticks and paper doilies.

Students on the Edexcel (BTEC) Diploma in Foundation Studies in Art and Design course were challenged to create dynamic and appealing fashion from items which would normally have little value.

Tutor Justine Head explained: "We challenged students to use and see things in a different way. To create something which could be worn from everyday items which are often discarded, and not instantly recognisable – but which looks fantastic."

The innovative students hit on using everyday items ranging from electrical ties and drinking straws (pictured below), to paper cup cake cases and old socks!

All succeeded in creating something not normally considered beautiful – into something that it is.

More pictures:

<http://intranet.rave.ac.uk/raview>



Faculty Committees

PROFILE COMMITTEE

With two new Heads of Faculty in post, it's timely that we look at the role of the Faculty Committees.

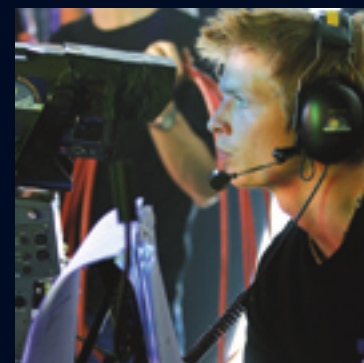
We have two faculties – Faculty of Design and Faculty of Communication Media – so, it's not surprising that there's a Committee for each.

The Committees are an important forum for the discussion of the faculties' academic business.

They oversee the development and the delivery of the courses offered by the Faculty.

They also ensure that College policies and initiatives in respect of quality assurance, learning, teaching, assessment, and diversity are complied with consistently within the Faculty.

They report to the Academic Board.



Quality Assurance

An annual monitoring report for every course goes to the appropriate Faculty Committee.

Reports from external examiners, external agencies (such as the QAA), Course Committees, and Course and Subject Leaders, are also considered by the Committees.

They ensure that all course level issues have been dealt with appropriately, identify any issues which need to be dealt with at the Faculty level, and refer any issues to be dealt with at the College level to the Quality Development Committee and the appropriate College officer.

Student feedback and data

Faculty Committees consider issues arising from student feedback, and statistical data on the quality assurance and performance of the Faculty against College and external indicators.

Assessment

The Committees oversee the arrangements for the assessment of student work, and ensure the security of the assessment processes within the Faculty. For instance they receive the notes of the new Faculty Project Brief Verification Groups.

Advisory role

The Committees also have an advisory role to the Heads of Faculty on matters such as the resource requirements of courses and resource planning, the development of the curriculum and academic planning, and on the implementation of the College learning and teaching strategy across the Faculty.



Membership

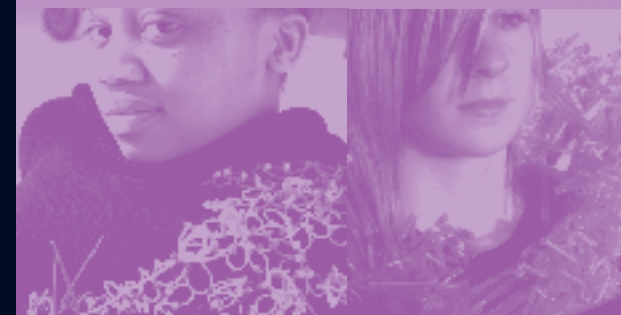
The Heads of Faculty chair their respective Committees. Members include representatives of the academic staff from each course in the Faculty, up to two members of sessional staff, up to two student representatives, a member of academic staff from the other Faculty, and the Heads of ICT, the LRC and Quality.

<http://intranet.rave.ac.uk/quality/committees.htm>

Cathryn Smith

4981

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Euro-funds help minority broadcasters

The College's Enterprise and Innovation Centre is to provide training targeted at women and people from black and ethnic minority communities who are broadcast freelancers or who work in small independent television production companies.

The Centre has been granted approximately £145,000 by the European Social Fund to run the scheme.

Michael O'Sullivan, of the College's Enterprise and Innovation Centre, who compiled the successful bid, explained: "The

most recent survey of the work force in the broadcast sector indicated that 94% was white, and only 39% were women.

"The training will, therefore, be targeted at women and people from black and ethnic minority communities. They may be

freelance or work in small and medium-sized enterprises – often known as SMEs – in the broadcast sector. The training will be in craft and technical disciplines which would normally be expensive and difficult to access."

The areas on offer will include High Definition Camera Operation, Sound and Lighting, Accredited High Definition Editing and Computer Generated Animation (CGA).

The European Social Fund aims to:

- help unemployed and inactive people enter work
- provide opportunities for people at a disadvantage in the labour market
- promote lifelong learning
- develop the skills of employed people
- improve women's participation in the labour market.

www.esf.gov.uk

WHO DARES WINS



Sketches for the characters in Rosa's drama

It could be an idea for a TV programme, a DVD, a website, or an interactive game.

It could be just one student's idea, or a collaboration between several students – maybe from different departments with complementary skills.

If you have a good idea for a potentially commercial project which have a media dimension, you could win a RaveMedia Award of up to £5,000 to help it come true.

"When the RaveMedia Awards launched last summer, many students just wouldn't believe it," said Hilary Chadwick of RaveMedia. "But eight enterprising students had a go, and came up with winning proposals!"

With their Awards, Paul Callanan has already shot most of his Irish road movie, and Raja Bhattacharya has scoured England and India developing his animated fable – 'The Last Day of Summer'.

Alastair McAlpine has made a pilot, and is now perfecting his series of public information advertisements to combat hospital-acquired infections.

Rosa Morley Souter is refining the script, casting and working on the production plans for her werewolf drama, and Brice Lainé (see page 10) has spent several weeks on location in West Africa researching his documentary on rural development.

If you're a student, with a potentially commercial idea can you afford to pass up the chance of a £5,000 Award to help you take it to the next stage?

Applications will be accepted until the end of April, and the Awards will be presented at Rave on Air on 1 June.

<http://intranet.rave.ac.uk/enterprise/ravemedia/awards>

Hilary Chadwick 4805

Marvin Belle 4978

Raview

Raview is the quarterly magazine for staff, students and friends of Ravensbourne College of Design and Communication. Its aim is to celebrate and showcase the College's creativity, and to provide news and information on the College for the Ravensbourne community.

More detailed information can be found by going to the links in the College website or intranet given at the end of articles, or by contacting the named contributors. Raview is available in pdf format and individual articles can be provided as large print

Word documents on request. News and ideas for features are welcome.

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IDEAS TO REALITY

Two applicants to the Emerald Fund (Raview 09.05) have just heard that their projects are each to receive funding of £9,500.

Tina Valentine (second year IDEAS student) received the award for her interactive lighting product. The funding will help her to continue to work on her concept and investigate the most profitable route to market.

Third year fashion student Vicky Jowett's award was for her plan to break into

the flight sock market with a new product which combines the innovative use of materials with high design values. The funding will help Vicky to seek specialist patent protection advice and undertake detailed business planning.

Liz Pearson, Director of Strategy and Commercial

Development, who represents the College with the Emerald Fund said: "The assessors were impressed by the way in which both applicants showed a clear determination to use their awards to explore the best ways to make good design ideas into strong commercial propositions."

The emerald fund

offers two kinds of award:

Mini grants of up to £10,000 are available to investigate the commercial potential of any innovative product or service based business proposition.

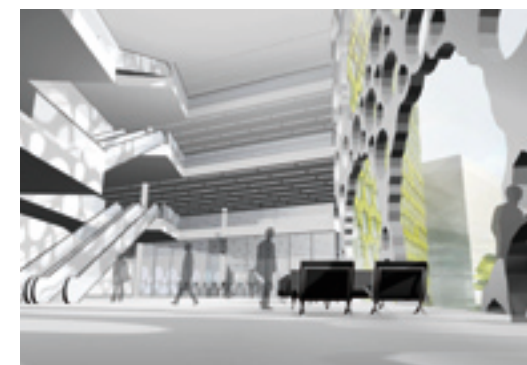
Standard grants of up to £40,000 allow for more detailed business development planning and prototype development.

The Fund is open to staff, students and graduates of the College.

Liz Pearson 4937 l.pearson@rave.ac.uk

moving closer

The appeal against Bromley Council's decision to turn down the planning application by Taylor Woodrow to build homes on the College site will begin either on the 18 or 25 July – earlier than originally predicted. The outcome will be given in September.



Foreign Office Architects

An independent review of Bromley's Unitary Development Plan is also likely to come out in favour of the plans to redevelop the site for housing within the same timescale.

The College needs to sell its current campus to raise part of the funds needed to relocate to a new state-of-the-art, purpose-built building adjacent to the Millennium Dome on the Greenwich Peninsula.

The appeal will be managed by the Office of The Deputy Prime Minister which has indicated its support for the College's planned relocation.

Meanwhile, work is continuing on the interior designs for the new building.

Trevor Gordon

Trevor Gordon is Chair of the Diversity Committee. We asked him to explain the complex issues of equality and diversity, his role and priorities.

What is the relationship between equality of opportunity and diversity?

You can't genuinely practise equality of opportunity until you understand and accept people's differences.

That means you have to understand and accept that people are different: racial differences, their gender, sexual orientation and disability.

If you accept and understand difference – then you are practising diversity and you can ensure equality of opportunity.

What does equality of opportunity mean for us?

There are two aspects. There are legal obligations placed on us in respect of equality of opportunity in employment – so that relates to our staff.

Then there is equality in our service delivery – in other words the services which the College – and its staff – offers to students.

So, how are we doing?

In the past six years the College has made tremendous progress in its approach to equality and diversity – it has come on in leaps and bounds.

The Equality Challenge Unit sees us as an organisation which takes equality and diversity very seriously and one which is continuing to make good progress in these areas.

What is the Equality Challenge Unit?

HEFCE (our funding body) is legally responsible for the compliance by higher education institutions with the laws on equality and diversity. It enforces these legal requirements through the Equality Challenge Unit.

Can you give an example of the progress we have made?

We have progressed from compliance to going beyond our legal obligations – to do what is morally right.

For example, if a student has equality or diversity needs which aren't based on a legal requirement we will take the moral, philosophical or spiritual approach and do the 'right thing' – we practice fairness.

How did you become involved with the College?

Five to six years ago a range of new legislation was introduced which placed new obligations on us.

I was brought in as a consultant to assist the College to develop policies and practices to meet the new legal obligations.

Then, over 18 months, I delivered staff development and training. I was appointed to the Board in February 2004.

What are your priorities as Chair of the Diversity Committee?

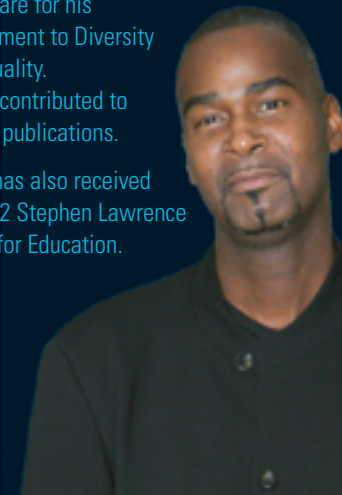
We need to continue to promote and raise awareness and understanding of race, gender, sexuality and disability amongst staff, and to embed equality and diversity into all of the College's activities.

The continued provision of information, training and development is central to that and – therefore – continues to be a priority for the College each year.

Trevor is an Associate Consultant and Trainer to the Learning & Skills Development Agency, the National Institute of Adult Continuing Education, (NIACE) and the Stonefish Training Partnership.

He was awarded Honorary Lifetime Membership by the Institute of Welfare for his commitment to Diversity and Equality. He has contributed to several publications.

Trevor has also received the 2002 Stephen Lawrence Award for Education.



Game on!

The College attracted the cream of senior representatives from the games industry to our Skilling for Games forum on 2 March.

"We offer highly vocational courses," explained Sonia Medin, Business Sector Leader, who is based in the College's Enterprise and Innovation Centre and who arranged the event. "It's important that we stay in touch with what the games industry needs – both in terms of the content of courses and the type of students which it wants to employ."

The panel of games industry experts, which took part in a Question Time – style forum, included senior representatives from the world's leading games companies – Electronic Arts, Sony, Eidos and Sega.

The invited audience comprised academics from Ravensbourne and other colleges from as far away as Coventry and Lincoln.

Jackie Martin, the College's Industry Liaison Consultant, who organised the panel continued: "While companies in this rapidly-

expanding area are finding it challenging to employ suitably educated graduates, many colleges are being equally tested in their attempts to shape courses which provide the most appropriate skills sets.

"Bringing the two parties together was a move towards understanding how future products, technologies and working practices will dictate the skills sought by employers, and how course leaders might pre-empt these developments."

The event was sponsored by KnowledgeEast (see page 8).

The College plans to host a series of similar events on different topics under the banner Creative Industry Directions.

Sonia Medin

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Headline conclusions from the forum

- Employers look for a 60:40 ratio of creativity to technical skills.
- New recruits can come from any background although many have film, television or sound design experience.
- Team skills are vital.
- The biggest skills gaps are those required for first-rate producers who may or may not have a background in games.
- There are opportunities for small UK companies to undertake subcontracted work from the major games companies.

The panel

The panel's expertise in the games industry ranged from project management, programming and acquisitions, to the visual, audio and game-play design aspects of leading products.

ADELE CUTTING:
Audio Director, Electronic Arts

DAVE RANYARD:
Creative Services Manager, Sony CEE

PATRICK O'LUANAIGH:
Design Director, Eidos

BRANDON SMITH:
Head of Development, Europe, Sega

Chance of a lifetime



The College's Broadcasting Advisory Board is offering three special awards to final year broadcasting students for the second year running.

The prize for each of the winners is a personal, senior broadcasting industry mentor in their chosen field for the first six months after graduating. The mentor will offer help and advice to give the award winners a boost on joining the broadcast industry.

The Awards are for Leadership, Team Player and Special Contribution and will be announced at this year's Rave on Air on 1 June.

Stuart Reeves – who graduated with a BA (Hons) Content Creation for Broadcasting and New Media – received last year's Special Contribution Award.

He is now a development researcher for BBC television Factual Entertainment. His mentor was Martin Scott – BBC editor of format entertainment, who heads programmes such as The National Lottery and The Weakest Link.

"I have learned a great deal from Martin," Stuart said. "Most importantly the need to experience all areas of programme making.

"After the initial meeting with him a 'career map' was planned out specifically for my experience, knowledge, interests and future planning. Martin advised me on areas he felt I would be suited. He then supplied me with names of individuals in the industry that I should contact.

"I now believe there was a certain amount of naivety on my part on leaving Ravensbourne. Six months on from graduation, I can safely say that I am learning a considerable amount as a researcher. It is also very satisfying to know that the door to Martin's office is constantly open for me."

For more information on the Awards contact:

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The Broadcasting Advisory Board is a group on senior of people from broadcasting who provide advice and direction for the College's broadcast courses.

National Student Survey 2006

The second National Student Survey is underway. It is designed to generate more detailed public information about teaching quality, and is intended to help future students in choosing their courses and the institutions they wish to attend.

The Survey was commissioned by the higher education funding bodies for England, Wales and Northern Ireland, and covers all the HE institutions which they fund.

The results of the 2005 survey (Raview 12.05) were published through the Teaching Quality Information website.

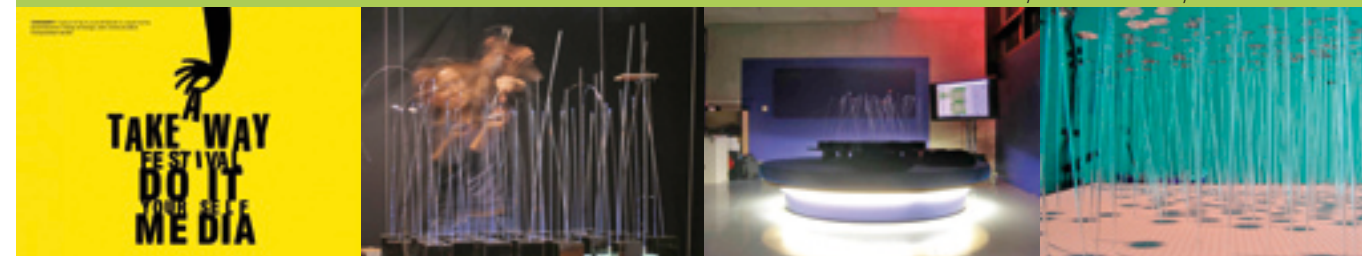
All final year students should have received an e-mail from Ipsos MORI inviting them to complete the survey on-line. It asks for feedback on topics which include the quality of teaching, assessment and feedback,

academic support, learning resources and organisation and management. It takes no more than five minutes to complete.

The aim is to achieve a response rate of at least 50 per cent so that the survey generates reliable information. The survey website remains live until mid-April.

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🌐 www.thestudentsurvey.com
🌐 www.tqi.ac.uk

GORI. Node Garden by MA Student Jee Hyun Oh will be on show.



Get down to the Dana Centre at the Science Museum in March to learn how more and more people are transforming themselves from media consumers to producers – using the new tools, software and technologies now at their disposal.

Takeaway: Festival of Do-it-yourself Media promises three days of hands-on workshops, exhibitions, lectures and discussions in new media – organised and sponsored by the College's MA programme.

Programme Leader Professor Karel Dudesek explained. "The Festival will give visitors the opportunity to learn more about developments in new media – from creating blogs, videologs or podcasts, to using free operating systems and software.

"It will be a combination of exhibitions – including projects from Ravensbourne students from the MA programmes – lectures and discussions."

Takeaway is part of a month-long season of events run under the banner of NODE.London [Networked, Open, Distributed, Events, London] – an organisation which is committed to raising the visibility of media arts practice in the Capital.

The season is a showcase for work that employs electronic or digital technologies (whether audiovisual, computerised, or telematic) in production, exhibition, performance and processes.

The Dana Centre is a purpose-built venue with state-of-the-art digital facilities.

It blends science, art, performance and multimedia to provoke discussion and engagement, and hosts innovative debates about contemporary science, technology and culture.

TAKEAWAY: Festival of Do-it-yourself Media 29-31 March 2006

Dana Centre, Science Museum, 165 Queens Gate, SW7 (South Kensington or High Street Kensington underground stations)

🌐 www.takeawayfestival.com
🌐 www.danacentre.org.uk/
🌐 www.nodel.org

Takeaway your part in new media

More faculty success

A further six courses have been revalidated by the University of Sussex (Raview 12.05). They are all in the Faculty of Communication Media.

In January FdSc Broadcast Media Technology, FdA Broadcast Operations and Production, FdA Broadcast Post Production and FdA Creative Sound Design achieved revalidation.

They were followed in February by BA (Hons) Design for Moving Image and BA (Hons) Graphic Design.

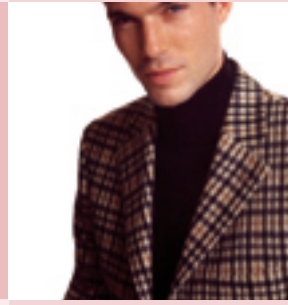
A further five of the Faculty's courses will be considered for revalidation this month (March) – BA (Hons) Content Creation and Broadcast, BA (Hons) Broadcasting (Production), BSc (Hons) Broadcast Technology, FdA Computer Visualisation and Animation and BA (Hons) Animation.

The revalidation of the undergraduate programme will then be complete. The College's postgraduate programmes will undergo internal revalidation during this academic year and then external validation early in the next.

... And College too!

In December 2005 the Head of Quality submitted a report to the Quality Assurance Agency (QAA) on developments since the Institutional Audit two years earlier. The report outlined the College's progress with the Action Plan and reforms which it put in place after the Audit.

We have just heard that the report was accepted as evidence of 'acceptable progress' and that the Institutional Audit of December 2003 is now 'officially complete'.



Suzy's tailor-made DAKS experience

In the last issue of *Review* (12.05) we followed Abdi's War – the experiences of a broadcasting student on work experience with the Royal Navy.

For the second in this series we followed the fortunes of Suzy Wilson, a second year fashion student, who is at present on placement at DAKS.

And we got the perspective of DAKS when we spoke with Amanda Jack, Senior Womenswear Designer.

"I'm finding it incredibly beneficial being here – seeing what it is truly like in the industry."
– Suzy Wilson

SUZY'S DIARY

1. My preparation

I found DAKS' details on the contact sheets that Karyn Ball in the Employability Unit provided for us – she was very helpful and encouraging.

I planned what I was going to say when I 'phoned. I wrote it down in advance so that I would speak clearly and not stutter. I wanted to give a good first impression!

When I 'phoned DAKS, they gave me Amanda Jack's contact details and told me to email my CV to her, which I promptly did.

My work experience tutor – Dorota Watson – helped me a lot to write it.

2. My interview

Amanda's assistant, Cherry, contacted me within the next few days and we arranged an interview.

I was nervous but Cherry was so friendly there was nothing to worry about.

When I went for the interview, I took along my latest textile project so they could see my style.

They offered me a place there and then, introduced me to everyone, arranged a start date – and that was that!

3. My placement

My placement is for three months – a whole term. This is just the right amount of time to get to know everyone in the company and to see how to run a business.

I have been involved with accessories as well as womenswear. This has been very helpful because styling is an essential partner to fashion.

In my first weeks they were in the middle of researching – so I helped find images for the story boards.

Since then I have mainly been designing t-shirts. There are different stories in a collection and I'm designing a print for each.

I've also been working with the different stories' colour ways – creating stripes for polo shirts plus the brand logo repeat print.

I have helped the accessories team photograph handbags, belts, gloves and key rings for the 'look book'.

They also name all design work for reference – so I have been naming products of the Spring/Summer 2007 collection.

4. My thoughts so far

I'm finding it incredibly beneficial being here. Seeing what it is truly like in the industry.

I'm using Photoshop on a daily basis which is really helpful to me because I'm learning so much.

I think a work placement is essential to students as it opens your eyes to the work-place environment and builds your confidence in many ways.

5. My future

I'm really looking forward to my future in the fashion industry.

I hope to focus in print design for an established brand once I finish my degree.

<http://intranet.rave.ac.uk/employ>



THE EMPLOYER'S VIEW

"DAKS offer work placements to students so that they can gain valuable experience," explained Amanda Jack, Senior Womenswear Designer at DAKS.

"In return DAKS benefits greatly from the extra assistance and help. Students often add a youthful, energetic attitude to the design room and liveliness to the team."

DAKS takes between two and four students per year on both men's' and womenswear for periods of three to six months.

"When considering a student for work placement we look for people who are friendly, enthusiastic and hard working," continued Amanda. "A good team player who is flexible."

"They are fully involved in the creative design process and – as a result – grow in confidence."

DAKS also offers fabric sponsorship to students for their final collections – so students benefit from the contacts they make during their placement.

"We hope that the students enjoy their placement at DAKS as well as gaining valuable experience," Amanda concluded.

DAKS' assistant designer, Cherry Harris was a Ravensbourne placement student in 2004. The Company offered her a full time position when she graduated in 2005.

www.daks.com



DAKS is a luxury British brand offering a mix of contemporary and classic styles for the thirty-plus age market.

Originally known for its menswear DAKS has expanded in recent years into the womenswear and accessories market.

"Students often add a youthful, energetic attitude to the design room."
– Amanda Jack, DAKS

New star on the horizon

Watch out for the emerging talent of Danielle Scutt.

She is about to launch her own label of womenswear and accessories – unlike anything currently in the marketplace.

"My targeted clientele are looking for something more than a dress to look pretty in," Danielle continued. "The collection encapsulates the wearer's desire for confidence and power."

The British Fashion Council recognised her talent and potential by awarding her one of only 14 New Generation stands at London Fashion Week in February (there were over 200 applicants!).

The collection banishes traces of 90's deconstruction and dysfunction; her aesthetic also harks back to halcyon days of the 50's – as her aesthetic requires total commitment. She aims to stage a full catwalk show in September.

Her label has already achieved international press attention and numerous prestigious awards.

Danielle intends to concentrate on private orders and small lines for carefully targeted outlets positioned within the luxury market – stores such as Harvey Nichols, Selfridges, Liberty, Browns and Colette – Paris.

A first class honours graduate in fashion from Ravensbourne in 2003, Danielle went on to gain an MA Womenswear at Central Saint Martins in 2005.

"My priority is to gain and satisfy orders on time and to an exceptional quality," she concluded.

She Won the Chloe Award for best designer in 2004 and the Lancôme Colour Design Award in 2005.

"My broader aim is to become a permanent – and the most eagerly anticipated – designer showing at London Fashion Week, becoming an ambassador for the British Fashion industry over the next two years, whilst building a strong and loyal customer base in the UK and internationally."

Danielle's final MA collections were much lauded – described as 'clothes you have a fight in'. The entire collection comprised oversized leopard prints – including on the matching hosiery and shoes.

On current showing – she'll achieve all of that – and probably a lot more besides!

"My label is designed to be the brand of choice for the affluent 30 to 50 year old woman," she explained.

Her new collection (pictured) includes contour knitwear, multi buckle, plain and elasticated belts, full length shirting's, skirts and jackets with signature leopard trims. and a range of block colour collection variations, all possessing the same immaculate cutting skills and powerful attitude.



Help for business in the community



The College is using its creative skills, expertise and resources to help the growth of businesses in the Thames Gateway region of London.

This new initiative is known as KnowledgeEast. It is funded by the Higher Education Innovation Fund (HEIF) and supported by the Higher Education Funding Council for England (HEFCE), the London Development Agency (LDA) and the Office of the Deputy Prime Minister.

"The objective of KnowledgeEast is to harness university expertise for business, economic and social benefit," explained Sonia Medin, Business Sector Leader who is based in the College's Enterprise and Innovation Centre.

"It is a consortium of seven universities and colleges which work on projects with companies which need help."

The Thames Gateway London region stretches from Tower Bridge to Thurrock and Dartford. It is Europe's largest regeneration programme. The KnowledgeEast initiative is designed to help the programme by providing businesses with support to grow through the specialist expertise and the combined resources of the consortium. The KnowledgeEast strapline is "Connecting Business with University Expertise."

"It is essentially a Higher Education focused economic development agency for the Thames Gateway that helps companies to grow, create jobs, and to help local communities," Sonia continued. "Each of the seven partners in the consortium is responsible for a portfolio of industries which relate to the university or college's expertise. In our case our portfolio is, of course, the creative industries – which are seen as vital to London's economy."



Sonia makes links on behalf of the College and consortium with companies of any size in the creative industries who are based in Thames Gateway that are looking for ways to turn ideas into new opportunities and products and add value to the way they do business.

Projects offer benefits and opportunities to the College's academic staff and students too.

"We have already found commercial consultancy projects which our academics want to work on," said Sonia. "And projects where students get paid, expand their experience and enhance their portfolios."

Our partners in KnowledgeEast and their portfolios:

- Goldsmiths College University of London – arts and design
- Trinity Laban – music and dance
- London Metropolitan University – production and manufacturing
- Queen Mary University of London – life sciences
- University of East London – environmental technologies
- University of Greenwich – ICT
- Ravensbourne College of Design and Communication – creative industries.

Further information

To help Sonia and KnowledgeEast to market Ravensbourne to companies that need our support, talk to her about our expertise, strengths and resources.

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www.knowledgeeast.net

Support in action

Three consultancy projects have already been introduced into the Faculty of Design through the KnowledgeEast initiative.

Product and furniture design

Two client projects are underway, led by Bill Schaaf, Senior Lecturer Digital Media, who is managing teams comprising recent graduates and professional staff:

Client 1 – required a set of presentation boards for a new office furniture item. The project is to define and present the item's basic features and parameters and is targeted to support the deliverables due under the LDA's JumpStart Connect and SME Innovation grant support programmes. Graduate Aaron Bennett is working on it.

Client 2 – required a manufacturer survey and design development work for a new garden furniture item. Work on the project is in progress. This is also under the LDA's JumpStart Connect support programme.

Interaction design

Course Leader John Durrant

BA (Hons) Interaction Design Level 2 student Ahmed Nuaman (pictured) designed and built KnowledgeEast's website and content management system.

Sponsorship

KnowledgeEast sponsored Ravensbourne's Skilling for Games event (page 4) and will be one of the sponsors of Rave On Air 2006's student-industry event in June.

What you may not know

For the majority of students the Learning Resource Centre (LRC) is the primary resource in College for information from books, magazines, videos, DVDS and CDs. It also offers access to electronic information, on-line subscriptions, and the College's virtual learning environment – Learn@rave. Here are some LRC facts that you may not know.

Electronic v's print

The number of electronic materials available through the LRC is increasing.

Log-ons to subscribed services doubled from 5,000 in 2003/4 to 10,500 in 2004/5.

However, much information is still more readily available in print than online. The ratio of purchases of printed to electronic materials is similar to most other Higher Education institutions at 60:40.

Will the LRC become a paperless library? Probably not: it will continue to purchase printed materials because of the nature of courses such as graphic design, fashion, and interior design environment architectures.

Rare opportunity

The LRC offers students a rare opportunity when compared with other educational institutions: to use electronic tools to find details of magazine articles and then to access the original articles in the LRC.

The Journal Archive is a collection of printed magazines which are of particular interest, and relevance to, the College's curriculum.

There are items which other institutions probably do not have: copies of Vogue since the 1930's, Harpers since 1970 and – curiously – National Geographic from 1927.

Whilst invaluable information can be found on-line, usually it is only in textual form. The attraction of the Journal Archive is that by accessing the original publications students can not only read the text – and view the pictures – but also understand the context of the article and pictures. This resource will be particularly useful with the introduction of Contextual Studies units next year.

Many institutions in the creative arts don't have both electronic access and historical archives. Our ability to offer both is a reflection of the range of courses we offer.

New acquisitions

The LRC purchases around 1,000 new items yearly. This extends beyond books, DVDs and videos to online subscriptions and services.

Suggestions for new acquisitions come from staff and students. The LRC helps by supplying publishers' catalogues in print, and through links on the LRC area of the intranet. Purchases must support learning, teaching and the curriculum, ideally benefit a number of courses, and be value for money.

Broadcast collection

There are 6,000 hours of material containing off-air terrestrial and digital television broadcasts since the mid-80's.

This collection contains programmes across all genres, from games shows to documentaries and drama. It is all catalogued – not just programme titles but descriptions of the content of every tape.

The resource is very well used – primarily by the Faculty of Communication Media. Conversely, students from the Faculty of Design are the biggest users of the LRC's Reprographics unit.

<http://intranet.rave.ac.uk/lrc/>

Virtual Learning

Another aspect of access to information is the College's virtual learning environment (VLE) – Learn@rave – which went 'live' in October 2005.

There are currently materials available in six course areas, comprising 43 e-resources.

The on-line availability of relevant course documentation will expand – particularly now that academic staff have completed revalidation and are planning the delivery of the new and revised units.

It's reported that the busiest time for use of Learn@rave is late at night. Most viewing of one course is at 2.00am on Sunday!

Access to resources 24/7 makes learning more flexible and supports widening participation.

But the VLE goes beyond a repository of information. It also provides virtual collaboration spaces for students and staff.

Sean Pollock

Online learning – the students' view

So – what do students think of Learn@rave, the College's virtual learning environment?

Here are a selection of comments and descriptions of their experiences from those that have used it.

"The technology was easy to use".

"It's...clear and easy. It's beneficial in terms of learning and, having never used anything like the VLE before, I found it easy to learn."

Students said that it was useful to them because "...we could work from home"

and that "you could submit work as early – or as last minute – as you wanted from home." Also, "It's good to be able to access it at any time."

Moreover, because Learn@rave is a computer-based online service, it "helped me to improve my computer skills."

One student found that it "...made it more interesting to learn and do research."

The information in the online units meant for another that s/he "... saw a lot more things than I would have searching on my own" and another found that "...it's an easy way to get hold of information."

Overall, the feedback was very positive, although a number of students have said that they would like more information available via the VLE – such as timetables, daily course updates and assignment grades.

Stephen Bowman, Head of Student Information services summed up the survey: "With Learn@rave still at a very early stage in its development, it is encouraging to see that students are engaging with, and benefiting from, the system across a range of courses."

<http://learn.rave.ac.uk/moodle/>



Top tips to stay safe



The health and safety of students, staff and visitors is of paramount importance to the College. We look at the three main causes of incidents in the College – and provide some practical guidance on how to avoid them.

HAND CUTS

Cuts to hands from sharp tools account for around 50% of all reported accidents at the College. These injuries normally occur when the tool slips when cutting or trimming and comes into contact with the hand.

What can be done to prevent hand cuts?

- Use the right tool for the task to be done.
 - Only use equipment that the College has provided for the task.
 - Use round ended blades where a sharp point is not needed.
 - Make sure you can get a firm and comfortable grip.
 - Use devices for holding the material where provided.
 - Make sure knives and blades are safely stored away.
 - Use protective gloves where appropriate.
 - Make sure the work area is kept tidy.
- <http://www.hse.gov.uk/pubns/pp12.pdf>

SLIPS/TRIPS AND FALLS

Slips and trips are often regarded as a joke. However, they are the most common cause for major injuries in the work place. Around 95% of major slips result in broken bones.

What can be done to prevent slips and trips?

- Report minor stumbles: statistics indicate that for every major injury there are 40 cases which resulted in no injury or a minor injury.
 - Take responsibility for keeping the College safe by reporting immediately or clearing hazards (e.g. spillages, poor housekeeping, inadequate lighting or damage to flooring).
 - Wear appropriate footwear for the working environment you go into.
- <http://www.hse.gov.uk/slips/>

MANUAL HANDLING

Manual handling consistently accounts for more than a third of injuries which are reported as causing more than three days off work in the U.K. These injuries can occur wherever people are at work.

We received 10 reports of injuries from staff and students last year which were associated with manual handling. Most were reported as minor injuries but some reported sprains and strains that were potentially longer-lasting.

What can be done to prevent manual handling injuries?

- Report any problems at the earliest opportunity.
 - Consider whether it is really necessary to move large or heavy items.
 - Make use of manual handling aids provided.
 - Think about the location to which you intend to move an item, make sure the area is clear, and that you are not putting others at risk.
 - Ask for help – don't struggle on alone.
- <http://www.hse.gov.uk/pubns/indg143.pdf>
<http://www.hse.gov.uk/contact/faqs/manualhandling.htm>
- You can read the College's Health and Safety Policy at:
<http://intranet.rave.ac.uk/raview>
m.moy@rave.ac.uk

And now – the hard work really begins!

The external revalidation of our undergraduate courses is now almost complete (see page 5) and the curriculum, content and structure of each course has been reviewed, revised and updated.

However, this is only the first part of the work associated with the revalidation.....John O'Boyle, Head of Quality explains.

Edison once said that 'opportunity is missed by most people because it is dressed in overalls and looks like work.'

Our new courses build on the best of the old and will carry the College through to its move to the Greenwich peninsula and beyond. The revalidation process was hard work and staff are entitled to feel proud of their achievement.

Preparation

In the Autumn, students will be entering the new courses and careful planning and preparation needs to take place to ensure that the rollout of the new curriculum is as smooth and seamless as possible.

The planning and management of course delivery has not been a strength of the College in the past. This is reflected in the scoring of this aspect of the student experience in the National Student Survey (2005) and the clustering of open comments from that survey around issues of timetabling and course organisation.

Transparency

The revalidated programme and unit specifications are a new departure for the College in their transparency about the learning which will be delivered in each unit, how it will be delivered, and the way that it will be assessed.

The unit specifications go further than ever before in making it clear to students what they can expect both in terms of course content and in terms of the levels of teaching which they will experience.

The challenge for those leading courses now is not simply of timetabling an existing curriculum but of mapping out the delivery of each unit in the new course structure.

The simple fact is that, if thought is not put into planning the rollout of the new curriculum, we will not be able to deliver

the commitments which we have outlined in our unit specifications.

Opportunity

While the introduction of the new curriculum poses challenges, we should recognise that it is an opportunity to undertake the fundamental thinking and planning which will underpin course organisation for the next four or five years and – in the medium term – will reduce the work of those involved in organising courses.

To support and enhance the planning process, the Quality Team is developing a 'scheme of work' template which can be used to plan out the delivery of units.

The template will provide course/subject leaders with a simple aide memoire of those aspects which they should remember in planning out the detail of unit delivery.

Core Plan

When completed it will provide them (together with the new unit specification) with a core plan which can be used and adapted year on year for briefing other staff involved in the delivery of units – particularly sessional staff.

It will contain prompts for the curriculum elements to be delivered in particular session as well as their room and resource requirements, providing useful information to underpin timetabling and resource management.

It is hoped that a first draft of this work template will be submitted to the Learning and Teaching Review Committee for consideration in March and for testing with a number of volunteer subject leaders around the same time. The template will be released to all staff shortly afterwards.

Its purpose is to enable and support those involved in the delivery and support of courses to plan and manage that delivery in a proactive – rather than reactive – fashion.

Yes, there will be more hard work involved in the planning of the new curriculum. However, not as much as will reoccur year on year if we do not grasp this opportunity!

Edison also said 'good fortune is what happens when opportunity meets planning.'

John O'Boyle
j.o'boyle@rave.ac.uk
 National Student Survey: www.tqi.ac.uk

Brice's Rave Recce

Brice Lainé received a £5,000 RaveMedia Award (page 2) to help him to produce a documentary on how agricultural projects have transformed the way of life of villagers in rural Africa.

He has already spent a month's recce in each of two small villages in Senegal and Togo.

"The agricultural projects were initiated by the villagers – not aid organisations," Brice explained.

"I want to identify why their projects have worked – when many projects initiated by aid organisations do not.

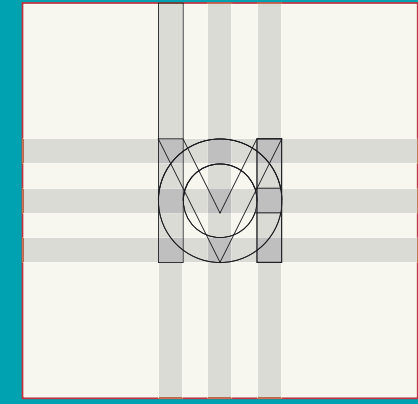
"I want to discover if their success is because the projects are relevant to their culture and tradition, and because they respect their traditional values and way of life."

Brice's documentary will also look at women's fight for emancipation in rural Africa by following one woman's story. He plans to shoot it later in the year.

- <http://intranet.rave.ac.uk/enterprise/ravemedia/awards>
- Hilary Chadwick 4805
- Marvin Belle 4978



Pictures: Brice Lainé



chavs IN JAPAN

He's won first prize in a competition to design a font of digital characters. The characters had to represent a Western sub-culture: James chose 'chavs'. The idea was that the characters would be used to introduce the sub-culture to Japanese people via mobile 'phones.

James designed a font of no less than 112 characters – using the English and two Japanese alphabets and, unsurprisingly, the chav's favourite – a well-known check design!

"I translated the catchphrase 'am I bovvered' using my font," James

explained. "Of course, I had no idea what I was writing and was amazed that the Japanese students who visited in November could understand what it said!"

The competition was set by the Renaissance Academy of Design from Hamamatsu in Japan to coincide with

the week-long visit to Ravensbourne by 22 of their graphic design students last November. It was sponsored by a Japanese mobile 'phone company – LIM co Ltd. So, the design of the font had to be digital – to appear on mobile 'phones.

If chavs, Vicky Pollard and the phrase 'am I bovvered' end up in Japanese culture it could all be down to graphic design student James Murphy!

Nobuo Yasutake of the Renaissance Academy described James' winning design as "very original and very refreshing; similar to Louis Vuitton."

James' prize is an all-expenses-paid trip to Japan for a week's work placement in September.

