

CHEAD

(Council for Higher Education in Art & Design)

Review of the Year 2007/08

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* The typeface used for this document is Sylexiad Sans, a typeface for the adult dyslexic reader. Sylexiad was designed by Rob Hillier, Norwich University College for the Arts. NCA is also a member of CHEAD,.

The Council for Higher Education in Art & Design (CHEAD)

CHEAD is the association of 80 educational institutions with degree or postgraduate provision in art and design, represented by their most senior academic concerned with art and design. CHEAD is a long standing Association, which brings together senior figures in UK Art, Design and Media education.

CHEAD's specific aims are:

- To provide a forum for debate and exchange of information for senior managers
- To inform, influence and initiate policy in higher education in art and design at national and other levels
- On matters of policy relating to higher education in art and design to consult government, quality assurance and funding bodies for higher education in the UK
- To work closely with major arts organisations, e.g. the Arts Council, England and the Design Council, through the CHEAD/Links Group
- To provide a forum and co-operate with the various subject associations (e.g. National Association for Fine Art Education, the Association of Fashion/Textiles Courses, Design Education Association).

CHEAD has an Executive Committee of elected officers and members. which meets 6 times a year. Council (the full membership) meets three times a year, including a two/three day residential conference each Spring at various venues throughout the UK and elsewhere in Europe. Business meetings are held in London in November and May and are followed by CHEAD Forum, with guest speakers on key agenda issues.

Activities in 07/08

This year we managed to carry the momentum of our strategic review from 2006/07. A number of new insights and initiatives have grown from this, which are outlined in this report and which we hope to implement in dialogue with our members and related organisations.

For our ongoing activities, CHEAD business maintained its focus on the existing core themes of research, knowledge transfer and progression. In particular, we made positive progress on a number of projects, such as the AHRC initiative on practice-led research, and laid the groundwork for further projects due to launch in 08/09. In addition, the closing seminar from our UCAS analysis of CHEAD members' admissions data generated a lively debate.

Besides these three themes, we continued to work very hard to strengthen CHEAD's relationships with other related organisations. It cannot be repeated too many times that much of our ability to engage with policy agendas has stemmed from such meetings, even though they may largely be unreported, and significant progress has again been made. For example, CHEAD has continued to be closely involved in the development of the Design Skills Alliance's Design Blueprint. We hope to use this experience also in our dialogue with other Sector Skills Councils in the future in order to strengthen our sector's links with industry. With a number of other organisations, such as the Crafts Council, the ADM HEA and the Arts Council England, we have launched a number of joint initiatives, such as the seminar on minority specialism subjects, which will be held in October 2008. We are excited about the opportunities that these collaborations promise for our members and for our future work, and we look forward to keeping our members updated on their progress.

As usual, the highlight of the year was the Annual Conference, which was held in Belfast and took as its theme the links between art & design and science & technology and how these links may be accommodated within art and design curricula.

Overall, we have continued to carry the ambition from 2006/07. As another reflection, we have increased our capacity with the appointment of a new part-time administration and finance assistant. So, a warm welcome to Natalie Marr and we look forward to introducing her at CHEAD activities throughout 08/09! We do hope that our members and related organisations continue to feel that our efforts provide a valuable service, as we look forward to working with them 2007/08.

CHEAD Strategy

Throughout 2007/08 CHEAD continued the review of its long-term strategy. As members will recall, it had been prompted by a number of internal and external developments. It was partly a continuation of the professionalisation of CHEAD operations, which had begun with our move to London offices in 2006. It had been further prompted by the developments outlined below, and it was thought that CHEAD would need to absorb and reflect these changes in order to ensure that it can continue to provide leadership and value for money for its members:

- A perceived change of the HE A&D landscape: agendas had evolved and the number of organisations involved in strategic decision-making increased.
- Increasing overlap of issues affecting not only HE but also other sectors and their representative bodies, such as schools, FE and industry. It was thought that this offered opportunities for sharing practices and extending networks.
- Institutional restructuring and mergers. As a consequence, in many Higher Education Institutions (HEIs) the most senior A&D academic might not be involved in or be affected by some key policy developments. Similarly, decision-making and key expertise has become more widely spread across the schools / faculties and not necessarily concentrated in the office of the CHEAD member representative. It would be therefore be important to be able to find a way to tap into the expertise and to engage with key staff beyond the CHEAD members' representatives.

We feel that our current activities provide the appropriate structure to meet our organisation's remit and to remain flexible to identify and respond to changes in the wider sector. Yet, we are aware of the need to disseminate information more effectively to our member institutions and to different levels of the institutional hierarchy. This also means that we need to provide more opportunities for our members to engage with debates and to contribute to CHEAD activities. We do hope to discuss a number of proposals with our members at various meetings throughout the year.

Leadership support

As part of the strategy review, supporting leadership had been identified as one of the key challenges currently facing the sector. The quality of leadership and management in the subject is deemed to be high but, as set out above, there are challenges facing the sector arising from the high level of interest in and importance attached to the creative and cultural industries, and to initiatives like the Government's Strategy Paper, *Creative Britain*.

Member organisations have been reporting that it is difficult to fill senior level vacant posts in the subject. Such posts are very varied in nature, reflecting the complex profile of the sector. For example, there are specialist, free standing colleges – some with a mixed HE/FE economy; there are Schools/Faculties/Departments in large Universities; and there are large Colleges within specialist organisations like the University of the Arts, London, or the University for the Creative Arts (in Kent and Surrey). Also, the 'subject' of Art and Design encompasses many disciplines and is often found in combination with other subjects (e.g. media; performing arts; technology). The infrastructure that supports Art and Design is often complex involving studios, laboratories, workshops an extensive range of small and large scale equipment. Leaders in Art and Design management frequently span a huge range of disciplines and/or manage teams of subject specific leaders.

To address the above challenges, CHEAD has been drawing up plans for a long term programme to support leadership development. An initial meeting with Ewart Wooldridge, Chief Executive of the Leadership Foundation for Higher Education, generated a number of new ideas and a basis for further action. In particular, the LFHE had expressed its support for the development of the programme and we look forward to taking this further as a key activity in 08/09, with a view to starting the first training sessions in early 2010.

Another outcome of our discussions with E Wooldridge was an invitation for CHEAD to join as observers the steering group for a research project, jointly organised by LFHE and the Arts Council England, to explore issues of innovation in HE leadership in arts and culture. Chris McIntyre, University of Hertfordshire, and Dr. Gerard Moran, De Montfort University, have taken the two places on behalf of CHEAD, and we will be keen to evaluate how insights from that project might be able to enhance our own leadership development.

Research

CHEAD's activities in the field of research were again dominated by the RAE and our main objective therefore was to keep a watching brief and to block space in the CHEAD calendar for follow-up events in Spring 2009. In addition, announcements in 2006 by Professor David Eastwood, HEFCE Chief Executive, of proposals for a new research assessment framework, resulted in the publication of the Research Excellence Framework for consultation in autumn 2007. The principles of the new framework were proposing two distinct processes for assessing quality, one for science-based subjects and another for all other subjects. Research quality in the arts, humanities, social sciences, and mathematics and statistics would be assessed through a light-touch process, based on peer review and informed by statistical indicators in common with the science-based disciplines.

There were significant reservations over these proposals among CHEAD members, which were collated in our response to Hefce. In particular, concerns focused on the possible implications for A&D of a split into science and non-science subject areas. In particular, the response pointed out how such a split might adversely affect interdisciplinary or pedagogic research. Concerns were also raised that there is a need to clarify what 'light touch' peer review and user value meant in relation to the arts and humanities. Moreover, it was pointed out that the use of quantitative indicators based on bibliometrics might show efficiency but did not indicate effectiveness, quality or innovation. The CHEAD consultation response can still be accessed on the CHEAD website, along with other CHEAD outputs.

The government's response to the consultation was detailed in a press release on April 24. Importantly, it was announced that there is no longer going to be such a clear distinction between the arrangements for science-based subjects and those for all other subjects. For all subjects the assessment would therefore include metrics-based indicators as well as input from expert panels. Moreover, in order to allow sufficient time for the development of the new approach, the timetable for designing the new framework has been extended by 12 months. We are pleased that the direction of this policy development has changed. However, much more work needs to be done and we will do our best to continue to represent CHEAD members' voice in any further debate.

Also continuing from 06/07 was CHEAD's engagement in the AHRC Review of Practice Led Research, which had originally been set up together with CHEAD in 2005 to discuss the

nature of the scholarly infrastructure in practice-led creative and performing arts research. The work had been progressed in four sub-groups, Music, Visual arts design and media, dance and drama, and creative writing. However, the project had paused for a review of its remit for a significant period of time over the past two years due to an intervention on behalf of CHEAD. In this period, primarily thanks to the energy and commitment of Anne Boddington, University of Brighton, and Ian Montgomery, University of Ulster, CHEAD remained engaged with the project and maintained a productive dialogue with the AHRC. It was ultimately agreed to produce a review of existing documentation, such as RAE criteria, results from related research project, etc., to draw out key insights that address the questions set out in the original project brief. For that purpose the project employed a research associate, Dr. Michael Wilson, at the University of Brighton. The final report of the review is expected for October 2008. We expected that this report will usefully tie into our planned activities emerging from the RAE and that it will also inform the wider CHEAD strategy for research.

Curriculum

CHEAD's activities with regard to the HE A&D curriculum focus on the policy-making level, where policy developments may have an impact on A&D delivery. Our underlying role there remains to make sense of any developments and articulating these to our members. Beyond that, we also consider our objective to articulate the value-added of a degree in HE A&D. We hope that this helps to strengthen the subject's confidence and to raise its ability, among others, to attract students and to interact more effectively with employers and industry on the issues of employability and employer engagement in curriculum delivery. As such, CHEAD complements other organisations with a more explicit focus on teaching and learning, such as the Higher Education Academy Subject Centre for Art, Design and Media, or the Group for Learning in Art & Design.

Minority Specialism Subjects

A key issue affecting member institutions has been the continued provision of minority specialism subjects. This encompasses those subjects that are concerned with the teaching and learning of core skills, materials and processes; specifically this would cover subjects that are concerned with non-digital issues, and with the physicality of processes / materials.

There are great strengths and traditions in craft education in the United Kingdom. However, there are increasing challenges to the future of craft education in schools and universities, not least significant economic pressures. To address these issues CHEAD, the Crafts Council and the National Arts Learning Network (NALN) agreed to organise a seminar, which will be held in October 2008. The aim of the seminar will be to explore how schools, universities and leading organisations can create a common agenda that addresses current weaknesses and maps out how we can work together to sustain craft education in the future. The seminar will be strongly informed by the NALN 'Niche Specialist Subjects' research project, which had been led by the University of Cumbria with eight other NALN member institutions – all of which are also CHEAD members.

We strongly feel that this seminar is going to be only the start of a long-term dialogue and one, in which we hope to play a leading role and be of value to CHEAD members.

QAA Subject Benchmark Statement

This year saw the 5-yearly review of the QAA subject benchmark statements (SBS). CHEAD had proposed *minor* revisions – as opposed to *major* or *minimal* – in light of working with it for four years and to ensure it reflected contemporary issues in teaching and learning. CHEAD was subsequently invited by QAA to convene and chair the working group to review the Art and Design SBS. The group was led by Professor Gordon Kennedy, Nottingham Trent University, supported by Dr. Gerard Moran, De Montfort University,

The revised SBS have since been published on the QAA website. The original SBS had proved to be enduring and robust, and has a strengthened relevance at a time when the creative industries are exercising an even greater influence in the UK and world economies. These industries are driven by a graduate-rich work force to which UK HE art and design has contributed significantly. However, in light of the current trends towards greater employer engagement in the delivery of HE A&D, we are aware that this may need to be reflected both in terms of the statement's content and the language in which it is written in future review. In the meantime, however, it is from a position of confidence that we hope that CHEAD has helped to ensure that the SBS will continue to provide the best possible support to colleagues across the UK.

National Student Survey

In addition to the above activities, CHEAD is keeping a close watching brief on issues emerging from the National Student Survey and to identify possible action to support our members. To this end at the November Business & Forum meeting Professor John Last, Arts Institute at Bournemouth and Chair of the Group for Learning in Art & Design, gave a presentation of the research undertaken by GLAD. GLAD has since secured further funding from ADM HEA and the HEAD Trust to undertake further research into the way in which art, design and media students have responded to the NSS. As Chair, John is also formally co-opted to the CHEAD Executive Committee, which ensures that we will be able to keep in touch with these issues and update our members on any developments.

Progression & Widening Participation

Progression and Widening Participation covers a broad range of issues and correspondingly a significant share of CHEAD activities focused on related issues, much of which had been continuing the work from the previous project on widening participation in HE A&D.

Research into Widening Participation in HE A&D

Readers will recall from last year's Annual Report that in May 2007 CHEAD had held a seminar with the generous support of a number of key individuals in the field of WP from CHEAD member institutions. The purpose of the seminar was to explore how to take further the recommendations that had emerged from CHEAD, ACE and ADM HEA research projects into widening participation in HE A&D. The discussions had produced several useful ideas, which were subsequently taken further by CHEAD, together with ACE, ADM HEA and NALN. In particular, there was a sense that further research was needed in certain areas and, more importantly, that there remained an insufficient overview of the range and quality of existing research in the field. This has further meant that target audiences may not have been aware of the types of resources available. To address this

issue, our four organisations agreed to launch a new project. The aim of the project will be to maximise the impact of existing research. In particular, it hopes to produce a map of 'territorial descriptors' of research on WP in HE A&D, and to disseminate this in the most accessible ways to target audiences. The objective will be to compile a book for peer review and publication. We expect to launch this project in late Autumn 2008 and the expected publication date for the book will be in late Spring 2010. We feel that this is an exciting new project and we look forward to reporting to our members in the course of the next year.

14–19 Creative and Media Diplomas

As reported in last year's report, in light of the productive relationship with Skillset, CHEAD had been invited to sit on the Higher Education Advisory Group (HEAG), which has formed part of the Diploma Development Partnership (DDP). The primary focus of the DDP and its strategic activities has been in relation to employer engagement to support curriculum planning and delivery of the Diploma. HEAG is made up of representatives from individual institutions, networks and Subject Centres relevant to the creative and media sectors. Its purpose is to provide the mechanism by which HE can collectively engage with the ongoing development of the Creative and Media Diploma and related policy issues. In particular, it has provided and continues to provide specialist input and guidance to the DDP on all HE matters relating to achieving recognition and currency for the Creative and Media Diploma.

Throughout our engagement with Skillset, CHEAD has been keen to highlight our members' views over the diploma. In particular, we have consistently stressed the importance of the broad educational value of the diploma, combined with the need to develop broader fundamental skills, such as drawing, researching, etc. This would also be to prevent a too narrow focus on training of operators in a rigid area of specialisation. We believe that this will allow students to be much more effective in their later chosen specialisation, while still allowing them to move to other areas and to adapt to new and evolving technologies.

The Diplomas have been launched in summer 2008 and the work of the HEAG has focused on providing information and guidance on the progression pathways from the CMD to HE. This will bring new opportunities for further contributions from CHEAD and members will be kept updated.

Diploma in Foundation Studies (Art & Design)

Members will recall CHEAD's contribution to the LSC's review in 2006/07 of funding provision for the Diploma in Foundation Studies in Art & Design (FAD). CHEAD consistently challenged the use of Guided Learning Hours as an adequate indicator of costs. In addition, we highlighted the difference between FAD provision in FEIs and HEIs. In December 2006 the LSC had subsequently confirmed that funding for 2007/08 would remain at the level of 2006/07.

At the end of 06/07 and following the conclusion of the FAD review, the LSC had further proposed to lower the rate of funding for the Level 3 GNVQ successors, specifically Edexcel National Diplomas and others. The proposal had been for a significant reduction in funding for 2008/9 based on the Guided Learning Hours (GLH) actually delivered. Because of the size of the reduction the LSC had planned to implement their "transition arrangements" so that institutions would not be destabilised by the change. In effect this

would mean the change would take place in stages over two or more years. As with the FAD the LSC suggested that it would carry out further research implementing this change.

In October 2007 CHEAD and the Association of Principals of Specialist Colleges of A&D (APSCAD), unsuccessfully wrote a joint letter to Bill Rammell, the then Minister of State, Lifelong Learning, Further and Higher Education, to seek a meeting to discuss where funding for the FAD should sit in the future.

The original agreement for the protection of funding has since been rolled forward and therefore still remains to date. CHEAD will continue to keep a watching brief on further developments, especially in the context of the Government's modifications to FE funding implemented in 2008/9. In particular, we hope to take forward the issue of future location of funding for the FAD and in light of the planned closure of the LSC. CHEAD members will be kept updated on any further developments.

Admissions Delivery Partnerships

Readers will recall that in 2006/07 CHEAD had been invited to the Art and Design Working Group ADWG, which focused on the proposal to replace the current two-route application process with a single, sequential applications process from September to late March, and to make recommendations to the Delivery Partnership Steering Group (DPSG) about the implementation of the proposal.

A first round of consultation in May 2007 had produced a range of different responses. This meant that the ADWG was asked further to analyse the options to see if a more deep seated solution could be found. The resultant proposals were issued for consultation in May 2008. The proposal was for a revised A&D admissions process that would converge towards a single system alongside other subjects. The main changes agreed for the 2010 entry, operating from September 2009 will be:

- that Route B, sequential and preferential processing is set aside;
- that Art & Design cannot be treated as a segregated group for admissions processing
- that mechanisms are put in place within UCAS systems for processing "material evidence" and for interviewing
- that courses are able to be designated as full or as closed and that suitable material on interviewing /material evidence is added to TRACK

The key change that was still under debate at the end of the academic year is on the question of closing dates for equal consideration of applications. The consultation had asked respondents to rank their preferences among a number of possible dates. However, as there was no conclusive result, this issue was subsequently referred to a scoping group. The group met during summer term and agreed to proposed to the DPSG that a further consultation on dates be undertaken. The DPSG Secretariat had been undertaking further work on these knotty timing issues in the meantime. It was also looking into the ways to respond to the number of understandable expressions of concern from those working in the Foundation Studies programmes especially within the FE environment. A full response was not available by the end of the year 07/08 but CHEAD has remained closely involved in the working groups and will therefore continue to engage with this issue and report to members at the earliest possible opportunity.

Knowledge Transfer

With relatively greater focus on other strategic areas, we retained a watching brief on development in relation to the knowledge transfer agenda and the key issues of employability and entrepreneurship skills in education. In particular, we expect that in the near future a number of initiatives will arise from the DCMS Strategy Paper, *Creative Britain*. Tim Scott, DCMS, therefore outlined the paper at the CHEAD Business meeting in May '08, and we will be keeping our members advised of further developments.

In a related area, CHEAD committed its support to a new major research project, which the ADM HEA will be conducting on behalf of the DCMS. Members will also recall the preceding research project, which had been undertaken by a range of professional and subject associations, including CHEAD, and led by the Higher Education Academy's Subject Centre for Art, Design, Media (ADM HEA) and the National Endowment for Science Technology and the Arts (NESTA). It had focused specifically on the question of how UK HE in Art, Design and Media can enhance its contributions to the continuous growth in the quality and activity of UK Creative Industries. The final project report, *Creating Entrepreneurship: entrepreneurship education for the creative industries*, had been published in May.

This new project, *Looking Out*, will be focusing on the scale and value of the contribution made by individuals, businesses and organisations from the creative and cultural industries to higher education. The aim is to inform government and other agencies that have a role in shaping future education policy. A particular area of interest will be the role of teacher-practitioners, whose contribution is often not clearly recognised.

Closely tied to *Looking Out* is the project *Stepping Out*. This project will initiate and support a series of projects that will effect change and deliver enhancement through engagements between art, design and media HE and creative and cultural practitioners and industries.

CHEAD strongly believes that these are crucial areas, in which we urgently need to generate more data and information; moreover, in order to be of greatest use, it is particularly important that this information can be made available in a language and format that is more easily accessible by the key external agencies partners than any existing data.

Projects and Events

Creative Boundaries – Exploring the Link between Art & Design and Science & Technology: CHEAD Annual Conference 2008

The highlight of the CHEAD calendar, this year's Annual Conference was held at the Europa Hotel in Belfast in March. The conference explored the links between art & design and science and technology, and how inter-disciplinary programmes and collaborations can be accommodated in art and design curricula. A total of 56 academics and representatives from related organisations attended the conference. Plenary speakers included Prof. William Latham, Goldsmiths University of London, Prof. Shirley Wheeler, University of Sunderland, Clara Ursitti, Glasgow School of Art, and Roisin McDonough, Arts Council of Northern Ireland. The conference keynote speech had been given by Amy Hardie and Val Wilson from the Scottish Documentary Institute. While the broad focus on the first day

was on political opportunities and organisations facilitating inter-disciplinary activities, the second day concentrated more on issues surrounding the teaching, learning and research across the disciplines. These issues were taken forward in the various working groups, which were led by practitioners working on inter-disciplinary projects. Workshop leaders had included Steven Flack, Duncan of Jordanstone College of A&D, the freelance artist, Catherine Watling, Deborah Padfield & Anneliese Graham from the award-winning Clod Ensemble, and Garrick Jones, London School of Economics.

The Annual Dinner was held in the vibrant surroundings of the Grand Opera House.

Overall the conference was a success, and we were pleased with the number of useful debates. In addition, it provided plenty of networking opportunities for all delegates. As outlined in our last report, it had been our intention to prepare the conference report in such a way that it could provide useful material for our members and feed directly into CHEAD strategy. Unfortunately, however, for technical reasons the recordings of the various sessions had become unusable and, as a result it was not possible to draft a conference report. However, we will do our best to avoid this at next year's conference, which will be held in Berlin in March 2009.

Artists Access to Art Colleges (AA2A)

In June 2007 the AA2A project received funding for another year – its 10th year – under the Arts Council England Grants for the Arts scheme. The AA2A project is a national scheme, providing visual artists and designer makers with the opportunity to undertake a period of research or to realise a project, using workshop and supporting facilities in fine art and design departments of Higher and Further Education institutions. The project has been such a regular feature in the HE A&D landscape that it is easy to take for granted the contribution that the project makes to our community.

Artists are given up to 100 hours access to specialised equipment and, in turn, institutions benefit from the new ideas and techniques that artists bring. Typical supporting facilities include college lending libraries and access to lecture programmes or life rooms. Artist and arts consultant Wendy Mason is part-time National Coordinator responsible for the scheme's sustainability and development including communications, frameworks for delivery and evaluation, reporting and briefing sessions and promotion, and supporting local coordinators and administrators. Artists and institutions are further supported by an extensive website, which includes details of and images from all participating artists.

In a climate of cutbacks we were delighted to receive funding to expand AA2A to include 10 institutions from our waiting list. This has given us a total of 32 AA2A schemes across England, offering places for 128 artists and designer makers. This has been possible due to careful management of budgets and the competition for places amongst CHEAD institutions. Participating artists have consistently highlighted the benefit derived from participating in the scheme. Similarly, external evaluations have demonstrated the highly cost-effective delivery of the project compared to other schemes. More generally, the project's significance has also grown in line with higher education policy's increasing general focus on the interface between HEIs and the wider creative community.

UCAS Analysis of Admissions Data

2007/08 saw the conclusion of the comprehensive analysis of UCAS admissions data of CHEAD member institutions. Conducted over the course of two years, the objective of the project had been to provide insights into all aspects of course provision and applicants' data, such as routes into art and design, applicant background and conversion.

The project finished with a seminar to discuss findings from the project, which took place in London in October. Some 40 delegates attended, comprising both academic managers as well as admissions / marketing professionals. In particular, the project included trend analyses by subject line and HEIs' main competitors. Strong positive feedback subsequently highlighted that the project had provided crucial insights that helped to inform strategic decision-making and went beyond data that CHEAD members might have individually received from UCAS. The UCAS Insight team have since made available reports for each CHEAD member institution, and we hope that this was a useful tool for further planning.

Creative Graduates – Creative Futures

In 2007/08 CHEAD joined as a key partner in a new major project, which we hope will be of crucial importance to future strategic planning.

Almost 10 years after the Destinations and Reflections study, the landscape for higher education, the creative industries and the graduate labour market have changed significantly. Courses need to prepare graduates for working patterns, particularly in the creative industries sector, that are often fragmented, with a predominance of freelance workers and small enterprises. The University of the Arts has developed a proposal for a new National Longitudinal Survey of Destinations of Art, Design and Communication Students in partnership with CHEAD and the Higher Education Academy Subject Centre for Art, Design, Media and Communications (HEA-ADM). The aims of the study are to investigate emerging graduate career patterns at both national and regional levels, and to explore the full range of activities and forms of employment of graduates. With 26 participating institutions the project will survey approximately 22,000 graduates from practice-based full-time first and foundation degrees in art, design, crafts, media practice and related subjects. This will cover the cohorts of 2002, 2003 and 2004.

As with the ADM HEA's *Looking Out / Stepping Out* projects, *Creative Graduates* will provide further much-needed intelligence on the career paths of our graduates. This survey will be far beyond any statistics that are regularly available to the sector. It will therefore be of strategic importance for HEIs and for external agencies by providing

- A fuller understanding of the creative sector, how it operates, the opportunities available and career patterns that will inform curriculum planning and improved strategies for employer engagement with higher education
- Evidence of the value of practice-based art, design and media education in a diversity of work roles that will improve careers education, by opening up employment aspirations and the career choices for individuals
- Intelligence on continuing professional development needs and skills gaps that will help in the planning of future provision

- Improved understanding about the experiences, motivations, values and attitudes of graduates that will provide important information for all stake-holders and stimulate similar inquiries in other subject areas

A pilot study was completed in July at University of Huddersfield and Chelsea College of Art & Design. The full survey will be launched in September and results are expected by March '09. The next phase will then be a more detailed email survey, which will be followed by semi-structured interviews. The final report is expected in early 2010 but CHEAD members will be kept updated on progress through the Newsletter and at the Business / Forum meetings. In addition, further information can be found on the project website, <http://www.employment-studies.co.uk/projects/creative/creative.php>

External Links

As always, the success of much of our work depends on the effective dissemination and the co-operation with other related organisations. Therefore, CHEAD maintains close working relationships with all the key related organisations in the field. In particular, our CHEAD Links Group provides a forum for the Arts Council England, the Design Council, Crafts Council, Group for Learning in Art & Design, the National Arts Learning Network, and the Higher Education Academy's Subject Centre for Art, Design, Media (ADM HEA). Similarly, our Subject Associations Links Group brings together the various subject associations. Their shared aim is to maintain close contact and to explore possibilities for joint action in areas of mutual interest. It is now our expressed aim for the future to work hard and expand these networks beyond England.

Design Skills Alliance

In 2007/08 we have been particularly proud of the role that CHEAD has been able to play in the development of the Design Blueprint. This has been the result of our strong relationship with the Design Council and the personal efforts of Professor Maureen Wayman, Manchester Metropolitan University, on behalf of CHEAD. Following the publication of the Design Skills Consultation report in May '07, the Design Skills Advisory Panel and Design Council set up four steering groups to guide the implementation of recommendations made in the report. The four groups were coordinated by a fifth 'umbrella' group. The four groups were working in parallel and respectively focus on a UK Design Alliance, a design practice framework, recommendations for colleges and universities, and recommendations for schools. Members of the CHEAD Executive were represented on the first three steering groups as well as on the umbrella group (the Design Blueprint group). The Blueprint is now a part of the Creative Blueprint for the whole creative industries, which was submitted to government in January, and we are looking forward to continue to support the Design Council and the Alliance in the implementation of the Blueprint.

As readers will be aware, similar working groups have been planned for other disciplines and by other sector skills councils. CHEAD has been in dialogue with the respective organisations to ensure that our members' views are represented in any further developments.

CHEAD / Fulbright Commission Co-operation

Another initiative saw a new CHEAD collaboration with the Fulbright Commission (FC). The objective of the collaboration is to widen the subject spread accessible for Fulbright scholars, as the FC currently tend to get fewer than one or two scholars in any academic year qualifying for an award in A&D. Similarly, participating CHEAD member HEIs would be able to raise their profile in the US via their association with the FC and its various information dissemination channels. Moreover, CHEAD members would be able to host a 'remarkable young person' who would be likely to become a fantastic ambassador for the university at which they study. The proposed collaboration was presented at the CHEAD Business / Forum meeting in November and received positive feedback from members.

The collaboration will cover two types of schemes, the MA fee-waiver agreement (FWA), and the Distinguished Scholars or hyphenated grant scheme (DS). We look forward to observing how this initiative develops and will keep our members updated.

CHEAD Structure

The Executive Committee ensures that CHEAD operates in accordance with the objects enshrined in its constitution. Members of the Executive Committee, including the officers of Chair, Vice Chair and Treasurer, are elected by the registered representatives of CHEAD member institutions. The Executive Committee comprises the Chair, who is therefore also the Chair of CHEAD, the Vice Chair, the Honorary Treasurer, the Executive Secretary ex officio, six elected members and up to four co-opted members, plus the Chairs of the Group for Learning in Art & Design (GLAD) and the Association of Principals of Specialist Colleges (APSCAD) ex officio. The terms of appointment for officers and members of the Executive Committee is normally for three years.

In order to ensure continuity, it is the aim to arrange elections and terms of office of the elected officers in each year, so that only one elected officer shall stand for election. Retiring members of the Executive Committee are eligible for re-election but should not normally serve for more than two terms of appointment consecutively.

The Executive Committee has the power to co-opt a maximum of four Ordinary Members to full Committee membership to serve for a term of up to 3 years. This power is normally used to ensure that work on key issues for CHEAD can be effectively and efficiently carried out by the Executive.

CHEAD Executive 2007/08

Chair

Dr Frances Corner
Head of London College of Fashion, University of the Arts London

Vice Chair

Dr Gerard Moran
Dean of Faculty of Art & Design, De Montfort University

Treasurer

Dave Keskeys
Head of School of Art & Design, University of Northampton

Executive Secretary

Christoph Raatz

Executive

Dr. Bryony Conway
Dean of School of Art & Design, University of Wolverhampton

Dr Paul Coyle
Head of College, University College for the Creative Arts at Farnham
(now Pro-Vice Chancellor (Learning & Teaching) and Executive Dean (Epsom and Farnham))

Dr Martin Downie
Director, Liverpool School of Art & Design, Liverpool John Moores University

Emma Hunt
Dean of School of Art & Design, University of Huddersfield

Professor John Last
Assistant Principal, The Arts Institute at Bournemouth & Chair, Group for Learning in Art & Design *ex officio*

Chris McIntyre
Dean of Faculty of Creative and Cultural Industries, University of Hertfordshire

Professor Ian Montgomery
Head of School of Art & Design, University of Ulster
(*now Dean of Faculty of Art & Design*)

Professor Ian Pirie
Assistant Principal, Edinburgh College of Art

Lynne Staley-Brookes
Principal, Plymouth College of Art & Design & Chair, Association of Principals of Specialist Colleges in Art & Design *ex officio*

Dr Dianne Taylor
Head of College, University College for the Creative Arts at Rochester
(*now Pro Vice-Chancellor (Further Education and Widening Participation) and Executive Dean (Canterbury, Maidstone and Rochester)*)

Professor Maureen Wayman
Pro Vice Chancellor & Dean of Faculty of Art & Design, Manchester Metropolitan University

Edmund Wigan
Principal, Leeds College of Art & Design

Executive Committee changes for 08/09:

Incoming members:

Professor Andrea Liggins
Dean of Faculty of Art & Design, Swansea Metropolitan University

Outgoing members:

Edmund Wigan

CHEAD Member Institutions 2007/08

England

Bath Spa University
Birmingham City University
University of Bolton
The Arts Institute at Bournemouth
Bradford College
University of Brighton
Bucks New University
Cleveland College of Art & Design
Central School of Speech and Drama
Cumbria Institute of the Arts; Cumbria University
Coventry University
University of Derby
De Montfort University
University of East London
University College Falmouth
University of Gloucestershire
Goldsmiths, University of London
Hereford College of Art
University of Hertfordshire
University of Huddersfield
Kingston University
University of Central Lancashire
Leeds College of Art & Design
University of Leeds
Leeds Metropolitan University
University of Lincoln
Liverpool John Moores University
London Metropolitan University
Loughborough School of Art & Design:
Loughborough University
Manchester Metropolitan University
Middlesex University
University of Newcastle
Newcastle College
University of Northampton
Northbrook College Sussex
Northumbria University
Norwich University College of the Arts
Nottingham Trent University
Oxford Brookes University
Plymouth College of Art & Design
University of Portsmouth
Ravensbourne College of Design & Communication
The Royal College of Art

University of Salford
Sheffield Hallam University
The Slade School of Fine Art: University College London
Somerset College of Arts & Technology
Winchester School of Art: University of Southampton
Staffordshire University
University of Sunderland
University of Teesside
University of the Arts London:
Camberwell, Chelsea & Wimbledon College of Arts
Central Saint Martin's College of Art & Design
London College of Communication
London College of Fashion
University for the Creative Arts:
UCA at Canterbury, Maidstone and Rochester
UCA at Epsom and Farnham
University of the West of England, Bristol
University of Westminster
Wolverhampton School of Art & Design:
University of Wolverhampton
University of Worcester
York St. John University

Scotland

Duncan of Jordanstone College of Art & Design: Dundee University
The Edinburgh College of Art
The Glasgow School of Art
Gray's School of Art: The Robert Gordon University, Aberdeen
Napier University

Wales

University of Wales Institute, Cardiff
Newport School of Art & Design:
University of Wales
North Wales School of Art and Design:
Glyndŵr University
Swansea Metropolitan University

Northern Ireland

University of Ulster

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