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Restarting Britain. Design Education and Growth.

### Original Citation

Hunt, Emma (2012) Restarting Britain. Design Education and Growth. In: ukadia Annual Conference 2012: the Future of Creative Education, 7-8 February.2012, British Library. London.

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**Emma Hunt**  
**UKADIA conference 2012**  
**The Future of Creative Education**

**Restarting Britain**  
**Design Education and Growth**



# Council for Higher Education in Art and Design (CHEAD)

- Long standing association in support of the value and status of art and design higher education
- Across all mission groups – all represented in the CHEAD membership – strength in diversity
- Key aspect of work:- ‘Influencing the Influencers’ – encourages every member to be active

# Coordination between policies?

- Design administered by two ministries, DCMS and DBIS and affected by the decisions of DfE – poor coordination between policies problematic.
- Closing remarks of Chancellors budget speech:
- “So this is our plan for growth. We want the words: Made in Britain, Created in Britain, Designed in Britain, Invented in Britain. To drive our nation forward. A Britain carried aloft by the march of the makers. That is how we create jobs, and support families. We have put fuel into the tank of the British economy. And I commend this budget to the house( 03/11)
- ‘ a looming problem that on the one hand, the government makes great play of the importance of our creative industries ( to innovation in particular) while on the other hand, the education system which produced those industries and is now required to sustain them is about to be cut off at the knees!’ ( Dick Powell. Design Week. 17/03/11)

# Design Commission

- APDIG. Chair : Barry Sheerman MP Huddersfield. Established Design Commission. Chair Lord Bichard.
- Design Commission is a standing commission composed of parliamentarians from all parties and leading representatives from business, industry and the public sector.
- Its purpose is to explore how design can drive economic and social improvement, and how government and business can better understand the importance of design.
- Follows a select committee format of evidence gathering and report publication. Each publication launched in parliament.
- First inquiry: Design Education. Report launched 12/12/12.



A report by the Design Commission

# RESTARTING BRITAIN

**Design Education and Growth**



# We posed four questions

- Why does design matter?
- Where are we now with UK design education?
- What are our competitor nations doing?
- What must we do to compete?

# The premise

- At present the UK has a problem with growth
- We believe that design is a lever for growth
- The Government does not fully appreciate this lever, or the significance of design as the spine that runs through innovation, and social well being.
- Our national design capacity- the supply of skilled individuals into the design industry, and a sound understanding amongst others of how design can be deployed for good – is dependent on design education
- But design education is now going through a period of change.



**WE HAVE FOUR  
RECOMMENDATIONS:**

# 1

- Government needs a national design strategy that it takes ownership of in a well informed and pro-active way

# 1. National Design Strategy

- Recommend a comprehensive national design strategy, beyond delegating tasks to the Design Council.
- Appoint someone in Government to lead on this.
- Design must be written into the new Innovation and Research strategy, and the review underway into the mechanics of collaboration and knowledge transfer between business and HE.
- *Design is integral in the recently launched innovation and research strategy for growth – David Willets a strong advocate for this.*
- *There is government support for the Design Council's activities and in particular an increase in funding for designing demand*

# 2

- Whilst Government should oppose any move to remove design from the national curriculum, we also need to think again about how design operates in schools.

## 2. Oppose any move to remove design from school curriculum, think about how design operates in schools.

- Urge Government to reconsider the direction being taken by the DfE- with the curriculum review, the constituents of the English Baccalaureate, and the reduction in teacher training places in art and design – and whether this is truly aligned to the wider growth agenda.
- Recognise patterns of design education need reforming
- To be appropriate in the 21<sup>st</sup> century context we need to shift education to an interdisciplinary approach.
- *19<sup>th</sup> December Michael Gove announced a revised timetable for the reforms. Yet to decide on design and where it fits, proposals will be announced later in the year and will be fully debated.*

# 3

- Further education routes into the sector need to be expanded and developed.

### **3. Further Education routes into the sector need to be expanded and developed.**

- Typical pathway into the design industry is currently very narrow – school to university to ( probably) post graduate degree to employment.
- The re-creation of a vocational pathway blending a high level of technical and creative learning with a greater focus on skills for industry – might find a wider range of students find a more appropriate route.

# 4

- Higher education centres of excellence – resource intensive high quality centres teaching tomorrows innovators and researching future practice – need protecting and funding.



## **4. HE centres of excellence- high quality teaching tomorrows innovators and researching future practice needs protecting and funding.**

- Design is an important contributor to interdisciplinary practice and innovation in HE, particularly with STEM subjects and business.
- Unlock the full potential of our academic institutions, universities must promote interdisciplinary practice. The onus is on the institution.
- Play to strengths in attracting students and research funding.
- Advanced design research needs to actively apply itself to other domain. It is this area that the UK is best placed to retain a global lead.

**OUR PRIMARY  
CONCLUSION IS THAT  
GOVERNMENT NEEDS  
TO RECOGNISE DESIGN,  
AND IN TURN, DESIGN  
EDUCATION, AS A  
POSITIVE LEVER FOR  
GROWTH, AND ACT ON  
THAT UNDERSTANDING.**

**THE ANSWERS LED US TO  
RECOMMEND CHANGES IN EDUCATION  
AT ALL LEVELS. THEY ARE NOT  
REVOLUTIONARY AND THEY ARE NOT  
FINANCIALLY ONEROUS. BUT WE  
THINK THEY WOULD SAFEGUARD THE  
CAPACITY OF OUR WORLD-CLASS  
DESIGN INDUSTRY AND CONTRIBUTE  
SUBSTANTIALY TO OUR ECONOMIC  
REVIVAL – AS WELL AS MAKING OUR  
COUNTRY A BETTER PLACE TO LIVE.**

**design**  
Commission

**THEY MERIT SERIOUS AND URGENT  
CONSIDERATION.**

# Impact

- **Parliamentary and policy engagement**
- Report and pamphlet sent to Vince Cable, Ed Vaisey and Michael Gove. ( response from DfE, position of D&T announced later this year. Further public consultation)
- Report sent to all shadow ministers, and APDIG. Positive response received from Dan Jarvis ( MP Barnsley, shadow minister CCI) and Don Foster (MP Bath and NE Somerset Chair Lib Dem CCI)
- Copy sent to Rick Rylance ( UUK) and Tim Wilson ( University – industry review)
- Cited in skills working group for Creative Industries Council.

# Impact cont.

- Today Programme. ( 7/12/11)
  - Design Week
  - Designer.com
  - Politics Home
  - Birmingham Post
  - Design Council
  - Liverpool Daily Post
  - Korea Institute of Design Promotion
  - International Council of Graphic Design Associations
  - House of Lords Debate.
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- Labour's 'School to Work' review ( led by B. Sheerman)
  - APDIG seminars
  - Telegraph interview with Vicky Pyrcce

# House of Lords Debate

## 24<sup>th</sup> January 2012

- L.Cotter:-Government needs to recognise it ( design), keep it, support it. Careers advice needs to promote skills, design, economy and manufacture
- Bns.Morris :-Design is in an unusual position, no one is actually against it, so what will we campaign against? The ‘inbetween land’ lack of understanding in the 21stC, unlock the research base, and interdisciplinary is very important. Design is in greatest turmoil in the national curriculum, there is a lack of empathy with creative subjects and more needs to be done. Design should be so good in schools that they want to teach it, and children want to learn it. Needs leadership from Government. Make it exciting and new and reclaim its culture and context from which our great pride in design stemmed.
- L.Bichard:-Need a national design strategy. Ensure that the education system that delivers the talent is protected and nurtured. DfE must encourage design in the curriculum not just in specialist schools but in all schools.

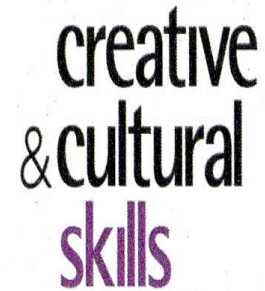
# Lords debate cont.

- Bns.Kingsmill: Improve teaching in design and ensure place in the national curriculum.
- L.Stevenson: We are at the point of removing design from the curriculum, the reduction of Teacher training places for art and design, needs a review by DfE. Design Commission reports makes its essential for design to be at the heart of the industrial policy.
- Bns Wilcox. Real strength of the UK design sector. Disputes the assertion that the Government doesn't appreciate design – design is integral to the research and innovation strategy, support for the design council activity, review of all the national curriculum proposals will be shared and debated.

# Future of Design Education

- Many people in the inquiry discussed of the world leading creative system as an national asset. The fact that the UK has such a rich creative history, and the largest creative economy, owes much to the breadth and depth of creative education. The diverse landscape has served us well .
- Other models? Fit for Purpose for the next century?
- Many examples e.g. Singapore and S.Korea re-examining design education towards a more interdisciplinary and comprehensive approach.
- Aalto University Finland: Economics, Technology and Art and Design combined
- Samsung Art and Design Institute (SADI) private design school funded by Samsung.
- Will where you study become more important that what you study...what is the design skillset and why is it so important to our collective creative and economic futures.
- LFHE: Scenarios for English Higher Education in 2025.
- Between us continue the advocacy....





**THANK YOU**  
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