

PRACTICE-LED LEARNING & A MULTI-DISCIPLINARY APPROACH TO TECHNICAL RESOURCES – - *DOES IT WORK FOR STUDENTS & PROGRAMMES?*

A case study around innovative approaches to optimising student engagement
& experience within the multidisciplinary resource areas,
ACE : Technical, UWE Bristol,

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Context of Workshops at Arts Creative Industry Faculty, UWE, Bristol - 2019

Context:

Creative Industries, Higher Education, UK,

Size: Student Number: 4,521, U/G 82%, P/G 18%

Modular Programmatic Delivery System: for over 25 years

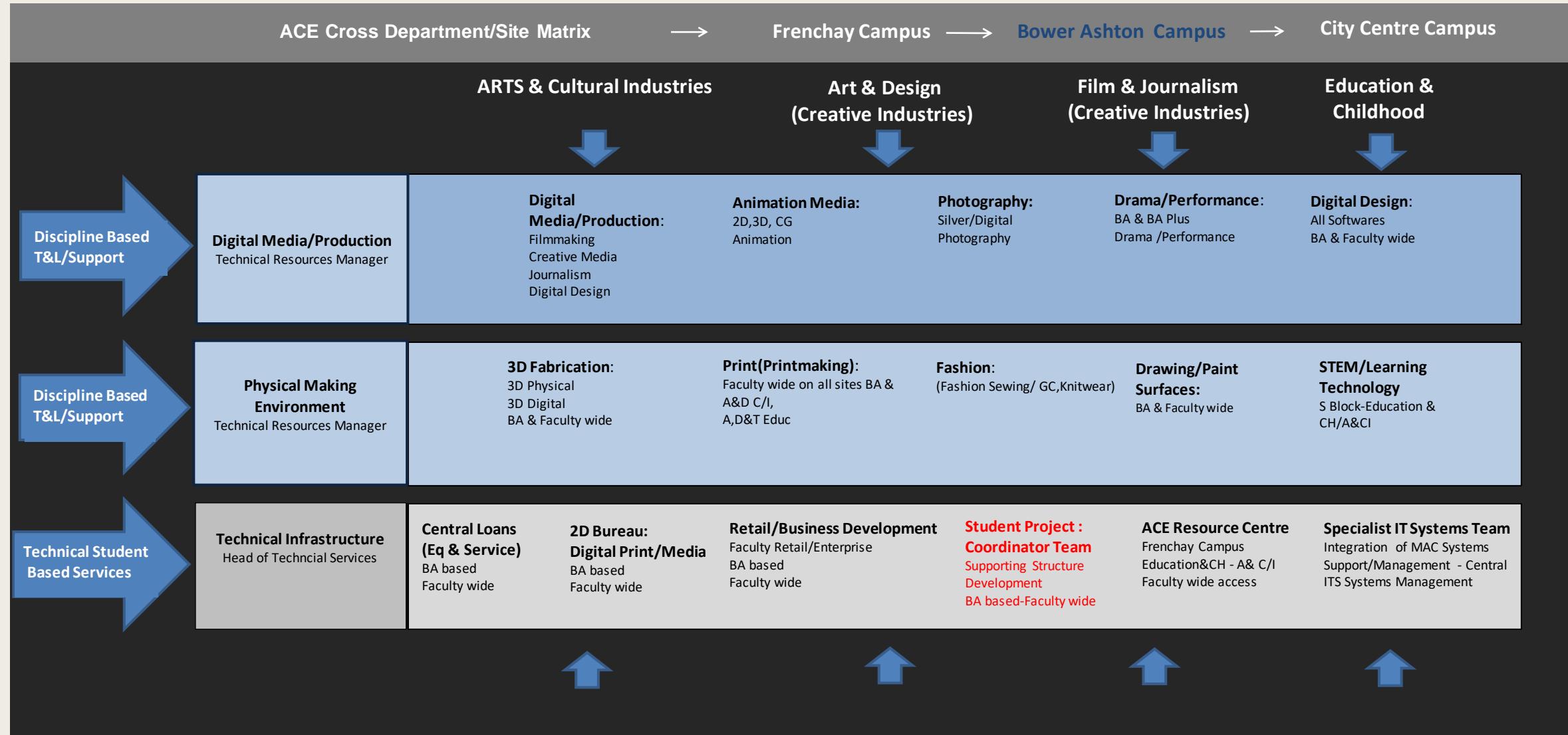
Technical Structure Size & Staffing: Diverse Workshop & Lab Support

75 Permanent Staff(60.2 FTE) & 20(3.1FTE) Temporary, HPI, Casual,

Current Challenges:

UK Higher Education Creative Industries Landscape: *Demand Led & Financial Constraints*

UWE ACE Technical Resources Staffing Structure -2019







Faculty Loans Desk



CASE STUDY - PART 1: ARRANGEMENT, SET UP & FLEXIBILITY OF STAFFING MODEL: PRINT & PRINTMAKING RESOURCE AREA

- Fluid timetable structure for formal & support sessions
- 12 programme areas currently use the resource
- Needs based on dialogue/planning with Academic programmes
- Allocation of needs: workshops & support ratios applied
- Adaptability & Flexibility of Staffing Model
- Continuous Review & Development



Current Allocation & Timetable Approach Timetable:

Excerpt from: ACE Technical: Print Area timetable (Semester 1)

	Monday	Tuesday	Wednesday	Thursday	Friday
w/c 08th Oct Teaching week: 12	08 <u>Illustration 2</u> Etch – Photo	09 <u>MAGraphics</u> Relief - [am] GT	10 <u>Graphics 1</u> Litho [am] PB	11 <u>MA Print</u> Litho Relief Level 1: Screen - [A] DF Etch - [B] DS	12 <u>Fine Art 1</u> Screen FB
	<u>Fine Art 1</u> Litho – Duo Wk1 PB	<u>Draw&Print 1</u> Etch – Drypoint [am/pm] DS	Graphics 3/MA Relief – TYPE BG		<u>Draw&Print 1</u> Etch – Drypoint [am+MA/pm] GT
	<u>Photography 3</u> Screen – photo AB	<u>Foundation</u> Screen – DF/AB [A]			<u>Draw&Print 2</u> Relief Laser block-JG
	<u>Graphics 2</u> Relief – TYPE BG				

Analysis of Weekly Use:

- **13 x Formal Workshops** – delivering to **8 programmes** over **11 year groups/activities**
- **Individual Access** - Projects/Production is accessed around this and continues into evening supported time
- Student Numbers Accessing the Resource in the Week: **169 students taught workshops**, additionally 100 students into supported project/production outcomes

Agile & Polymathic Staffing Structure Covering Specialist Disciplines and Broader Support

Facts:

- A flexible staffing structure - mix of permanent and fractional and non-standard instructor staff

PERMANENT STAFF – 5 (3.2 FTE)

NON-STANDARD – 3 (0.8 FTE)

Benefits:

- Strong emphasis on practitioners and professional currency
- Ability to be specialist along with a polymathic ability to cover any of the areas
- Provides the capability to support a varied and demanding timetable

CASE STUDY - PART 2: A COMPARISON LOOKING AT 2 DIFFERENT TYPES OF MULTI DISCIPLINARY AREAS IN TERMS OF PRACTICE-BASED LEARNING.

Optimising Student Workflows within:

- a) Fabrication Physical (Metal, Casting, Wood, Ceramics, Tech Lab, Hot Lab)
- b) Photographic Resource (Silver, Digital, Experimental)

Comparision of Approaches:

Fabrication:

- Physical multi-layered approach to need
- Access through mandatory workshops and project consultation and support
- Emphasis on tactile
- Focus on a breadth of (physical) making and materials
- Mandatory compliances around safe working systems
- Focus on the physical development of the idea

Photography:

- More linear approach to experimentation
- Greater focus on skills workshop and flexible access to production development
- Structured approach to booking and support of Photographic Studios
- Accessibility to printed output (analogue though to specialist digital processes)

How We Achieve This:

Fabrication:

- Very tailored dialogue with Programmes
- Suggesting templates for workshops and delivery with the academic programmes
- Optimising the staff time & support through **Student Project Coordinator role** (student-facing directs in response to student needs)
- Encourages diversity of access through ideas meeting point' and extended evening support access.

Photography:

- Tailored dialogue with 'primary' programmes and formalised timetable booking
- Developed away from counter service in staff area to Open Doors approach
- Introduced **Student Project Coordinator** Support to manage 1-to-1 access and photographic studio use
- Always innovating around experimental processes, accessibility and use.



REVIEW - INNOVATION & CURRENCY: (CASE STUDY PART 3)

Through Review:

Continuous Feedback: Students –Stakeholders, Tutors/Programmes

- (+) The resourcing model works because it is student-focused and provides very relevant support and maintains currency
- (+) Cross-pollinating of ideas and processes are an important part of sharing & developing student creativity
- (+) Is responsive, adaptive and provides key points for contact and support in the teaching & learning process
- (-) *Depends on developing and maintaining good dialogue(communication) with programmes and maintaining this through the student cycle of making*
- (-) *Needs clear communication and setting expectation when developing student work*
- (-) *Needs to maintain currency and input around technology into curriculum and curriculum delivery*

Approach to Innovation & Currency:

Sharing & Testing Innovation

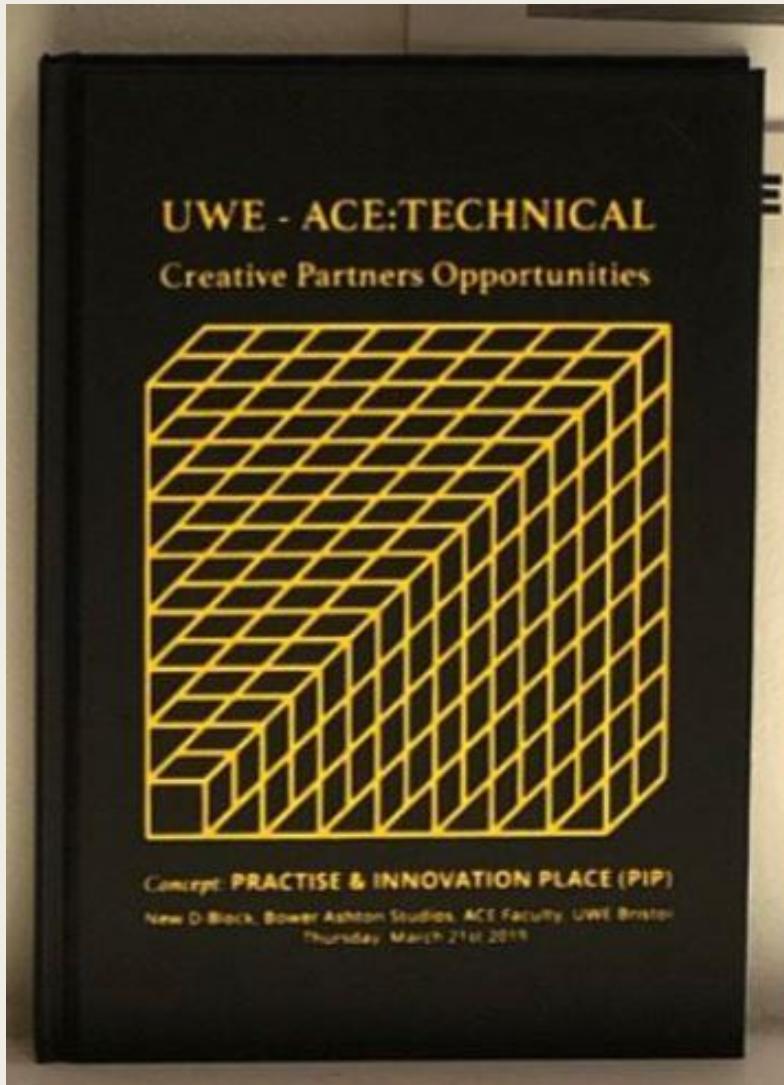
- ‘Sandpit’ driven sessions mixing programme and technical groups
- Shared innovation and practise partnerships across institutions
- Professional practise visibility and research fellowship opportunities

Developing Progressive Dialogue with Full Range of Programmes

- Input practise based curriculum design and delivery
- Piloting a newly engineered approach to practise base delivery with BA(Hons) Fine Art programme in 2019-20 with a view to expand to wider Art & Design Programmes by following semester

Sharing & Testing Innovation

- Practise & Innovation Place [PIP] initiative at ACE – 21st March 2019



Sharing & Testing Innovation

-Internal 'Sandpit' Development Weeks



Developing Progressive Dialogue with Full Range of Programmes

Pilot Approach to Re-Engineered Design Inputs & Delivery to BA(Hons) Fine Art Programme at ACE, 2019-20

- Entitlement & Allocation Starting Point
- Stripping out old timetabled approach
- Agreeing and launching new practise-based ethos – generic & specific

Practice-Led Learning & A Multi-Disciplinary Approach To Technical Resources - Important factors in progressing approach?

- Ability to work with programmes teams change cultures, and allow for diversity of programme delivery
- Ability of capacity of operations to manage and deliver this
- Maintaining currency & agility of staffing teams against current constraints

Practice-Led Learning & A Multi-Disciplinary Approach To Technical Resources –

- Does it work for Students & Programmes?

Views?

Questions?

Ideas?