

We welcome the following new staff who have joined in the last three months.



Lawrence Ringwood
Estates Manager (Maternity Cover) started 4 July.



Susan Piotrowski
College Stores and Shop Assistant started 11 July.



Rachel Sugarman
Quality Officer started 11 July.



Paul Turner
Course Leader, Fashion started 1 August.

Congratulations

Staff have achieved a number of qualifications in recent months.

Alysia Evans, Finance Administrator, passed her AAT (Association of Accounting Technicians) Intermediate Exam in June and now starts her AAT Technician NVQ.

The following received First Aid Certification in July:

- Kelly Matthews (HR Co-ordinator – left) – First Aid at Work.
- Steven Baully (Maintenance Operative), Joan McDonald (Accommodation Officer – right), and Patricia McMahon (Receptionist – centre) all qualified in Emergency Aid in the Workplace for Appointed Persons.

Steve Bowman, Head of Student Information Services, achieved Fellowship of CILIP (Chartered Institute of Library and Information Professionals) and also received HE Academy accreditation.

📍 Sarah Weekes 4927
✉ s.weekes@rave.ac.uk



Developing learners

“Our service is to help students to develop as learners in a tough world,” explained Sharon Hocking, Head of Student Services. “We’re here to help them build personal, emotional and professional skills and attitudes to enable them to succeed at College – and throughout life.”

The team offers a ‘first stop shop’ approach. “Students with difficulties need the problem fixed quickly, with the minimum of fuss,” continued Sharon.

“We help by building strong internal working relationships. For example the Student Financial Advisor works closely with the Finance team to help resolve problems with fees. The Student Welfare Officer works with tutors to identify additional teaching support for students who are in particular difficulty.”

Student Services also helps to develop a strong supportive community: they employ students to assist their peers as English language assistants for International students, or to help train students with dyslexia to use certain assistive technologies.

And the team also aims to help other College staff to work within a supportive community, for example, by providing guidance on what to do when a student is in crisis, or good practice in teaching students with dyslexia.

Further information: a full range of guides will be available in the Student Support area of the intranet from October.

“The word welfare is really no longer appropriate to describe our services – it conjures up a vision of a comfy chair, a box of tissues and a ‘there there’ approach to support.”

The Team and our services

Sue Cowan, Student Welfare Officer and Kay Brannan – Student Welfare Assistant

“Our students are a real inspiration. They have to deal with a lot of difficulties and juggle with increasingly complex lives. We’re here to provide the additional support they may need from time to time, and – we hope – enable them to succeed in their studies.” Sue Cowan.

- Mentoring for success 📧 s.cowan@rave.ac.uk ☎ x 4982
- Mediation to resolve difficulties in personal or professional relationships 📧 k.brannan@rave.ac.uk ☎ x 8368
- Disability advice services

Mary Hutton, Dyslexia tutor

“Dyslexia support is all about developing individual students to use learning strategies that enable them to compete on a level playing field. It’s not about concessions, or relaxing standards!”

- Dyslexia support – individual students 📧 m.hutton@rave.ac.uk ☎ x 8295
- Quality assurance – disability support mechanisms

Sharon Hocking, Head of Student Services and Roger Rees, Learning Development

“Increasingly, students who come on courses need a bit of extra help to get them through. Sometimes this can be designed into the course, through curriculum changes. However, there will always be the need for students to receive a little support outside of their course – academic writing, English as a second language, and so on.” Sharon Hocking.

- Learning support sessions 📧 s.hocking@rave.ac.uk ☎ x 8281
- Learning development
- Accessible curricula/reasonable adjustments 📧 r.rees@rave.ac.uk ☎ x 8282
- Informational guidance – academic briefing papers, website content development
- Policy development – students with disabilities

Jenny Fry Student Financial Advisor

“Financial worries, being in debt, and having to work outside of College are a real problem for many students. It’s my job to try to ease that burden through funding or general advice on money management. I like to think that I help keep the students where they belong – here on Course!”

- Applying for funding 📧 j.fry@rave.ac.uk ☎ x 4971
- Debt counselling and dealing with Debt Collection agencies
- Money management

Counselling services

Counselling services are provided on site by the Bromley Y Counselling Service. This ensures total confidentiality and a useful ‘separation’ from the general business of the College.

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



Students’ South African solutions

Product and Furniture Design students Helen Wintermeyer and Ben Feldman spent an “absolutely incredible and eye-opening” week in Cape Town during August. They were in the township of Khayelitsha to test their award-winning ideas to help solve some of the everyday issues facing its residents.

They were two of only three winners of the Audi Design Foundation’s ‘Designs of Substance’ award. They beat hundreds of other university students for the five-star, all-expenses paid prize trip.

Students were given just one week to come up with ways to tackle everyday issues, such as cooking, heating and fire safety.

More on page four.



Photo: Audi Design Foundation

www.ravensbourne.ac.uk

Aiming even higher-our plans for 2005-6

The new academic year sees the implementation of our Corporate Plan for 2005/6. It focuses on five areas: relocation, the development of strategic alliances, the continued provision of high quality specialist education, providing support for the creative industries, and continued improvements to management and governance. We asked Liz Pearson, Director of Strategy and Commercial Development, to put the Plan into context.

"The College is at an interesting stage in its development. Plans for the move to Greenwich are ongoing, academic developments are underway with revalidation top of everyone's list, and our business support work is expanding.

"But life in higher education is changing pretty fast. Next year sees the introduction of top-up fees and this year the Higher Education Funding Council for England (HEFCE) is undertaking an extensive review of the way in which teaching and learning is funded. No-one knows what the outcome will be but it's pretty safe to assume that there will be changes.

"We're all now working in an environment where change is becoming the norm and although change can be exciting and bring great opportunities it's important that we keep our eye on the ball if we're to make the most of new opportunities.

"This is where the College's Corporate Plan comes in. It contains our aims and objectives in five main areas and – put simply – it's purpose is to provide the focus for what we are all here to achieve."

A pull-out summary of the five aims and supporting objectives contained in the Corporate Plan 2005-6 is in the centre of this issue of Raview.

You can also read it in full at:
<http://intranet.rave.ac.uk/raview>

In future editions of Raview we'll look at our progress and how individual teams are supporting the achievement of our five aims.



Emerald – the new gold

Up to £1 million is available in the form of grants to staff and students of the eight higher education institutions – which includes Ravensbourne – who comprise the Emerald Consortium.

The grants are to enable staff and students to establish the commercial potential of a concept or a new product idea resulting from their work.

The Consortium secured the funds from the London Development Agency.

Two types of grant are available – mini grants of up to £10k (typically £6k) and standard grants of up to £40k. The funds are available on a competitive basis.

There are no hard and fast rules as to the kind of development that can be supported. The Consortium is taking a broad view of what it constitutes (in its words)

'commercialisable intellectual property' (IP). It covers both the 'harder' more technology-oriented IP assets, as well as 'softer' IP which plays a key role in setting up expertise-based commercial entities. The important thing is that development propositions are novel and show market potential.

Funds cannot support basic research or an existing commercial company, but they can be used for both staff and equipment costs. To be eligible all applications must be supported by the host institution. The Fund runs for two years.

To find out more about the Emerald Fund come to the launch event in the Lecture Theatre at 12.30 on 19th October or contact Liz Pearson ☎x4937 or ✉l.pearson@rave.ac.uk.



Fresh and new

www.ravensbourne.ac.uk

The College's corporate website (www.ravensbourne.ac.uk) is being radically over-hauled and re-designed.

Not only will it be easier to navigate and contain more information on the College and its courses, it will become a showcase for student work and the College's achievements.

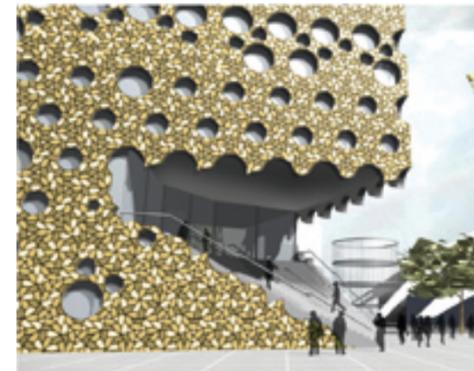
The home page will feature a constantly-changing on-line magazine – appropriately named 'Showcase'. It will provide news on awards, major events and activities and – where appropriate – feature moving images.

Recent research showed that the College web

site is the preferred first port-of-call for future students. Not only do they want to be able to find hard information on our courses, but they also want to get a feel for what it's like to be on the course and a part of the Ravensbourne community.

As a visually-orientated institution it's appropriate that the 'feel-factor' should be communicated as visually as possible: through stills, mpegs and virtual tours.

Hopefully, with easily accessible information and the frequently refreshed Showcase of stories and features, visitors will be encouraged to return regularly and future students to visit the College to see for themselves.



Concept by Foreign Office Architects

First look

The proposed relocation to the Greenwich Peninsula in 2008 is a complex project with a lot of inter-dependencies. Not least it will be the first time that any academic institution in the UK has packed up and moved lock-stock-and-barrel. The Corporate Plan (see page two and the pull-out supplement) explains more.

Meanwhile, here's a first look at what parts of the new building could look like. The model below was constructed by Sohei Nakanishi – second year student, BA (Hons) Interior Design Environment Architectures – based on a concept by Foreign Office Architects.

Foreign Office Architects is a London-based international practice in architecture and urban design "dedicated to the exploration of contemporary urban conditions and construction technologies." It has undertaken projects commissioned or realised in cities as various as New York, Tehran and Yokohama.
www.f-o-a.net



The model was based on the concept by Foreign Office Architects

Julian Woolfson

Julian Woolfson has been a Governor of Ravensbourne College since 1998 and Chairman since 2000.

We asked him about his role, the role of Governors and his perspective of the College.

How would you define the role of the Governors?

The Governors' role is to ensure that the College continues to exist, and that it delivers high quality education and the best possible student experience. However, Governors have no involvement in the day-to-day running of the College or the curricula.

What sort of person becomes a Governor?

The College has Governors from all walks of life. We have some who are from the media, the arts – and staff – but we also have lawyers, bankers and business consultants with specialist experience and knowledge – to ensure that the governance of the College is in order.

How did you become a Governor?

I knew the previous Chair. He and the Board were looking for new governors – local people who were not from the world of education – but who had experience of governance. I had gained that experience in the medical profession.

And the role of Chairman?

My role is to ensure that the Board of Governors follow the guidelines set out by HEFCE (the body which funds us) for Governors.

You've been a Governor since 1998. What's changed during that period?

There has been a lot of change in the past seven years: for example, the number and profile of our courses. There were a lot more practical courses – metal and woodwork – when I first became a Governor. There is now a more focused range of skills taught and courses available.

The most significant change, of course, is our plan to relocate.

What is your view on the proposed relocation to the Greenwich Peninsula?

London is the hub for the creative arts – being closer to the centre provides us with exciting opportunities, such as collaboration with other academic institutions. For example, we have sound recording facilities and expertise: so, we could work towards collaboration on a joint curriculum in dance and music.

As technology evolves and public tastes change the College will have to provide the education to support these; that will mean re-profiling the courses to keep up with technology. We are small enough to change rapidly as needs evolve.

There are plans to increase number of students significantly over a period of time and this will offer opportunities for greater diversity.

But wherever the College is physically located our primary aim must be to remain a leader in design and design education and to maintain our unique identity, culture and character.

Staff and students often speak of Ravensbourne's unique culture. Can you define it?

In contrast to my personal experience of graduation ceremonies, what struck me at this year's Convocation was that it was formal – yet informal – it had a home-spun, family feel – it was fun, the students cheered, some lecturers gave anecdotes on every student – that is our unique ethos: dynamic and friendly.

I think the College's strength is in its relatively small size and its character. It's a wonderful institution: it has got potential, happy students, motivated and enthusiastic staff. The unique experience and character will not change and will be better with the move.

And finally?

We have great aspirations and I am pleased to be a part of the team to take the College to greater things.

Julian Woolfson has been a consultant at Queen Mary's Hospital, Sidcup for 20 years. He has also undertaken many managerial and administrative roles, including Associate Medical Director with responsibility for Clinical Governance.

He is an elected member of the Council of the Royal College of Obstetricians and Gynaecologists and is also on the Executive of the College as Honorary Treasurer.

He has four degrees including a Masters degree in Laws (Legal Aspects of Medical Practice) from the University of Cardiff Law School. He has published a number of original papers and has co-authored several textbooks.



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. Editor: Michael Keep ✉m.keep@rave.ac.uk ☎020 8289 4808 Picture editor: Lisa Connolly ✉l.connolly@rave.ac.uk

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Icons:

- ✉ e-mail address
- 🌐 web address
- ☎ telephone number
- 🏠 intranet address

Students' South African solutions

From the front page. Helen Wintermeyer (below) designed a wall hanging fire blanket made from scraps of fabric, sewn into channels and filled with sand. "We presented our ideas to three focus groups, each of about 50 people," she explained. "They loved the fire blanket idea – some said they were going to go home and make one that night!"



Judges felt that Ben Feldman (above) "showed an admirable amount of creative thinking" when he came up with beeswax fuel. He realised that South Africa imports a great deal of honey, but has the capacity to increase home production significantly.

He found that combining card or sawdust with beeswax can produce fuel which township dwellers could cook with. The beeswax fuel burns longer, is smokeless and can actually neutralise pollutants already in the air.

His suggestion that township dwellers could form a cooperative to run a bee farm, sell the honey for profit and use the beeswax for fuel, captured the imaginations of the judges.

Ben said: "It was an eye-opening experience to see the townships. I was struck by the enthusiasm for our ideas. Like Helen, I'm now doing some more work on putting together a simple, graphic guide for building the stove. I'm also getting in touch with the Bee Foundation which sets up and trains bee-keepers in the rural areas of South Africa, and buys back the honey they produce. I want to see if they can help support bee-keeping in the townships and whether it would present any issues."



Photos: Audi Design Foundation

"I'd taken a prototype, big presentation boards – which I decided to leave behind so that they could see how to make the blankets, and I ran out of handouts. They even came up with suggestions which I hadn't thought of – to use the fire blanket for sleeping and as a draught-excluder."

Helen is now working on a step-by-step pictorial guide which she will send back to Cape Town to be distributed. The idea needs some more testing and Helen hopes that the Audi Design Foundation may provide a grant, and that she may return to take her idea further.

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

Calling all Ex-Raves

Are you a Ravensbourne graduate who would be interested to join an alumni association? Or do you know someone who is?

The College is keen to set up an association – ExRave – so that we can stay in touch with you, and help you to stay touch with others through Raview and occasional social events.

To register your interest contact Heidi Funge
h.funge@rave.ac.uk ☎ 020 8289 4804 – and please let any other graduates know.

Promising ideas into media reality

Five current students and three recent graduates have been awarded a total of £19,000 to turn their ideas for media projects into reality, thanks to the College's new RaveMedia Competition.



Hilary Chadwick, Executive Producer, RaveMedia explained: "The Awards are intended to help students and new graduates improve their ability to compete in today's crowded media market place.

"The Awards will help to fund students' projects, which will be a real asset to their show-reels, and should also help to launch some of them in their own businesses."

Students were invited to submit proposals in two categories. The Research and Development Award is to help students to turn promising ideas into fully developed and budgeted proposals which are ready to go immediately into production, and the Project Award is to fund the next stage, allowing successful students to turn their detailed proposals into real media products.

Sally Grimley and Stuart Reeves (graduates in Broadcast Content Creation) received their award at Convocation in July. They will jointly develop a TV travel series.

Hilary commented: "We had an excellent response, with a range of strong ideas. We intend to build on the success of the first run, and will be announcing a new round of the competition in the Autumn. To help students prepare their proposals there will be a series of seminars."

RaveMedia awards are open to all students. Submissions must have an electronic media element, but need not be pure TV and film products. "We are especially keen to see interdisciplinary projects – perhaps involving fashion or product design," Hilary concluded, "or projects developed with the newer media, such as the web, mobile and interactive applications, in mind."

View the list of winners of the RaveMedia Awards:

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

Short courses include an Introduction to HDV Cam and Editing



Help for freelancers

Few areas are more dependent on technology than television, film and digital media. New hardware and software products have made the production of professional standard programmes more accessible than ever before.

To keep up with developments freelancers can now benefit from Ravensbourne's expertise and facilities, and polish-up their existing – and learn new – skills on the College's new Short Courses.

Part of the Enterprise and Innovation Centre, the Short Course Unit and Professional Development Programme offers a portfolio of courses covering camera, lighting and sound, presenting and interviewing techniques, production and budgeting, and editing on a range of platforms. The Unit is also developing courses on health & safety, and for other specialist skills (Polecam, Steadicam and Server Based Systems).

This Autumn the Unit will be running a series of Masterclasses offering advice, help and guidance from successful directors, producers and designers.

Later in the year it will launch a number of fashion related courses including pattern cutting, grading and promoting a collection.

A freelancer's career can be tough so the courses are scheduled to fit their demands – most are run at weekends and some evening events are planned.

www.ravensbourne.ac.uk/shortcourses

THE ACT

In summary:

- Applies to public authorities – which includes higher education institutions
- Gives the public the right to information
- Sets out some exemptions from this right
- Provides for the release of exempt information when it is in the 'public interest'
- Requires public authorities to produce 'publication schemes'

New rights for the public:

- To be informed in writing whether information is held
- To have the information if it exists – provided that it isn't exempt

IMPACT ON US

We must:

- Have a Publication Scheme
- Deal with individual requests for information

PUBLICATION SCHEME

What it is:

- A commitment to publish certain information
- A document setting out what categories (called 'classes') of information we will make available
 - How we will make the information available – printed or electronically
 - Whether we charge a fee for providing information (we do)

Why have a publication scheme?

- It promotes greater openness – with benefits for us, as well as the public
- It helps us prepare for individual requests for information
- The law says so

What do you need to know?

- That the scheme exists – you can find it in the intranet and the College website <http://intranet.rave.ac.uk/raview>
- Why it is necessary
- What it covers
- Who the scheme coordinator is – Mark Pybus, Records Officer

Our Publication Scheme

At the moment we're using a 'model' Publication Scheme. Its structure and contents have been agreed with the Information Commissioner for use by all higher education institutions.

However, some institutions have chosen to create their own publication schemes – which have to be approved individually. We're working towards our own scheme.

As it's on the web, eventually it should contain as many up-to-date documents as possible – so that people who want information can find it without having to ask for it – which would reduce the number of individual requests for information.

DEALING WITH REQUESTS FOR INFORMATION

What you need to know:

- How to recognise a request for information
- That we have a duty to provide advice and assistance
- What our procedure is for dealing with individual requests and who is responsible for this
- That it is a criminal offence to alter, deface, block, erase, destroy or conceal information to prevent disclosure

If you receive a request for information that mentions the Freedom of Information of Act you should always tell Mark Pybus, our Records Officer, immediately.

If you receive a request for information that doesn't mention Freedom of Information, but you think it may be sensitive, or you're not sure how to respond – consult the Records Officer.

This doesn't mean that every time someone telephones to ask for the address of the College that you pass them on to the Records Officer! Think common sense!

Valid requests for information:

- Must be in writing
- Must include the name and address of the applicant
- Must describe the information requested
- Applicants do not need to refer to the Act or state they are making a request for information
- Must be must be provided in the form requested (e.g. on paper or electronically)

You must respond to any request for any information within 20 working days – whether the applicant mentions Freedom of Information or not.

Exemptions:

- There are exemptions to the information that must be supplied. They fall into two categories:
 - Absolute exemptions
 - Qualified exemptions
- Qualified exemptions may be subject to something called the 'Public Interest Test'.
- There's more about this and exemptions in the Guidance for Staff in the intranet

"There is no exemption for embarrassment"
– Richard Thomas, Information Commissioner

What if they are not happy with our response?

- We are developing a complaints procedure
- If they are not happy with the outcome they can appeal to the Information Commissioner who could hold an Information Tribunal

MORE HELP

Our Publication Scheme is in both the College website and the intranet. Guidance for Staff is in the intranet.

Training in Freedom of Information is mandatory for all staff. Courses (morning and afternoon sessions) are on 27 March 2006. Contact Sarah Weekes, HR & Training Coordinator, to book your place.
☎ x 4927 ✉ s.weekes@rave.ac.uk

For help and guidance on freedom of information issues and enquiries: Mark Pybus, Records Officer ☎ x 8291 ✉ m.pybus@rave.ac.uk

Freedom of information: what it means to you

The Freedom of Information Act came into force in January this year. It has an impact on all staff. It should also be of interest to students and others – as information to which we may want access

is held by many public bodies. Here we provide a summary of what it is and what it means. For staff, there's further help if you need it – details at the end.

E – the future of learning

In an institution devoted to digital technology, and in an age where students are as likely to learn by ‘Googling’ as by reading text books, the move to a virtual learning environment is now upon us.

The College’s approach to e-learning is set out in its Learning and Teaching Strategy. It sees a blend of different methods for teaching and learning – some traditional, some new – including through a Virtual Learning Environment (VLE).

Stephen Bowman, Head of Student Information Services explained more: “By offering different methods of delivery we will give students a choice of how and where they obtain information and learn, which should help to encourage more to participate, and to improve their learning experience.”

Knowledge

The College has decided to adopt ‘Moodle’ as the platform for its VLE. The VLE will offer a series of learning and collaborative working areas to staff and students, where individuals and groups can exchange information and ideas in the pursuit of knowledge.

The VLE can also be used to deliver discrete ‘chunks’ of learning, which often follow a modular format, which can be completed (and sometimes assessed)

on-line. These are called ‘learning objects’. Some examples of learning objects are in the National Learning Network (NLN) website www.nln.ac.uk/materials/. These materials are typically in small chunks – to give plenty of flexibility – which take about 20-30 minutes to complete.

In order to help staff and students to learn how to use the VLE, the College has set up an E-learning Advisory Group, with staff from ICT, Support Services, and Academics. There has already been development work carried out on some courses, and it is hoped that

“The availability of materials electronically will also improve access to information for revision.”

there will be elements of e-delivery within a number of courses during the current academic year.

Access

Stephen Bowman, who is chair of the E-learning Advisory Group, summed up: “It is not intended that any course of study will move towards total e-delivery, but that many courses will find that there are aspects – perhaps in Contextual or Theoretical studies – that can be delivered in this way. “For example, preparatory materials, either in the form of course documentation or theoretical background, may also be made available in electronic form. In this way students may have access to the materials that they need both on and off-site. The availability of materials electronically will also improve access to information for revision.”



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

Examples of learning objects:
www.nln.ac.uk/materials/

Fast-track VLE in Action

“Visually-oriented students want a visual reward – pictures and galleries – and there’s a variety of ways of doing it online.”

Fourteen new fast-track fashion students will benefit from a pilot VLE masterminded by Fashion’s new Course Leader Paul Turner.

“In their first couple days at the College they have a project briefing,” Paul explained. “Then they’re out and about in London for three weeks of research. I thought this would be a perfect opportunity for them to have e-learning support: away from the College they’ll be able to talk to each other online and view information. This is what e-learning does perfectly.”

The advantage of a VLE is that students can access information and participate when and where they want,

for a period of their choice, and return to it as and when they wish – at home or from an internet café.

As Principal Lecturer at the London College of Fashion (LCF) Paul has considerable experience of VLEs, albeit with a different application – Blackboard not Moodle.

The starting point for a course VLE is usually a repository for documentation – handbooks, project briefs. Many courses don’t go beyond a library of documents. But, in Paul’s experience, a VLE can do much more. Pictures, biographies and contact details of course tutors and guest lecturers can be a next step. And for visually-oriented design students a VLE can be invaluable.



“Providing visual examples of designs can have its pitfalls – such as encouraging copying,” said Paul. “But it’s not a bad thing with the right checks.”

Paul posted examples of his students’ work in the previous VLE he created. This comprised their sketch books, development and presentation work, and rationales which achieved either Distinction, Merit or Pass levels. It also included marks sheets, gradings and tutors’ comments – with the students’ consent, of course. “They’re usually proud for their work to be shown,” said Paul. It helped other students to benchmark their own work.

Critiques

Familiar online tools can have a different use in a VLE – a chat room can become a live brainstorming session and discussion forums can be used for critiques: students could post a picture of a piece of their work and invite others to give their views. “Critiques can be traumatic in the classroom but less painful on-line,” said Paul. “Individuals may take more time to consider their views before expressing them. Online critiques are also more democratic – less likely to be dominated by the tutor, who needs to take a different role and develop different skills on-line.”

Forum

Paul has opened up a discussion forum in the VLE for the fast-track students on Graduate Fashion Week. And he’s put “some tasty things on the course home page.”

“I’ve done a better version in Moodle than I did at the LCF. Links are on the course home-page – sketchbooks and comments, Artyclopedia and Firstview Collection which reports on the latest fashion shows worldwide – we subscribe and we want students to use it. That means the VLE too!”

Anita & Michelle’s vintage success

If you’d like to rub shoulders with the likes of Eley Kishimoto, Julien Macdonald, Nicole Farhi, Tracey Boyd, the design team from Alexander McQueen and Vivienne Westwood, head down to the highly-popular bi-monthly Battersea Vintage Fashion, Accessories & Textiles Fair held at Battersea Arts Centre, Lavender Hill, SW11.



In only two years Battersea Vintage Fashion Fairs (BVFF), started by Anita Bott and Michelle Luk (Ravensbourne graduates of 2002), has gone from strength to strength. It already has a loyal following ranging from top fashion designers and stylists, to students and fashionistas in search of inspirational and unique one-off pieces. It’s also a favourite haunt for costume designers for stage, film and TV.

The Fairs attract stallholders from all over the UK, France, New York and Hungary, with stalls specialising in everything from vintage buttons and trimmings to 18th century costume des and 60’s high fashion.

Featured

In the short time they have been established BVFF has been voted number 16 in Vogue’s ‘Guide to the 100 Greatest Shops Off the Beaten Track’. They are regularly featured in fashion magazines, Time Out, and The Times ‘Knowledge’. Recently BVFF has had a great write-up in a new book ‘Essential Guide to London’s Retro Shops’.

Michelle and Anita’s joint-venture started with a trip to London. With Michelle’s knowledge of vintage dealers and Anita’s enthusiasm for starting something new, they stumbled upon a niche in the market and, despite a few competitors elsewhere in London, saw the demand for a new, high quality vintage fashion event. This was the perfect opportunity for the girls to put their complimentary skills to good use, and BVFF was born.

“Looking back it was a bit amateur at first,” said Anita, “We did everything ourselves – marketing, branding, printing, cold calling, approaching people in the trade and gradually word spread.

“We convinced 35 people to take a stand at our first fair and secured Babycham as an initial sponsor and the most recent – Sabai (‘a new sparkling rose wine drink’). Now we have 65 regular stalls and a waiting list.”

Team-work

And the secret of their success? Michelle explained: “We run our fairs in a professional way. Our motto is ‘treat people as you would like to be treated’. We work as a team with both stallholders and customers alike to create a successful fair – by not being complacent and always looking for new ways of improving our service.”

As a result of the success of BVFF, Anita & Michelle were approached by “Clothes Show Live” in 2004 to launch a vintage area at the vast NEC in Birmingham, to help introduce the next generation of would-be fashionistas to the world of vintage fashion.

The impact was so great that they have been asked to return for a second year with a larger area to be called ‘Battersea Vintage Fashion Fair presents the Vintage Village’. The show is for six days from 2-7 December 2006.

They are about to take a stand at “Clothes Show Live” 2005 for their second venture – an accessories label named ‘lukiluki’. Launched only last season they have already had several orders from Red Direct and have several stockists in London including Koh Samui, Labour of Love and Odie & Amanda.

Current Ravensbourne fashion students are also benefiting from Anita and Michelle’s contacts. For the last year, Anita has worked in the Fashion department organising and arranging second year fashion student’s work placements and has built up a new database for the College.

So, a tip for students who wish to follow in their entrepreneurial footsteps? Anita & Michelle agree: “The hard part of starting your own business is the amount of initial work needed in setting it up and having to do everything yourselves with little or no money. You need bags of energy, enthusiasm and a sense of fun – which is easier when it’s your own project. The most important factor is believing in yourself and – if at first you don’t succeed – try and try again!”

www.vintagefashionfairs.com

“There’s nothing better than seeing someone leave the fair with an original YSL handbag or Chanel cocktail dress.”





You know it makes sense!

The Government is soon to introduce wider restrictions on doing it in public places. It's a subject guaranteed to cause heated debate. Ravensbourne has a new policy on it. Here's what you need to know.

Why a policy?
 "Passive smoking – breathing other people's tobacco smoke – has been medically proven to cause lung cancer and heart disease in non-smokers, as well as many other illnesses, including asthma and migraine attacks," explained Doreen de Bellotte, Head of Human Resources.
 "Health and Safety legislation and regulations, and common law, place a duty on employers to provide a working environment that is safe and without risk to health.
 "The policy is not concerned with whether anyone smokes, but where they smoke, and the effect that this has on non-smokers," Doreen continued. "It seeks to guarantee all employees the right to work, and students to study and relax, in air free of tobacco smoke."

It was devised in full consultation and with the support of the Health & Safety Committee, all of those employees who are concerned with health and safety in the College, and the Student Union.

Who it applies to
 Everyone – full, part-time, fractional and sessional staff, students, temporary staff and visitors (they'll be told about the policy when they check into reception).

"At today's rate, a 20 a day smoker will spend £31,025 over the next 20 years!"

Further help and information
 • <http://intranet.rave.ac.uk/raview>
 • NHS helpline 0800 169 0 169
 • NHS web site: <http://www.givingupsmoking.co.uk/>

Our Winners!

Ravensbourne students achieved a number of prestigious awards in recent months. Here are 2 winners – congratulations to all!
 For a full list <http://intranet.rave.ac.uk/raview>



Simon's ceramic sofa

Simon Tanner (Interior Design and Environment Architectures) received first prize in a top competition run by the Royal Society for the encouragement of the Arts.
 The brief was to design a product which would take Ideal Standard – the company which produces bathroom fixtures and fittings – in a new direction.

Simon's chaise longue and chair are covered in ceramic 'scales' which create a tough and durable – yet comfortable – seat.



Fashion hat-trick

Students scooped three awards at this year's Graduate Fashion Week.
 Kelly Allen took the Textiles Award (pictured) and Tiffany Taylor won the Hearst Corporation Media & Design Award. Interior design student Atsu Nakamachi collaborated with the fashion team to win the Best Stand Award for the College, for the third consecutive year.

HE Academy: are you on course?

All FE staff are required to obtain a Post Graduate Certificate in Education (PGCE).

The College now requires that all full-time and fractional HE staff new to teaching also gain the PGCE as a condition of successful probation, or at least be able to demonstrate they are significantly progressing with their course.

FE staff must also complete a Lifelong Learning approved qualification and HE staff must now gain accreditation to the Higher Education Academy.

Staff who achieve a PGCE qualification which is accredited by the HE Academy can gain accreditation to the Academy through a simple application.

The College has set a target for all full-time and fractional staff working on HE courses to have gained the HE Academy accreditation – and to have paid their initial subscription – by December 2005.

It has also set the same target for all sessional staff who work on HE courses and who have a long term commitment to the College and regular employment each term.

Staff currently working on FE courses may wish to gain HE Academy accreditation if they believe their future career may include delivering HE courses.

A list of institutions running FENTO and Higher Education Academy approved qualifications is available <http://intranet.rave.ac.uk/raview>

...Nick is!

Nick Ford, Technical tutor, has just passed the first of a two-year part-time PGCE course at the University of Greenwich. We asked him what benefits he was gaining.

"People have qualifications in their subject area. But now you also need a knowledge and understanding of teaching – and the acknowledgement that you have the teaching skills," he explained.

"Technicians used to be in the background – in my case, mixing dyes and helping students. Tutors now work more in the studio and need technicians to work more directly with the students. So, the technical knowledge is now increasingly imparted to the students by the technicians – as opposed to by the tutors. By doing the PCGE I now have an understanding of teaching and it is recognised that I am passing on my knowledge."

Options

Nick (right) has chosen one of three options to gain his PGCE. The others are a one year full time course and a distance learning programme. Nick's part-time course comprises a half day per week at Greenwich, and he spends at least half of his weekend on his work and projects. He has found Ravensbourne very supportive in his studies and is very grateful for the support he has received from his colleagues and the fashion students.

His first year covered Professional Portfolio Practice – in his words "why you're doing a lesson, planning, timing, assessment and self evaluation". His second year will be more theoretical.

As Nick has a degree, when he successfully completes the course he will be PGCE – Post Graduate Certificate in Education. Those without a degree who successfully complete the course gain a CertEd – Certificate in Education.

There are a vast range of people on Nick's course from tutors in dentistry, to teachers of 16-20 year olds learning carpentry, photography, and in special needs and child care.

Benefits

Halfway through and Nick is already seeing the benefits. "It's building up my confidence," he said. "You are observed three times each year. To have someone from outside who is qualified in teaching is nerve-wracking, but I got very positive and helpful feedback."

"You also learn to observe. You have a course manual – some parts are a bit like a quiz book. One of the tasks was to observe three members of the teaching staff and to assess them. You observe if they have back-up notes, a guide – and you learn to watch other people, what they are doing, how and why. And you begin to observe the teaching environment – the layout of the room – and the students – how they learn."

He has also had to learn to be more disciplined. "I now write down formally what I'm doing, when and how".

"Plenty of people have knowledge but there is a skill in understanding the 'how and why' of teaching and the results you're trying to get from students. My newly-acquired knowledge is already being used. Apart from changing my outlook and improving my confidence, it's nice not being a technician in the background – but more to the fore – and acknowledged for it!"



The College intranet now has a search facility – which should make information a lot easier to find. But some people are getting confused between forums and wikis. And what is Moodle, again? Read on.

A **forum** is a great place to share ideas and insights, to discuss hot topics of interest and to inform the Ravensbourne Community about what's going on in your part of the College.

A **wiki** is a space for collaborative working: it is ideal for group projects. Post a draft

document and invite comments on it. Anyone in Ravensbourne can edit the wiki.

Moodle is a Virtual Learning Environment (VLE). It is a container for e-learning. Our VLE is just getting started, in time it will become full of rich learning materials. (see the e-learning feature on pages 8 and 9).

The intranet is only useful if the information it contains is easy to find – hence the

...get the most out of the intranet

introduction of the search facility – and kept accurate and up-to-date.

The principle underpinning our intranet is that departments take responsibility for uploading their own information and ensuring that it remains current.

To achieve this there's some software called **Contribute**. It's easy-to-use – if you can master basic Word you

can handle Contribute. And there's help on-line, or in the form of Remmert De Vroome, who can give you one-to-one training in less than an hour.

Remmert de Vroome:
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