

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



**Rosy Grehan**  
Head of Faculty of Design  
started 3 October.



**Barbara Howell**  
Head of Faculty of  
Communication Media  
started 12 September.

**Alex Hulse**  
Technician Tutor  
started 5 September.

**Sam Johnson**  
Associate Senior Lecturer  
– BA (Hons) Product  
& Furniture Design  
(maternity cover)  
started 1 September.

**Peter Pilgrim**  
Academic Project  
Manager – Fashion  
started 6 September.

**Steve Sirola**  
International Student  
Administrator  
started 12 September.

**Robert Chapman**  
Subject Leader – BA (Hons)  
Content Creation for  
Broadcasting and New Media  
started 1 September.

## Congratulations!

Staff achievements in the last three months.

**Freddie Gaffney**, Senior Lecturer Studio and Location, has obtained his PhD in Creative and Critical Writing (Screenwriting) through the University of East Anglia.

Freddie also achieved HE Academy Accreditation in October, along with:

- **David Crossman**, Sessional Lecturer
- **Michael Davidson**, Subject Leader for the Foundation Degree (Arts) Broadcast Operations and Production

• **Liz McQuiston**, Sessional Lecturer

**Sean Batkin**, Senior Lecturer Computer Visualisation and Animation, obtained his Post Graduate Certificate in Education (PGCE).

**First Aid at Work Certification:**  
Howard Austen and Paul Marchant (Broadcast Maintenance Engineers), and Nick Ford (Technician Tutor).

Sarah Weekes ☎ 4927  
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# PROFILE COMMITTEE

## The Academic Board

### Why we have it

Ravensbourne College is a higher education corporation (HEC). It operates under the terms of the Education Reform Act 1988 and the Further and Higher Education Act 1992.

In common with all such institutions, we are required to have a Board of Governors and an Academic Board. The terms of reference for these bodies are set out in the College's constitution – known as the Articles of Government – which are approved by the Privy Council.

The Board of Governors is the executive branch of the College's governance system. It is responsible for:

- overseeing all the College's activities
- determining its future direction
- appointing the Director
- and fostering an environment in which the institutional mission is achieved.

A majority of members of the Board of Governors are external to – and independent of – the College.

### What it does

The Academic Board is the premier academic and deliberative committee within the College's governance structure.

Subject to the overall responsibility of the Board of Governors and the Director, Academic Board has oversight of the academic affairs of the College. It deals with:

- academic policy – including admissions criteria
- academic standards
- curriculum content
- learning and teaching policy
- and assessment policy and regulations.

It is responsible for the quality of the College's courses, including matters relating to their validation by external bodies (for instance by the University of Sussex). Subject to the requirements of these validating bodies, Academic Board is ultimately responsible for awards made at the College.

Academic Board has a number of sub committees (e.g. Faculty Committees, Learning and Teaching Review Committee and Quality Development Committee). In practice, much of the detailed consideration and development of policy will take place in these sub committees before ultimate approval at Academic Board.

### Who's on it

Unlike the Board of Governors, Academic Board draws its membership entirely from the staff and the students of the College although – from time to time – it may invite an external participant to take part in its' deliberations.

Academic Board is chaired by the Director. The membership of Academic Board is prescribed in the Articles which require that most members of Management Committee and heads of function in the College are ex-officio members of Academic Board (i.e. by virtue of their post).

There is provision for up to four permanent academic staff to be members of Academic Board and for representation from the Student Union. This is to ensure that the views of teaching staff and students are adequately represented in the Board's deliberations.

The Director can co-opt one or two staff members to ensure that particular functions or groups within the College are represented on the Board. However, the Articles prescribe that 'ex-officio' members must be in the majority so that there are no 'log jams' in the business of the Board.

The Head of Quality acts as Secretary of Academic Board and the Quality Team provides academic administration for the Board and its sub committees.

From this term, minutes and papers for the Board will be available on the Quality pages of the intranet.

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

John O'Boyle, Head of Quality

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Academic Board oversees the academic affairs of the College and is responsible for the quality of the courses.



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

# Raview

12.05

## Touching Gold!

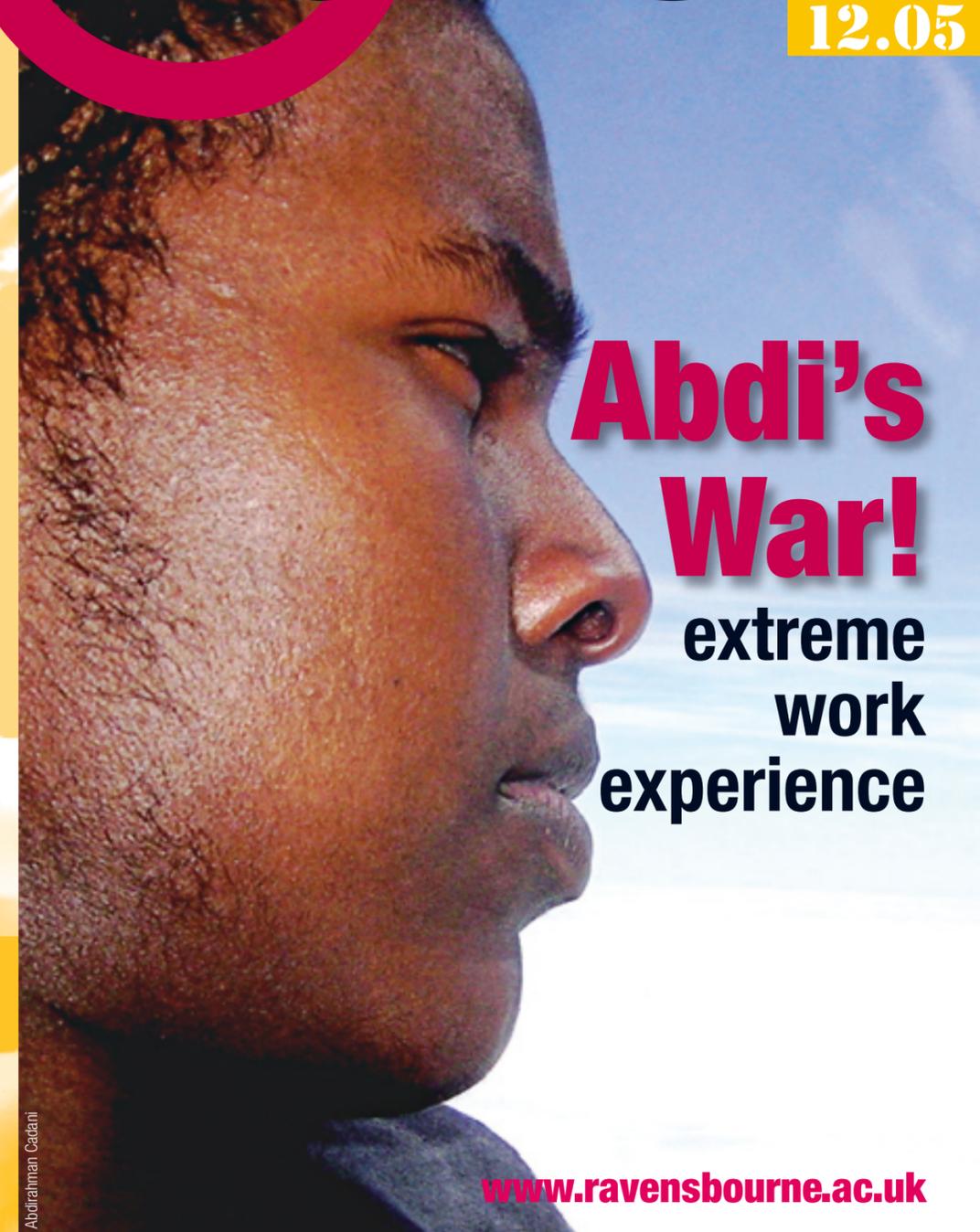
BA (Hons) Moving Image Design students have scooped two of the three prestigious Promax Awards – for the third year in succession.

Level 2 students Chris Ennis, Peter Hodsmen and Matthias Peters received the Flextech TV award for on-air promotion, Kevin Blanc the Hallmark Channel sponsored prize for marketing and advertising. The Course itself was highly commended for excellence.

Students and lecturers attended the glittering Awards ceremony, hosted by Graham Norton, at Park Lane's Grosvenor House Hotel in November. They were presented with statuettes – known as the Promax UK Gold Muse.

Promax is an international organisation. The UK Student Awards are designed to help students to enter into television promotion, marketing and branding – both through recognition of their achievements and through offering them work experience in the industry sector.

More on page 10.



**Abdi's War!**  
extreme work experience

[www.ravensbourne.ac.uk](http://www.ravensbourne.ac.uk)

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Plans to move the College to a new state-of-the-art building on the Greenwich Peninsula are still going ahead despite a set-back when planning permission to build houses on the College's current site was rejected by Bromley Council.

An appeal against the decision has been lodged and, according to advisors, should be successful – although the process could take up to a year.

The current timetable is for the College to be operational on the new site in the academic year 2008-9.

The College needs to sell the current campus to raise part of the finance for the new building on the site adjacent to the Millennium Dome.

Contracts to sell the current site to developers Taylor Woodrow were exchanged earlier this year. Following protests from local residents, and requests from Councillors, the developers reduced the number of homes it originally planned – but the Council still rejected the proposal.

# Still moving



Foreign Office Architects

Julian Woolfson, Chairman of the Board of Governors said: "We and Taylor Woodrow believe that we have a very strong case for an appeal and that we are likely to win it."

The appeal will be considered by the Office of the Deputy Prime Minister which has already expressed its support for the College's move to the Greenwich site.

## New financial help for students

The grants and loans system for tuition fees and for maintenance will change for students who enrol from September 2006.



Kevin Blanc

From September 2006 students can benefit from a range of Ravensbourne bursaries

The College will be offering eligible students additional financial support in the form of a range of bursaries. Many of these support the College's objectives for widening participation. The bursaries include help:

- with tuition fees
- for talented and gifted students
- with study aids and travel costs

- and special awards by the College's Governors.

There will be a bursary to help with tuition fees. Fee remission of £300 will automatically be given to students who qualify for a full local education authority maintenance grant (of £2,700) and are taking an undergraduate course with fees of £3,000.

These students will also be eligible for a 25% discount on laptops purchased through the College.

As part of our commitment to attract students who may not normally consider entering higher education, there's

a bursary for students from partnership schools in the 'Thames Gateway'.

They will be entitled to a bursary from a £20,000 fund, and could receive up to £300 a year.

Up to 70 students who are considered to be Talented and Gifted will benefit from a fund totalling £40,000. Successful undergraduate students will receive up to £500 a year, and postgraduates up to £1,000 as a one-off payment.

Governors' Awards are one-off payments of up to £500 to enable an opportunity for work experience in industry at home or abroad.

In anticipation of the College's planned relocation, there's a bursary which pays travel costs by public transport for new students from the Greenwich area to our current campus.

Guidance for staff on fees and bursaries can be found in the intranet.

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

[www.dfes.gov.uk/studentsupport/](http://www.dfes.gov.uk/studentsupport/)

## Everyone's a winner

**RaveMedia, the College's media production operation, has completed location shooting of its first outside commission – and given students the opportunity to gain professional experience and earn some money**

The Sharpshooters Yeomanry Association is an army veterans' organisation. They commissioned RaveMedia to produce a documentary on a famous tank battle between British and German forces, which took place in France a week after the D-Day landings in 1944, and in which many of their soldiers were involved. It was shot using the only HDV camera in the College, and will

be distributed as a DVD to the Association's members and through other outlets.

Hilary Chadwick, who directed the documentary for RaveMedia, explained: "We did several days shooting in Normandy and at the Tank Museum in Dorset. Students and recent graduates from Broadcast took on the roles of camera operator, lighting electrician and sound recordist (pictures below). It gave them the opportunity to work on a professional production, with a real brief to meet, and a high degree of skill and responsibility required.

"In addition to gaining experience and earning money, the students will be able to add a high quality production to their CVs and show reels. It's good for our clients too, as they get a professional, value-for-money production. We intend to get more commissions, and hope to build a pool of students and recent graduates to work on them."

Daniel Taylor



## Stephen Bowman New voice on Board

Stephen Bowman, Head of Student Information Services has joined the Board as one of the three staff Governors.

He replaces Sharon Hocking (Head of Student Services) – who resigned as non-teaching Governor, and joins Bill Schaaf (Senior Lecturer Digital Media) – one of the two Academic Governors. The other Academic Governor position is vacant following Ethan Ames' (Associate Senior Lecturer for Moving Image) resignation, and will be filled shortly.

The purpose of staff Governors is to ensure that academic and non-academic staff have a voice on the Board. The co-presidents of the Students' Union also sit on the Board.

Stephen Bowman said: "I am delighted to have been nominated and accepted for the role of Non-Academic Staff Governor. I have been involved in Further and Higher Education for 14 years in both academic and non-academic roles, and look forward to contributing to the future of the College as a member of its Governing Body."

## Denise Harker

**Denise Harker has been a Governor since July 2003. She is Chair of the College's Commercial Development and Enterprise Committee. We asked her about the Committee – and herself.**

### What does the Committee do?

The Committee was established in Autumn 2004 to set the strategic direction for the development of the commercial side of the College, and to support the work of the Enterprise and Innovation Centre.

Like other Higher Education institutions we need to generate additional streams of funding from commercial developments – such as Shortcourses and RaveMedia. It is also an objective to develop strategic partnerships to exploit joint initiatives.

The Committee's role is to look at commercial opportunities for the College: make better use of our assets and exploit commercially our wealth of talent, equipment and facilities.

### What qualifications do the Committee's Members have?

The people on the Committee have wide experience in the commercial world – computer games, the BBC, and independent production. My background is finance and general management in independent television.

### And your role as Chair?

To provide an overview of the commercial strategy, review and monitor performance against the objectives. Ensure we gain a balanced contribution from all the Members of the Committee.

### Has your background enabled you to bring a particular perspective to the College?

Having worked in commercial companies as an accountant and as a managing director I can apply the disciplines and experience to the ambitions and objectives at Ravensbourne. That is – to be a commercial operation as well as an educational institution.

### How did you get involved with Ravensbourne?

Many Ravensbourne students came for work experience to London News

Network (LNN) and I recruited many to work in our news and transmission operations.

I had a very high regard for the work of the College – the quality of the students was exceptional. I wanted some help to put together some courses at LNN, asked Ravensbourne to help – and Robin Baker asked if I'd like to become a Governor!

### What do you get out of your involvement with Ravensbourne?

It's a fascinating time in the College's history: it's going through a major transformation. The public sector has to become more commercial and efficient, with a greater emphasis on governance, so it's a really interesting time in which to be involved.

### And the College's future?

It'll be a Ravensbourne that preserves all the good things from the past and the present – the culture, the reputation, the standard of student work, and levels of achievement, and brings in the new things to which we aspire: new premises, new aspects to the business, new partners and new alliances.

Denise Harker is a trained accountant. She has 20 years experience in television production and facilities. For six years to 2004 she was Managing Director of London News Network Ltd. She was previously Financial Controller for TVS Television Ltd, prior to which she held various senior accounting positions with Reed International Plc.

Denise is currently Non Executive Director and Chair of the Audit Committee of the Met Office.



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](mailto:m.keep@rave.ac.uk) 020 8289 4808 Picture editor: Lisa Connolly [l.connolly@rave.ac.uk](mailto:l.connolly@rave.ac.uk)

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- Icons:
- e-mail address
  - web address
  - telephone number
  - intranet address

# Student surveys - mostly positive: some areas for improvement

The results of two student surveys have been published. The first, annual National Student Survey (NSS) gathered feedback from final year undergraduates on the quality of their courses. The information is intended to help future students in their choice of course, university or college, and contribute to public accountability.

The annual Ravensbourne Course Experience Questionnaire surveys aspects of both our courses and the College.

The results of the Ravensbourne Questionnaire for 2004/5 were, for the most part, positive. 84% of respondents "would recommend their course to others" and 85% thought the quality of teaching was high.

However, there were areas that did not rate so highly: only 58% could agree that they "received prompt feedback on their assessed work."

The results are being considered by course committees, and course leaders will be addressing areas that received a low satisfaction rate.

At first glance, the NSS results appeared less positive than those from the College's own survey. This is – in part – due to NSS's use of a five point

scale rather than a four point scale – as favoured by the College. However, there were correlations between the results nationally and internally.

The College scored 3.7 (on a 1 to 5 scale) on the question dealing with the overall quality of the course. This is equivalent to a 70% satisfaction rating.

However, when the students in the neutral central point are factored in, the percentage who expressed no dissatisfaction with their course is over 84% – similar to the result of the College's survey.

The most disappointing aspects of the NSS results were to do with "course management and organisation." Only 46% of the respondents from Ravensbourne said that they were satisfied or very satisfied with this aspect of their experience.

This reinforces the view that students must be given clear accurate information about how their course will be delivered and assessed so that they can plan their work.

The College's results are broadly similar to those of all other institutions in the category classified by the NSS as 'Art and Design'. This area fared badly compared with other subject areas – as did London universities in general.

However, the national results showed that British students in higher education are largely satisfied with their experience as no university subject was given an overall satisfaction rating of less than 74%.

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

NSS results: [www.tqi.ac.uk](http://www.tqi.ac.uk)

## Giving the union back to the students

"Last year's Presidents John Adams and James Newton created a solid basis for the Students' Union with a strong management structure," explained Adam Sparrow, this year's co-president with Robert Cranham.

"As a result Rob and I can take it forward, try to behave like a union, and bring students together from all the different courses."

The first innovation is full union meetings twice a term, with all course reps – but to which all students are welcome to observe.

"A lot of information in the College is passed by word-of-mouth," continued Adam. "The full union meetings are open forums to try to resolve issues and discrepancies face to face."

A case in point was from the first meeting in November when Director of Finance,

**"We want to provide more of a service"**

Genevieve Cowcher, was invited to address the alleged closure of the College shop.

"Her presentation went down really well," said Adam. "People came to the meeting, spoke freely, and had their questions answered. Reps gained enough understanding and information on the shop issue to be able to communicate effectively with students on their courses. This can prevent unnecessary distress and eliminate any distraction that may affect important college work."

Students sit on the Board of Governors and Committees. Adam and Rob feel that the skills they gain on these formal bodies can be transferred into the Students' Union.

They want to give the social arena back to students too. "Ask them what they want and provide it," continued Adam. "People underestimate the importance of social life at college. It's our responsibility to provide adequate social and recreation time – and it will reflect positively in students' academic performance."

And the key to giving the union back to the students? "Unity and communication!" concluded Adam.



Renaissance Academy and Ravensbourne students celebrated a successful week.

## Made in Japan – and Chislehurst

The College further strengthened its international relations when it welcomed two delegations of students from Japan in November.

40 students from the Machida Design College, Tokyo, attended a special lecture on product design by Bill Schaaf (Senior Lecturer Digital Media, pictured below, right) as part of their study trip to look at trends in European design, which took in Paris, Berlin and London.

Following a successful visit last year, 22 graphic design students from the Renaissance Academy in Hamamatsu (located between Tokyo and Kyoto) spent a week in the College. They worked on projects and attended lectures and tutorials.

Our level two BA (Hons) Graphic Design students were given the opportunity to enter a competition organised by the Academy and sponsored by a Japanese mobile

phone company. The winner, to be announced in January, will receive an all-expenses-paid trip to Japan for a work placement with the company.

[www.mdc.ac.jp](http://www.mdc.ac.jp)

[www.rad.ac.jp](http://www.rad.ac.jp)



## Attracting our future customers

The number of prospective students and parents visiting our Open Days has been increasing year-on-year by up to 20%.

**Next Open Days are Tuesdays:  
7 February, 14 February, 7 March.**

This year there are noticeably more parents visiting – probably because of the changes in the fees and maintenance arrangements from September 2006.

The hour visitors spend in individual departments are the Courses' opportunity to market themselves to their future customers with presentations, displays and videos.

The Fashion Department takes the opportunity to showcase work to prospective students.

Faculty success

All four courses which were considered for revalidation by the University of Sussex at the end of November successfully completed the process.

They were from the Faculty of Design: BA (Hons) Fashion (womenswear, or menswear, or textiles, or promotion), BA (Hons) Interaction Design, BA (Hons) Interior Design Environment Architectures, and BA (Hons) Product and Furniture Design.

The University awards our undergraduate and postgraduate degrees. Without their validation the College would not be able to offer the degrees.

Revalidation of courses takes place every five years. It is a lengthy and complex process, which involves numerous academic and Faculty staff, and the Quality Team.

Ten courses from the Faculty of Communication Media are due for revalidation early in 2006. The internal validations are in progress.

Achievement of revalidation is an objective in the College's Corporate Plan 2005/6.

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



**"The full union meetings are open forums to try to resolve issues and discrepancies face to face."**

# Work Experience = employable students

Work experience is core to Ravensbourne's commitment to the development of students' employability skills and prospects. Over 300 placements were arranged during 2004-5. In the first of a series we look at work experience from a student's perspective.

"It prepares students for the transition from education to employment," explained Helen Gleaves, Enterprise Support Manager.

"It enhances their knowledge, practical skills and experience of the workplace and improves their long-term career prospects."

Students are supported throughout the process and have access to a specialist team and resources. This includes a programme of workshops to prepare them before placement.

"Staff also support host organisations and are in close contact with them from initial contact through to the completion of the placement," continued Helen.

The length of placements varies but it is typically between two and six weeks. Generally placements are not paid, although some organisations pay travel costs. The majority take place during vacations.

Work experience also helps the College to establish links with a wide range of

"It prepares students for the transition from education to employment"

# Abdi's war



Abdirahman Cadani

"It was life experience as much as work experience."

The thirst for first-hand, live media coverage in a theatre of war has placed new pressures on military personnel.

Since 2003 Ravensbourne students have provided invaluable help to the Royal Navy by giving front-line personnel experience in dealing with the media during conflicts – and learning a thing or two themselves.

Abdi Cadani (pictured left) is already a veteran of two 'tours of duty'.

Three times a year Ravensbourne broadcasting students participate in two-week mock conflicts at sea, which involve the Royal Navy, the RAF and forces from other European countries.

Ravensbourne fields camera-people, sound recordists, editors, with College equipment. They join students from other colleges who perform the roles of press journalists and TV reporters.

Abdi's first tour – in Scotland – was in May this year with the exercise 'Neptune Warrior'.

"I spent my first two days on a huge Dutch auxiliary ship," he explained, "one of three camera-people from Ravensbourne – all classed as 'Embedded Journalists'. Then I was sent by helicopter or speed-boat to cover stories on other ships – U.S., German, Lithuanian."

### Scenario

The scenario – spelt-out in a 56-page document – was a war at sea, between imaginary countries, battling over oilfields. The first week of the operation was the build-up, the second – war itself.

"It was amazing – I loved it. I'd never been on a helicopter before – it was like being in a film – flying over hills in Scotland into the sunset!"

Abdi was due to end his tour of duty after the first week. But, somehow, he missed his train home, returned to

the operation's HQ, and persuaded the organisers to keep him on for another week.

"I was then based in the newsroom as an editor," he continued. "All the material shot at sea came back there; I had to put the news stories together."

"The experience made my world bigger – there's so much out there I could do. I could work in different areas – such as a cameraman, editor, or operations. It also made me feel insignificant and very small when I saw the size of the ships and the number of people involved."

After his experiences he decided to create a DVD of all the news stories he'd compiled during his second week – it's now used for promotion by the Navy – and they invited him for his second tour of duty in October – two weeks in Sardinia. This time on a NATO exercise called 'Loyal Mariner – destined glory.'

"It was the biggest sea exercise ever done by NATO, with the largest gathering of ships since the Second World War," Abdi said.

His first week was on dry land – editing again in the newsroom. "The scenario was similar

to the previous exercise. It was felt that it was important for the people at sea to see how the story of impending war was building in the media, so – this time – we had to produce daily bulletins on the build-up to war."

The logistics for obtaining the material was more challenging as the ships from the different navies used different systems, and some needed to be persuaded to provide 'media access'. "We had a real battle to get access and stories," said Abdi. True-life scenarios indeed.

His second week was on the command ship – USS Whitney – as cameraman and editor, with two other Ravensbourne students.

### Debate

"I spent the first day working out how to convert from NTSC to PAL," he said. "Then I worked on producing a daily news bulletin. This involved very senior NATO people on the ship. A lot had served in Iraq. I was against the war and we had big debates with the crew. What came across was that they considered that they were doing their job – even if they didn't necessarily agree with what they had to do."

"I got to understand that, as an embedded journalist, you depend on the military personnel for your food and safety, but – however friendly you might get – you, like them, have to remain objective and do your job."

"When I started at Ravensbourne I dreamt of going to other countries – I never thought I'd get the opportunity, and certainly not like that! It was an eye-opener: I never thought I'd get to do and see the things I did. I'd encourage anyone to do it."

More work experiences in the next issue of Review.

### Enterprise and Employability Unit

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# PROFILE BEING CREATIVE

## A sponge for inspiration



animation software in the same year in which I was doing my final work," she said.

"But, having done that, I was able to get my first job at Flextech. They were keen that I did both. So, I worked on everything from huge print campaigns for the launch of Livingtv – covering everything from billboards, bus sides and tube posters – to on-air idents for Trouble, and promo and sponsorship graphics across the five Flextech channels."

**BDA (formerly Bruce Dunlop and Associates) provides promotion and design services to broadcasters and advertisers worldwide. All elements of their campaigns – covering everything from strategy and concept, through directing and design, to post production – are worked on in-house.**

Soon after graduating (in 2003) Emma and her boyfriend went to the Philippines with a charity that helps children at risk, called Themba Facilitate. "The charity uses art therapy in an extremely healing way with children in prisons, hospitals, street shelters and areas of extreme poverty," explained Emma. They created a short documentary for the charity.

Formed only five years ago, BDA now employs over 100 people in offices in London, Munich, Singapore and Sydney. Emma Hopkins, Ravensbourne graduate, is one of them.

The project reflects Emma's view of her College experience. "The best thing I took away from my time at Ravensbourne was the encouragement to be interested in the world."

"We offer a one-stop service in TV channel branding, broadcast design, commercials, sponsorship and promotions," Emma explained.

"It was a great place to learn with a view to stepping straight into industry. I meet many people from other courses who just don't get the same vocational grounding. I learnt that you can do anything you put your mind to."

"I work across print and motion graphics as I studied visual communication – the print design course – for two years at Ravensbourne and then, in my final year, I moved on to the BA (Hons) Moving Image Design course."

"I am always discovering new things I'd like to try. I'm keen to learn more about photography, to illustrate more and to try anything from textiles, magazine and book design, to stop-frame animation and exhibition design."

"Every area of design feeds off each other and – as a designer – I want to remain a sponge for inspiration."

Seven months into her job, Emma is working on promo graphics, branding, internal promotion and marketing material for high profile clients which include Hallmark, Buena Vista International, Granada, Real Estate TV, Channel Five and Barclays.

Her talents in both print and moving image design were recognised in her first job.

"It was a big thing to learn

[www.brucedunlop.com](http://www.brucedunlop.com)



The Hallmark Channel's fiction to film season.

## E – More courses e-learn

The College has chosen Moodle as its Virtual Learning Environment (VLE) or ‘classroom on the net’. This is part of the move to embrace electronically-based learning (e-learning) to diversify the delivery of units and courses.

Moodle is designed to promote collaborative working, with users being able to share ideas and information via built-in Wikis, forums and chat rooms. This can be seen in the on-line Fashion Illustration Project, where students can submit ideas on past and present illustrators’ work, and are then able to view each others’ submissions. This stimulates students’ ideas and encourages quality work because students can compare and contrast submissions.

“This gives students a comprehensive preparation to come armed with well considered ideas for their face-to-face drawing class and with prep drawings to work up into finished illustrations,” said Paul Turner, E-Champion and tutor, Fashion Illustration Project.

“For me it means I can confidently deal with groups of 50 students in a drawing class, knowing I have set up the framework beforehand to keep each of them on track,” continued Paul.

“The students tell me that they enjoy this way of researching and collaborating on-line and say that it helps them think more carefully about their personal goals for the drawing class.”

Students in BA (Hons) Product and Furniture Design have also been using supporting material and forums on the VLE as they work on their Advanced Research Unit. “In our e-module, students exchanged ideas and posted questions to each other and to lecturers via forums,” said Ruth Catlow, Senior lecturer, digital media.

“The forums and a collaboratively created FAQ’s page provided a useful way for lecturers and other relevant staff to identify and respond to common problems specific to students’ stages of learning.”

Visually, on-line materials on Moodle can prove more stimulating than black-on-white text because of layout, colour and the inclusion of relevant photos and images.

David Crossman, E-learning Champion in Communication Media explained: “I think the use of pictures and animated GIFs on the BOP1 and the Studio Elective e-modules begins to add style and interest, and helps students find what they are looking for more easily”.

You can read and comment about the VLE, e-learning materials, Moodle and training in the forums.

“This gives students a comprehensive preparation to come armed with well considered ideas for their face-to-face drawing class”

### For VLE and e-learning training:

Jeanette Johansson-Young (e-learning/RBL) – [j.johansson-young@rave.ac.uk](mailto:j.johansson-young@rave.ac.uk)

Roger Rees (pedagogy) – [r.rees@rave.ac.uk](mailto:r.rees@rave.ac.uk)

Remmert de Vroome (Moodle users’ practical course) – [remmert.de\\_vroome@rave.ac.uk](mailto:remmert.de_vroome@rave.ac.uk)

- or see your faculty head.

## Recording the students’ journey



“There are a number of aspects to record keeping,” explained Richard. “We need to keep students’ addresses up-to-date, which course they’re on – some switch – and the level, what assessments they’ve taken, and their grades.”

The records are maintained through the whole of the student’s journey through the College – and beyond.

“We have to keep a permanent record of their award,” Anne continued. “And a transcript of their academic achievements.”

Providing students with, and keeping a permanent record of, the transcript of their academic achievements is a new requirement. “The transcript identifies how their qualification fits into the whole framework of awards in the UK and also in the European Community,” explained Anne.

**The Registry is crucially involved in recording and administering every student’s journey – from their application to way beyond their time with the College. And they’re responsible for some other important activities too.....**

“We cover five main areas,” explained Renate Divers, Head of Registry. “Four of them reflect the students’ journey through the College – admissions, enrolment, student records and assessment. The fifth is associated with the previous four – submitting statistical returns to various Government agencies.”

### Admission

Penny Vian, Gwen King and Steve Sirola process all of the applications made by prospective students. Steve has specific responsibility for international students.

“We sort the applications and pass them to the appropriate Admissions Tutor for each course,” said Penny. “The Tutor decides who to invite for interview, and then we administer the process.”

### Enrolment

Students who are accepted on to a course enrol annually in late September/early October. This is a big event and involves colleagues in addition to the Registry team – not least from MIS, ICT and Finance.

Existing students have to re-enrol. All students must provide proof of identity and qualifications, pay – or give proof of payment of – their fees, and fill in a form.

“The form becomes the basis of their future records,” said Renate. The next stage in Registry’s involvement in the student journey.

### Records

Anne Pascall and Richard Reed are responsible for student records, although everyone in the Team will contribute in some way.

### Assessment

Registry collates students’ marks and presents them to the annual Examination Board, made up of internal and external examiners. “The decisions on whether students should progress to the next level, or – at the end of their course – whether they should be awarded a degree or diploma, are made by the Board according to the College’s regulations,” stressed Renate, “not by the Registry team!”

The Team does, however, administer and service the Examinations Board’s meetings, communicates their decisions to the University of Sussex (our validating body) – who supply the certificates, and to students, and sends out the awards. “This year,” revealed Renate, “we’ll be issuing Pass Lists.”

### Returns

Like all Higher Education institutions the College has to submit a number of statistical returns to various Government agencies. “This ranges from statistics on students’ gender, ethnicity, and age to the courses they’re taking,” explained Vicky Tross. The information is drawn from those all-important student records.

And one final thing. With the changes in the fees and maintenance arrangements from next September, the Registry will also be administering the new Ravensbourne Bursaries (see page 2). Busy people!

## Stepping up to a diverse community



During the summer 275 students, aged 15 -17, from local schools and colleges took part in Summer Challenge. This was a series of taster days designed to introduce them to life in higher education. Activities ranged from life drawing, through fashion design to making a TV show.

The College is stepping up its commitment to encourage students from backgrounds and locations who do not traditionally come into higher education – often referred to as ‘widening participation’.

“The creative and cultural arts do not currently attract a sufficiently diverse cross-section of students,” explained Rosy Crehan, the new Head of the Faculty of Design, who also has responsibility for widening participation at Ravensbourne.

“We have made an excellent start in recent years in encouraging a more diverse body of students into the College, including through the work of the Diversity team under Nicky Pickett,” continued Rosy. “We are now going to build on these foundations.”

“We’ve become a member of the National Arts Learning Network (NALN) which brings together many of the country’s leading higher education institutions in the arts. Our aim is to increase the diversity of students on our programmes. To do this we have put together a development plan to 2009 which plots our course. Each institution in the Network will appoint a Progression Manager to steer it.”

The strategy will be approached in a variety of ways – defined in detail in the Development Plan. For example, each higher

education institution in the Network will work with partner further education colleges to develop formal routes so that more students studying on vocational courses progress into higher education.

As Rosy explained it: “These routes will be like ‘ladders’, where students from under-represented groups can gain qualifications and the confidence which will allow them to gradually ‘step up’ to higher education.”

The NALN initiative is funded by the Higher Education Funding Council for England (HEFCE). It includes the costs of the new post – the Progression Manager – at each of the member institutions. To ensure consistency, all Progression Managers will have the same job description and will benefit from common development and sharing good practice across the network.

They will be responsible for the delivery of the aims and objectives of the NALN within their institutions, will forge relationships, and spearhead initiatives and activities.

“Meanwhile,” said Rosy, “we already have some strong relationships with partner schools through the work of the Diversity Unit. We are now in the process of identifying the partner further education colleges – some of which we will work with under the initiative.”

And, Rosy added: “The College’s Diversity Committee



Year 10 students are encouraged to look at how product packaging is designed and then come up with a new design for shampoo. The Diversity team visits All Saints School, Hayes, Kent, once a week to run the project; students follow-up with a visit to Ravensbourne.

has a new Chair – Trevor Gordon – who is also on the Board of Governors, ensuring that the College’s commitment to widening participation and diversity issues maintains a strong presence at the highest level.”

National Arts Learning Network (NALN)

[www.arts.ac.uk.naln/htm](http://www.arts.ac.uk.naln/htm)

Pictures and summaries of more projects run by the Diversity team:

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

# Coughs, sneezes... and worse

**It's the season for colds and flu, slippery pavements – and possibly the odd headache following a festive celebration.**

If you're a member of staff, here's what to do if you're sick – or suffer an injury – and can't make it into work (at any time during the year).

### What to do

Phone the Human Resources team on the first day – before 10.00am. (The number's at the bottom of this page).

If you're off for more than a day, let the Human Resources team know how you're doing – and let them have an idea of when you may be back at work.

If you can't phone – ask a friend or relative to call for you.

### Off work – less than seven days

If you're off work for less than seven calendar days you'll be given a self-certification form when you come back. (If, by some chance, you don't get one – ask Human Resources for a copy – or follow the intranet link below).

### You must:

- complete the form
- sign it yourself
- get your line manager to sign it
- give it to the Human Resources team.

If you don't – you may not get your sick pay.

### Off work – more than seven days

If you're off work for more than seven calendar days you must send a doctor's certificate to Human Resources.

### If your doctor signs you off work for a longer period, you must continue to:

- send in doctor's certificates to cover the whole time
- regularly let the Human Resources team know how you're progressing and the date you're likely to come back to work.

### Whilst you're sick

#### The College may:

- contact you whilst you're off work to see how you're doing
  - arrange to visit you (at a convenient time and place)
- and could ask you to:
- be examined by its medical advisor
  - give permission to your doctor to share information about your condition with its medical advisor (or provide a report)
  - provide medical evidence of your condition.

### When you come back to work

It's your responsibility to let the Human Resources team know that you're back at work. This is so that your sickness record can be maintained accurately. If you don't, you might lose pay.

### This is a brief summary of the College's Sickness and Absence Policy. You can find the Policy in the College intranet. It also has information about:

- the payment of sick pay
- what to do if you're claiming DSS benefits
- how sickness or injury can affect your paid holiday entitlement

and a copy of the self-certification form.

Human Resources: 020 8289 4943

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

ICT installed new photocopiers and printers throughout the College at the start of term.

The ICT Helpdesk pages on the intranet have some useful guides which you can read and download. Already posted are guides on:

- Scanning to email
- Finisher options
- Wide format printing
- Help with troubleshooting.

More will follow.

There's a very useful map showing where all the supported machines are across the College – photocopiers, printers and wide format printers.

You can find what machines are available for each function. For each printer you can find where it is, what it does (and what it doesn't do), and what you can use it for.

There are also tips on advanced features – including the special functions which some of them offer beyond basic printing.

For example on some machines you can scan and email documents – so you can cut

# ...get the most from the new printers

down on paperwork, and produce 'finished' documents – such as stapled, colour booklets

Feedback is welcome: join the forums in the intranet to post your comments and suggestions.

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

<http://forums.rave.ac.uk>

## OUR WINNERS

### Touching Gold!

...from the front page

Promax set the challenge to students across the UK to market, promote or design either a new cross-channel celebrity reality game-show, or create an original programme idea to market and promote. Chris, Matthias and Peter chose the first option, Kevin the second.

Matthias said: "If we decide to enter television as a career this award obviously tells potential employers that we have a good understanding of what is required of us."

For Kevin "the award was just one part; the other was the event, meeting people, the experience of the conference, and the award night."

The winners share prize money totalling £2,000, and receive up to twelve weeks' work experience with the sponsoring companies between them. They were joined at the ceremony by Moving Image Design Subject Leader Liz Friedman and Associate Senior Lecturer for Moving Image Ethan Ames, who received a cheque for the course for £500.

Simply Photography



Kevin Blanc



Simply Photography



## Watching me,

Peer observation provides academic staff with constructive feedback to improve their teaching skills.

Ernest Grainger of the Quality Team which runs the scheme, explained: "Essentially, one academic colleague observes a teaching session by another colleague. The observer and the person being observed then discuss the session, and the observer provides their view of what went well, the aspects of teaching which could be improved further – and how."

About half the College's permanent teaching staff was observed in the last academic year.

While the scheme assures the College and students that teaching is of an appropriate quality, the process has a number of advantages for the individuals involved.

Michael Davidson is Subject Leader for the Foundation Degree (Arts) Broadcast Operations and Production programme. A former producer with the BBC, C4 and Carlton, he has been at the College full time since 2001.

"I find observing as useful as receiving feedback from being observed," he said. "By observing you can learn from other tutors – different approaches, ways to improve – for example in how to deal with disruptive students. And tips on pitfalls to avoid!"

Most who are observed are surprised by the positive feedback which they receive on their teaching. "This provides them with confidence and reassurance that their teaching methods are appropriate," said Ernest. "And they often find out about strengths in their delivery that they did not know about so that they can build on these."

Sometimes observers are able to identify issues and suggest solutions to problems which may not have immediately come to the mind of the tutor concerned.

"It is the benefits to the teachers involved and their practice which makes peer observation such a valuable process as much as its quality assurance aspects," concluded Ernest.

Tutors receive training in how to observe. This includes not only how to observe the tutor, but also the reaction of the students being tutored.

"When you're observing you watch the students as much their tutor – body language, reactions," said Michael. "I observed Liz Friedman (Moving Image Design Subject Leader) lecturing foundation students. I was very impressed: pace is important in a lecture, and her students had no chance to get bored!"

Liz's verdict was equally positive. "I found the process of being observed and observing extremely useful," she said. "It's the only time you get an idea of how you're doing. It helps you to understand what you're doing well – and what you could improve."

Like Michael, Liz found observing someone else as useful as receiving feedback on her own performance. For example, she said: "delivering a lecture to 150 students in the lecture theatre requires very different techniques from conducting small tutorials.

"After observing some of the things that the other person did – which I felt could be improved – I then analysed myself, and realised that I too would benefit from changing," Liz said. "It's some of the best development I've had!"

It is hoped that the scheme can begin to expand to include sessional staff in the current year.

Further information:

Rachel Sugarman

[4956](tel:4956) [r.sugarman@rave.ac.uk](mailto:r.sugarman@rave.ac.uk)

## watching you

### Graphic gold

Three BA (Hons) Graphic Design – level 3 students beat off competition from other colleges nationwide to scoop the gold and silver awards and a commendation for outstanding design at a prestigious competition during the Autumn.

Nick Wright received the Gold award, Rhian Edwards, silver and the commendation went to Amy Forbes.

The competition was run by national paper distributor PaperCo. The objective was to give students a taste of the commercial environment in which they will soon be working.

Nick explained his winning entry: "I created a waste-paper paper recycling bin, that was usable, attractive and socially

aware, from recycled paper. It was intended to be sent to clients and potential clients of Paper Co. The idea was to create awareness about recycling issues while associating these with Paper Co. and their range of products – especially their recycled paper."

On the benefits he gained from the experience of the competition – apart from winning – Nick commented: "I gained an understanding of how to decipher briefs," which should help him in future as he's in the process of setting up his own graphic design business.

Below: Nick received his award from Alistair Gough, Managing Director of PaperCo.