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6th National Art Education Summit
Yunnan Arts University
28-31 October 2011

Emma Hunt

Dean: Art, Design and Architecture

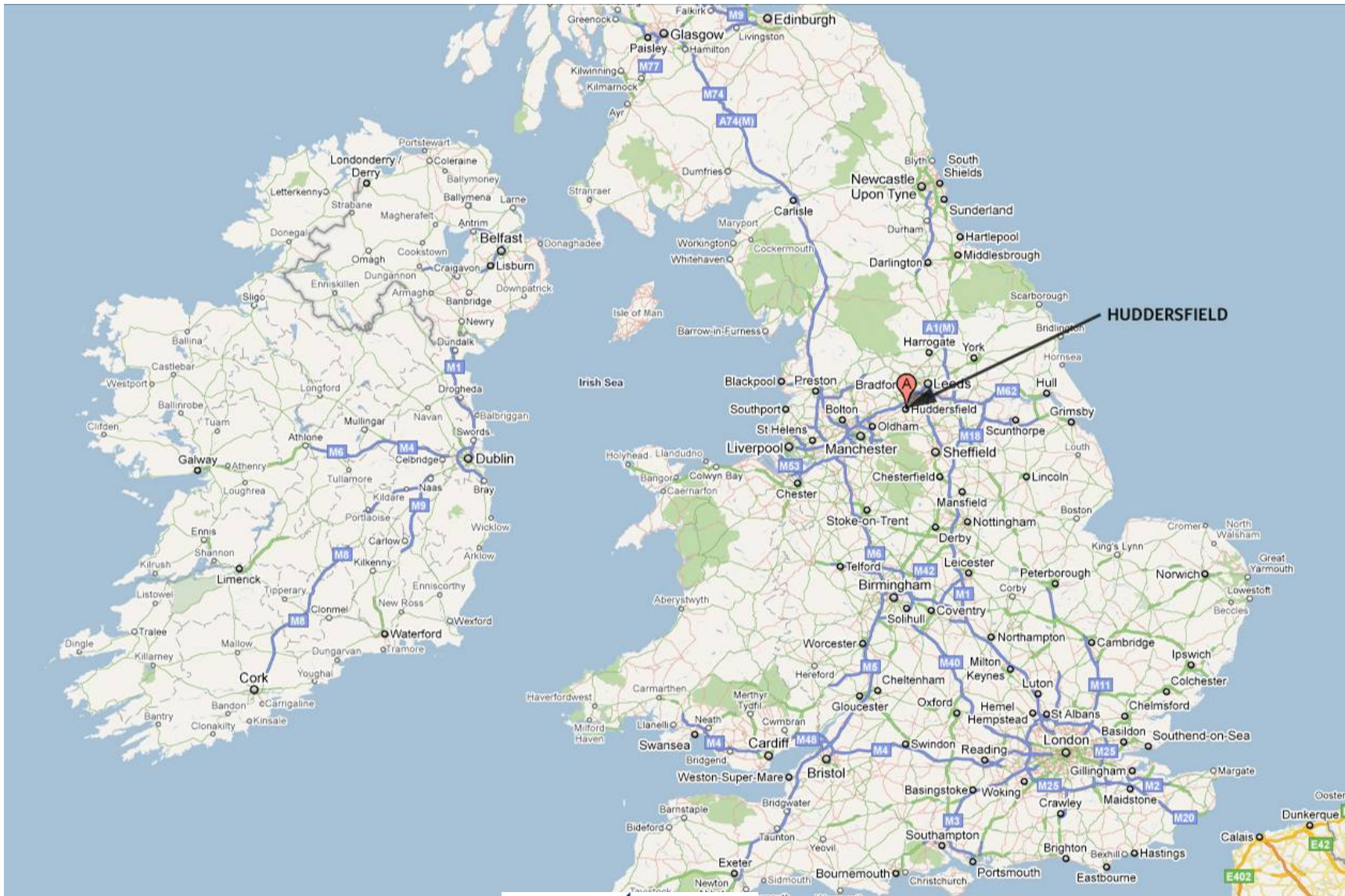
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An overview of UK Art and Design Education

- The UK context
- How Huddersfield fits in
- Our national body (CHEAD)
- How we work with Government and 'influencing the influencers'
- Value and status of the subject
- Strengthening our common futures



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Views of Huddersfield



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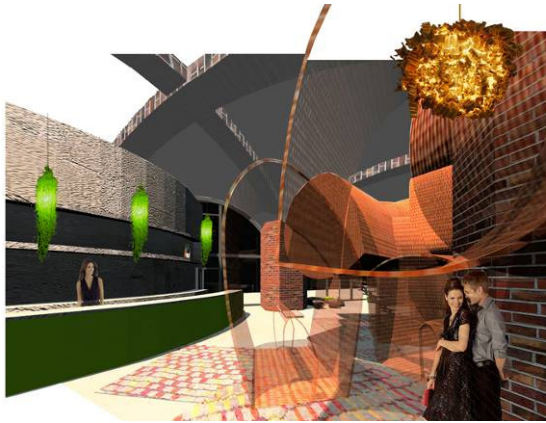
UK CREATIVE CONTEXT

- Contribution of HE to the UK creative economy
- Importance widely accepted:
- 1,165,500 employed in creative industries
- Creative employment shown consistent growth
- Fundamental part of knowledge economy
- Institutional diversity of art schools
- Graduate skills
- Entrepreneurship
- Department for Culture , Media and Sport
- Interdisciplinary importance
- CGCF project
- UK Universities increasingly important
- Global opportunities and partnerships

School of Art, Design and Architecture

University of Huddersfield

- Undergraduate (BA/BSc Hons) courses in Fashion, Textiles, Architecture, Art, Graphics, Illustration, Animation, Interior Design, Product Design, Photography
- Postgraduate courses in all of the above
- Full Architecture Registration (6/7 years)
- Research students – PhD, MREs




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

CHAIR: Emma Hunt



CHEAD
3rd Floor, Woburn
House
20 Tavistock Square,
London
WC1H 9HB

CHEAD what we do

- Longstanding association of institutions with HE in Art and Design
- CHEAD seeks to inform, influence and initiate policy in HE Art and Design at national and other levels

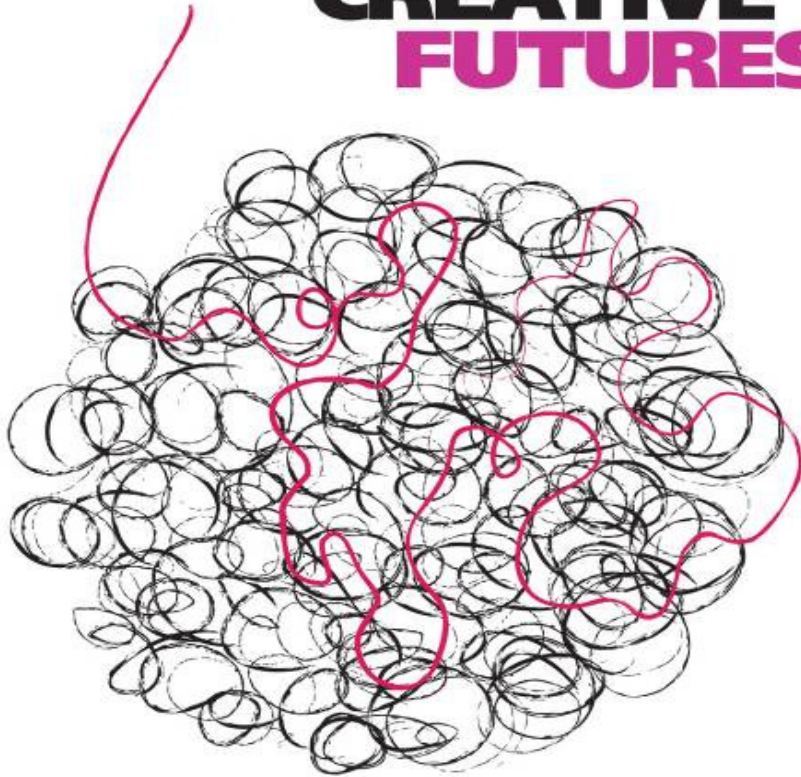
VISION

- To articulate and promote the value and contribution of HE in Art and Design to the creative economy in the UK and the wider world.
- CHEAD shares with its members the objective of enhancing the student experience of HE in Art and Design, and respects the independent and diverse approaches adopted by members in this regard.
- CHEAD aims to continue to provide multi-agency fora for the debate and exchange of information and ideas in HE Art and Design for key organisations and members to enable the interests of the sector to flourish.
- To work with other groups and organisations to capture examples of best practice in research and to disseminate those to the sector through a series of events and seminars.

Facts and Figures

- 75 member institutions
- 216,000 students studying art and design in the UK
- Partners :-
 - Arts Council England
 - The Design Council
 - Crafts Council and the Higher Education Academy.

CREATIVE GRADUATES CREATIVE FUTURES



Major longitudinal survey of early career patterns of 3,500 graduates

- 3 out of 4 graduates worked in their field
- Portfolio careers well established
- 45% freelance
- 77% positive about their work
- Placed high value on their educational experiences
- 72% undertaken further study

CHEAD

council for higher education in art and design



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Projects and partnerships - influencing the influencers -

HE admissions reform
Leadership Development programme
Creative Graduates Creative Futures
Galleries Networking project
Research Exercise Framework 2014
CHEAD Annual Conference (14-16
March 2012) York

Advocacy – improving art and design education -

- Parliamentary Design Commission with the UK Government (House of Lords and House of Commons)
- Associate Parliamentary Design and Innovation Group
- Purpose to explore how design can drive economic and social improvement and how Government and business can better understand its importance – first inquiry Design Education.

The Parliamentary Design Inquiry into Design Education

- This inquiry is an opportunity to investigate the economic and social rationale for design education, both specialised and embedded in other disciplines.
 - Is design strategically important to the UK – to the economy, to business, to society and the individual;
 - Is design education, and in what forms, could therefore be said to be strategically important to the UK – to the economy, to business, to society and the individual;
 - Is design education in any way ‘vulnerable’
 - The inquiry will therefore consider design in the whole education system, with a particular focus on areas where potential vulnerability has been identified.
-
- **Hypothesis**
 - To improve public services and support economic growth in the UK, design education should have a role within the whole education system; both in relation to the Science Technology Engineering and Maths subjects, and embedded in a range of other disciplines and credentials.

Global issues we might share

- Advocacy for the value of HE Art and Design
- Importance to society and the economy
- Partnerships for mutual benefit
- World issues creating new subjects, and emerging subjects – eg sustainability,
- Leadership development
- Research development/PhD

THANKYOU!

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