

Student Transitions

Learning and Teaching Enhancement Project Report, May 2016

Project Title: “Lost in Space”

School & department: School of Textiles & Design (Woven Textiles) and EGIS (Interior Design)

Please be aware that this report will be publicly available on the University's webpages

1	<u>Names and Heriot-Watt University contact details of project team (please identify the project lead/ report author):</u> Fiona Pankhurst f.m.pankhurst@hw.ac.uk (project lead) SoTD Alison Hamilton-Pryde a.hamilton@hw.ac.uk EGIS Lee Miles l.j.miles@hw.ac.uk Ruth McCabe RMcCabe@Alzscot.org.uk
2	Key words: Collaboration, transition, dementia, community, inclusive design
3	The problem being addressed, with background and context: <i>The key issue being addressed is easing the transition of Direct Entry students between F.E. and H.E. and improving the quality of their learning experience at Heriot-Watt University by ameliorating student integration and, hopefully, also increasing student retention rates. In addition the project aims to improve the transition of all students through the final two years of their education and on into employment or further study upon graduation.</i> <i>All students on the Interior Design programme at the Riccarton Campus are Direct Entry students into 3rd Year, who have completed the first two years of their degree at FE college. The Design for Textiles programme has an articulation agreement with Glasgow Clyde FE College and the first cohort of 8 students to join Woven Textiles as Direct Entry students into 3rd Year, arrived on Campus at the start of this Academic Year. Next year and in very subsequent year, we expect ten students to join Woven Textiles, while additionally 5 students will join Printed Textiles and 5 will join Fashion through the same route.</i> <i>The transition from FE to HE is difficult for these students for a number of reasons: they are required to work more independently in HE than was expected in FE; they need to integrate with other students who have already been ‘in situ’ at the University for two years and have established friendships and social networks; the Interior Design students spend one day per week on the Scottish Borders Campus in Galashiels, which involves an additional transition and a new student group to interact with and potentially further disruption for them.</i> <i>The intention of the project was to have all students working together creatively to solve design problems, while integrating with existing HWU students at the Borders Campus in a very natural and informal way. The project builds on the strong working relationship established between staff teaching at SBC and Riccarton in last year’s QAA Enhancement funded project “The Illusion of Memory”.</i>

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	<i>An additional aim was to provide the students with a research-led teaching experience, broadening their awareness of the issues affecting the people and community they are designing for, putting their work into a wider context through hearing about the research projects and work of various University and commercial practitioners.</i>
4	Project overview & aims: <i>The “Lost in Space” project brief required the students to produce creative and inclusive design solutions for a care complex for older people and people with dementia, exhibiting good design practice in their design choices. This was supplemented with input from a range of academic researchers in “Health & Wellbeing” and “Ageing in Place”, with commercial interior design input from Jane Chrumka of Harmony Ridge Designs and innovative product design from Collette Paterson. Through a visit to the Dementia Services Development Centre (DSDC) at Stirling University by staff teaching on the project it was hoped to develop an ongoing link and working partnership with the Centre which unfortunately did not transpire due to time constraints and a lack of positivity for collaboration by the DSDC at the time. It is hoped this might change or develop in future. It was a key element of the project that the community affected by dementia be involved in the process this year, following on from interest generated at the Scottish Parliament event held at the end of “The Illusion of Memory” project last year. Alzheimer Scotland were keen that they and their service users get involved. A care home in Galashiels was visited and provided a site for virtual design development by the Interior Design students.</i> <i>The project aimed to:</i> <i>• Improve the transition for Direct Entry Interior Design students on their journey from FE to HE and ameliorate their experience of the Scottish Borders Campus where they spend one day per week in 3rd and 4th Year.</i> <i>• Build and improve on last year’s collaborative project, designing inclusive interior solutions for older people and people with dementia.</i> <i>• Help the students understand the wider context for their designs by using a research-informed approach working with colleagues, researchers and external partners to enrich and enhance the students’ learning experience as they transition through the Textile Design and Interior Design programmes and on to employment or further study on completion of their degrees.</i> <i>• Strengthen relationships established during last year’s project between the Textile Design and Interior Design staff, who teach on different programmes by sharing creative skillsets, approaches and expertise.</i> <i>• Use group tutorials, peer-assessment, critiques and and external expert input to develop and enhance students’ design processes and transferable personal skills, as recognised by the University as desirable ‘Graduate Attributes’.</i>
5	Activities and details of project steps taken to achieve aims: <i>It was important to learn from the experiences of last year’s project and find ways to improve the</i>

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transition of the students from FE to HE. Maximising contact between the two programmes was established as being the best way to achieve this, so an early intervention prior to the start of the QAA funded part of the 'Lost in Space' project was planned. In Semester One, a series of mind-mapping workshops were organised with mixed groups of textile and interior designers. They worked together using a list of words taken from key elements of their Semester One coursework which might be appropriate to feed into the dementia design project in the second semester. The aim of these mind-mapping exercises was to think as broadly as possible about the concepts the given words inspired, without any constraints or further context at that point. The outcomes from these workshops were used as a starting point for the two week research block at the beginning of the "Lost in Space" project.

- An initial visit was made by HWU staff to Stirling University to the DSDC to look at how we might work together, take the dementia audio tour and establish contact with the architect, Lesley Palmer at the Centre. The intention at that stage was to take all of the students up to the Centre to visit it and gain useful input from the audio tour and an opportunity to speak with the architect/ask questions/etc. Unfortunately this did not happen as a suitable time could not be found for a student visit that was early enough in the project to make the expense of the trip and access to the information it could provide, worthwhile.
- An initial visit was made by HWU staff to Alzheimer Scotland to meet their staff and service users and outline the project to them to ascertain who would like to be involved in the project.
- For the first two weeks, the students were mixed in different groups than in Semester One, of interior and textile designers and assigned specific topics, to research and share through blogs, with a final presentation of their findings to the combined student group at the end of the two weeks.
- A second visit was made to Alzheimer Scotland's HQ in Edinburgh with all the students, where they were mixed in with the service users, carers and Alzheimer Scotland staff and, using prompt questions relating to their research topics, discussed the various issues that affect people with Alzheimer's when in their own homes and when out and about in the community. Notes were taken and subsequently shared with the rest of the student group.
- A site visit was made by the Interior Design students to Corn Mill Court care home in Galashiels
- A one-day research-led teaching workshop was organised up at Riccarton for all the students to enhance their learning using a research-informed approach. The students were given lectures by: Associate Professor Richard Milgrom, a visiting scholar to Edinburgh University from the University of Manitoba in Canada, on his work to make cities and towns better places in which to grow old; Dr Ryan Woolrych, Lecturer in Health & Wellbeing at HWU on his research in "Ageing in Place", including urban regeneration in relation to ageing and improving care homes; Amanda Nioi, a research student at HWU and her PhD in "Blue light exposure and the impacts on health, well-being and circadian efficiency across the life span" and Luca Brunelli, also a PhD student at HWU and his research into local High Streets and how they contribute to older people's well-being. The students took part in an interactive workshop with Jane Chrumka of Harmony Ridge Designs, an interior designer from Edinburgh who specialises in interior design for dementia.
- The Interior and Textile students both had to design an innovative material or product for part

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	of the project, so Collette Paterson, a practicing textile designer and innovator, who works with unconventional materials, gave a talk to all of the students at the Borders Campus and showed them examples of her work. • Both student groups produced a body of design work in response to their particular design briefs • Several Textile and Interior students collaborated on additional design outcomes where they combined their ideas in different way to benefit users with dementia. • A Power Point presentation was produced showing the project process and outcomes and was shown to those who had been involved in the project from the University, Alzheimer Scotland and other invited guests from external organisations. There was an exhibition of the student work, a guest speaker and a sandwich lunch. It was held at the Lifecare Centre in Edinburgh – a purpose-designed facility that is used by people with dementia, the elderly and many others in the local community. • A booklet recording the project and design process through text and visuals will be published online over the next couple of months and will be sent out to everyone involved in the project and to others unable to attend the final presentation as a follow-up to the booklet published at the end of last year's project. The booklet can be used at University at Open Days, for recruitment purposes, and by the students for their portfolios on graduation. Copies will be given to the libraries on both campuses. • Alison and I will be presenting the project outcomes at the QAA Conference at Edinburgh University on Thursday 9th June 2016 • Alison has had a proposal accepted for a poster presentation at the international conference 'Mobility, Mood and Place: Habitats for Happy and Healthy Ageing' at the John McIntyre Conference Centre, Edinburgh from the 11-14th of October 2016.
6	Key points including challenges your team may have encountered: • In answer to challenges identified at the end of last year's project, several steps were taken to ensure the smoother operation of the project across the two programmes. The project was organised so that both groups of students were working on it over the full 12 weeks to make planning easier. Lee Miles, a Lecturer in Interior Design, was appointed to work on the Borders Campus. The students were all timetabled at the same time, on the one day they were all on campus together to enable increased contact and improved opportunities for collaboration, and finally, more opportunities were created to bring the students together, including the ice-breaker mind-mapping sessions in Semester One. • The experiences from last year's project provided a useful starting point giving a clearer idea of what had worked well and what had not and enabled better planning as a result. • Our funding application was accepted without revisions which meant we knew earlier that the funding was in place and could plan a little further in advance. • The Textile Design students integrated really well with their peer group of existing students at the Borders Campus, they worked hard on all aspects of the project and mostly took full advantage of all the opportunities it offered them. The Interior Design students, however – possibly because of their more fractured week between Riccarton and the Borders or the fact that there are no existing Interior Design students for them to integrate with? - seemed less interested in getting involved in the project. Many of them missed key input from external

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	lecturers and opportunities offered by visits and the workshop day at the Riccarton Campus. This said, some of the students did get involved and collaborated successfully with the Textile students on joint design outcomes. The project took up a great deal of staff time again this year, including a lot of work on days that, being part-time, Alison and I are not employed by the University, despite planning to avoid this happening. It is great to work together and the project was exciting and stimulating to be involved in and many new opportunities are arising to take the ideas further, but there needs to be a better balance between the opportunities and the reality of fitting this type of project in with other work commitments.
7a	Describe specific project outputs so far: - Practical student design work in response to the "Lost in Space" project brief - Collaborative design outcomes between Interior and Textile Design students - Strengthened contact and collaboration between students and staff from Textile Design and Interior Design and between the Scottish Borders and Riccarton campuses. - Improved transitional experience for some of the Direct Entry students from FE to HE - Enabled research-informed teaching to enhance the students' learning experience - Engagement with the community through work with Alzheimer's Scotland and their service users, raising awareness of the need for inclusive design and the benefits it can bring. - Contact made for potential future collaboration with colleagues at the Dementia Service Development Centre (DSDC) at the University of Stirling. "Lost in Space" workshop at Riccarton, integrated current research into the project from external and internal ageing-in-place researchers, Heriot Watt University PhD candidates and industry specialists to develop the students awareness of current themes relating to ageing in the older generation. - Contact made with Associate Professor Richard Milgrom from The University of Manitoba in Canada for potential future collaboration. - Production of a Power Point presentation and exhibition of student work shown at a lunch at the Lifecare Centre in Edinburgh to invited guests, including University researchers, industry representatives, service users and staff from Alzheimer Scotland. - Exhibition of the student work as part of the Degree Show at the Scottish Borders Campus 27th May – 2nd June - Production of a Power Point presentation to be given at the QAA Conference at Edinburgh University on the 9th June 2016. - Proposal accepted for a poster presentation for the international conference 'Mobility, Mood and Place: Habitats for Happy and Healthy Ageing' at the John McIntyre Conference Centre, Edinburgh from the 11-14th of October 2016. - Positive verbal feedback about the project from the students and invited guests at the final reception.
7b	Media output? Yes Exhibition of student work at Lifecare Centre

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	• Exhibition of student work at Degree Show, Borders Campus • Power Point presentation – Lifecare Centre (Irene has access to this on Dropbox and the notes that accompany it) • Power Point presentation at the QAA Conference at Edinburgh University on the 9th June 2016 • Poster Presentation at the 'Mobility, Mood and Place: Habitats for Happy and Healthy Ageing' conference October 2016 • Booklet recording the project and its outcomes, to be published online over the summer period 2016.
8	Please describe how your project has contributed to the Heriot-Watt University strategy and priorities for Enhancement in terms of changes brought about to date, which may be described in terms of combinations of strategy, policy or practice (as relevant): 1. Shorter time to completion for Post-graduate Research students (PGR) (strategy, policy, practice) 2. Improved retention and progression of undergraduate students (strategy, policy, practice) 3. Graduate attributes (strategy, policy, practice) The project has built on the model established through last year's QAA funded project to address the issues faced by students transitioning as Associate students from FE, with Direct Entry into HE into 3rd Year at Heriot-Watt, and then from University on graduation into the workplace or onto further education. The opportunities offered by this project have enhanced student learning, presenting a platform for engagement and collaboration with their peers to ensure a breadth and depth in their specialist area. A systematic, analytical and critical approach has been used by the students to identify and resolve the design criteria set by the project briefs. A research-informed, professionally relevant and multi-disciplinary approach has been taken to prepare them for their transition through University, providing them with essential transferable skills in research and evaluation, team-working, collaboration, communication and professional presentation. Students have been encouraged to be innovative and experimental to create design solutions that demonstrate imagination and intelligence. It is hoped that, ultimately, the positive benefits of the project will strengthen student retention.
9	Describe how you are sharing good practice within Heriot-Watt and beyond. In particular, give details of any liaison with other universities in Scotland (e.g. plans for papers, attendance at conferences): • Power Point presentation and exhibition of student work from the project at a final presentation at the Lifecare Centre in Edinburgh to invited guests, including researchers, staff and service users from Alzheimer Scotland, industry experts and others involved in the project. • "Lost in Space" workshop at Riccatron to broaden research possibilities and integration into curriculum • Booklet to be published online for dissemination to key participants, guests from final presentation event and other relevant contacts to broaden the dissemination. Also for

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	<i>potential use at Open Days for student recruitment and in Libraries on both campuses.</i> • <i>Exhibition of student project design work at the Degree Show on the Scottish Borders Campus</i> • <i>Presentation of project at the HW L&T Symposium.</i> • <i>Presentation of the project at the QAA Conference at Edinburgh University on the 9th June 2016</i> • <i>Poster presentation at the international conference 'Mobility, Mood and Place: Habitats for Happy and Healthy Ageing' at the John McIntyre Conference Centre, Edinburgh from the 11-14th of October 2016.</i>
10	Next steps: • <i>To reflect upon and evaluate the project, through student questionnaire and discussion between staff and other project partners.</i> • <i>To develop links made during this project with external educational colleagues and relevant dementia contacts for possible future collaboration: Alzheimer's Scotland are interested in working with us again, if appropriate, on another project; initial contact made with the DSDC research unit at Stirling University could be explored further with more time to develop a working relationship; potential to be explored for PGR in Textile Design for health and wellbeing within the School of Textiles & Design to complement the work happening at EGIS; potential links to be considered with Health & Wellbeing at EGIS, MMP- University of Edinburgh and Dr Richard Milgrom at the University of Manitoba in Canada</i> • <i>Continue to strengthen staff relationships between Interior Design and Design for Textiles and between the two campuses, forged over the past two years.</i> • <i>Continue to improve and develop the transitional experience of all Direct Entry students from FE into the University in Textile and Interior Design and as they progress through the University to graduation, including the Interior Design students' experience on the Dubai Campus</i> • <i>Continue to find ways to make the workload manageable for the staff who are part-time with other considerable responsibilities at the University</i>
11	Additional information:

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