High-level skills for higher value

Design
Blueprint

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Design Council

CREATIVE
& CULTURAL
SKILLS

UK Design Industry Skills
Development Plan
Design Skills Advisory Panel

Foreword

Our plan to develop the professional skills of the UK design industry has moved on to the next stage. The imperative for change is increasingly urgent and we have a clear vision and a powerful strategy to achieve world-class, high-level professional skills across the design industry.

There are now more opportunities than ever for design. The quickening pace of global economic change, the pressure for technological innovation and the threat of climate change all demand a design response.

But are we up to it? Our craft skills are world-renowned, but are they enough by themselves to convince business and the public sector that design can also play a bigger role in defining problems and shaping briefs as well as developing solutions?

To take the many opportunities before us we must raise our game. We must become better at demonstrating the value we can add to business, we must acquire business skills of our own and we must deepen and broaden our design capabilities to meet new global challenges. This isn't about caging or codifying our creativity, it's about realising its potential.

We've always known we have something good to sell – not for nothing do clients at home and abroad seek out UK design's unique abilities. But that business isn't ours by right. Other nations are developing their own fast-growing design sectors to match their economic growth. It won't be long before they are serious rivals. Ignoring them isn't an option.

In our earlier report, *High Level Skills for Higher Value*, we made the case for change and declared our intent. Now here are the details.

These are practical, realistic proposals to galvanise everything we do as a sector from school right through college and university and into the workplace. There's a critical mass of collaboration behind them. Throughout this process of consultation, reporting and sharing ideas, we've gathered support from across the design industry, education, professional bodies and our partners in government. So the appetite for change is clear. Let's now capitalise on it and take our momentum into 2008, when many of the proposals laid out here are set to become reality as we lay the basis for a strong, competitive and professional design sector.

Jonathan Sands (Chair) and David Worthington (Deputy Chair)
on behalf of the Design Skills Advisory Panel

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Introduction

This Design Blueprint presents in detail a series of recommendations set out in the Design Industry Skills Development Plan, published in May 2007 as *High-level Skills for Higher Value*. It describes the steps needed to support the development of a highly skilled and more prosperous UK design sector.

The content will form part of the design industry section of Creative & Cultural Skills' Sector Skills Agreement, the Creative Blueprint, which will be presented to government early in 2008.

The Blueprint takes each of the nine recommendations for the UK design industry and design education that appeared in *High-Level Skills for Higher Value*, and sets out the why, what, how, when and who needed to implement the proposals. For each recommendation the rationale, objectives and financial and operational requirements are outlined and delivery partners identified. Some of the proposals are well advanced and some are at an earlier stage of evolution. Many currently have working titles which will be developed at the next stage. All of them are planned to be UK-wide, and partnerships are being established with organisations representing the design industry and design education in all of the UK regions and nations.

The objective of the Design Blueprint is to engage with partners in government, education and industry to secure the resources needed to implement and realise the Design Industry Skills Development Plan.

Background

Why we need world class design skills
It is widely acknowledged that design can have a significant impact on business productivity, as well as addressing social and environmental issues, and that the our world class creative skills could help give the UK a competitive edge in the world economy. This critical role for design is underlined in recent publications including:
— The Treasury's *Cox Review of Creativity in Business*
— DTI paper No 15 *Creativity, Design and Business Performance*
— *Staying Ahead: The Economic Performance of the UK's Creative Industries*, the Work Foundation's report for DCMS
— *Race to the Top*, Lord Sainsbury of Turville's review of the government's science and innovation policies.

UK designers are taking on increasingly strategic roles both nationally and globally, and the value of designers and their skills is becoming better recognised. In recent years, designers have brought their processes and insights to bear in new areas, including high-tech innovation, environmental sustainability and education and health services. At the same time, a number of significant programmes have been created in the UK to encourage and support businesses and public services in their effective use of design. It is clear that both government and industry are actively looking to the design sector to help build the highly productive, high-value economy on which the UK's future global competitiveness depends.

Why we need to act now
The *High-level Skills for Higher Value* report outlined the Design Industry Skills Development Plan, showing a way forward for UK design. It was generated in response to current and future skills needs of UK designers and was based on two years of consultation with the design industry and design education. As well as identifying challenges and opportunities for the sector, the report identified significant gaps between the skills required by employers in the design industry and those being taught and learnt in schools, colleges and universities. Design practice is having to respond fast to changing requirements from clients in industry, and it needs to be aligned with curricula and pedagogy as well as continuous professional development in the workplace. The changes that need to be addressed in education and training include: the increasing emphasis on multi-disciplinary teams comprising business managers, social scientists, technologists and designers; the new technical skills required to respond to environmental concerns; and the deeper appreciation of

business practice needed to provide strategic inputs within enterprise and innovation.

The issues around skills in UK design are not limited to what happens at the junction between formal education and design practice. There is evidence of a lack of continuous professional development among practising designers, with government figures showing that only 16 per cent of designers on average have had job-related training in the past three months, compared to 38 per cent of IT user support technicians and 37 per cent of engineers.[1] The evidence paints a picture of an industry that learns primarily on the job and where formal training and development is the exception rather than the rule.

The nine recommendations set out in the *High-level Skills for Higher Value* report proposed a set of initiatives across schools, colleges and universities and business that would ensure that skills in the UK design sector are available, up to date and well aligned to the shifting demands of the workplace. By focusing on industry-led skills development, the UK design sector can build on its significant strengths, address its weaknesses and stay ahead of global competition now and in the future.

The way forward
This Design Blueprint identifies how the design sector can make the changes needed to develop high-level skills. Success depends on building a sector which is widely acknowledged for its professionalism as well as its creativity and which operates more collaboratively and coherently.

The UK design industry is fragmented and highly heterogeneous, and co-ordination across design industry, education and policy is required to deliver the action plan set out here. Consequently, the key recommendation is for an alliance of design industry, education and policy to set up a central organising unit to co-ordinate delivery of the practical initiatives.

The UK Design Skills Alliance will bring the design industry and education together to promote professional standards and build the skills that will keep UK design a step ahead in global markets. The Alliance will be the UK's centre of excellence in design skills, and will be used as a central resource by practising designers, design educators, students and buyers of design. The Alliance will respond to the needs of business and will be governed by representatives from design industry, business and education, supported by a partnership between the Design Council and Creative & Cultural Skills.

The diagram on the following page provides an introduction to the UK Design Skills Alliance and all the recommendations in the Design Industry Skills Development Plan, which are described in more detail in this Design Blueprint.

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[1] *Labour Force Survey 2003-04 – quoted in The Business of Design: Design industry research 2005, Design Council*

Figure 1
UK Design Skills Alliance
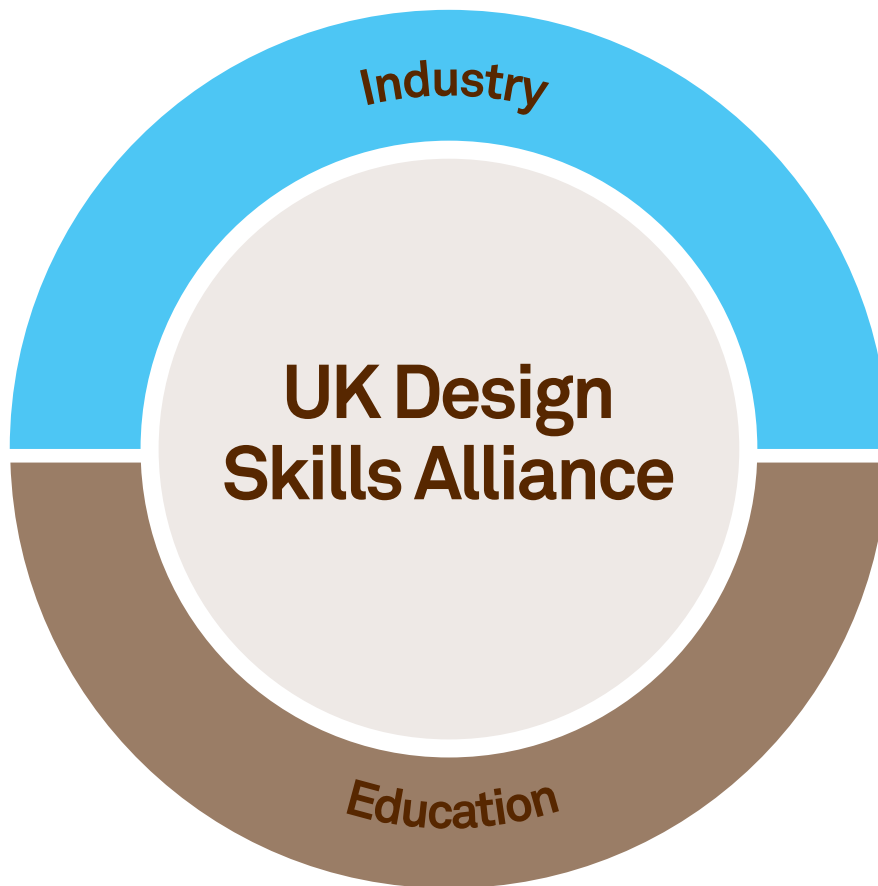
Industry
— Designers' Business
   Knowledge Base
— Professional Development
   Campaign
— Strategic Analysis &
   Future Thinking
— Programme of Professional
   Practice CPD

Colleges & Universities
— Visiting Design Professionals
— Multi-disciplinary Networks
— Careers Advice and Guidance

Schools
— Designers working with schools
— Design Mark for schools
— Teacher Development

Part 1: The UK Design Skills Alliance

UK Design Skills Alliance

The UK Design Skills Alliance is a partnership launching in 2008 to improve professional standards in the design sector through a transformational programme of activities.

It will lead and champion skills development work within the design industry and education. The Alliance will be formed by the Design Council, Creative & Cultural Skills and the Design Skills Advisory Panel and will include leading bodies from across the sector.

Why we need it

The UK Design Skills Alliance is needed to ensure that the UK is the future global centre of excellence in design education and professional development. The initial research and consultation work identified a gap between the design industry and design education and training in the UK. The gap is illustrated most acutely by:

— A lack of business and professional skills in designers
— A lack of professional experience in design graduates
— A need to bring design education closer to design industry practice in schools, colleges and universities.

What it will do

The role of the Alliance is to join up and support the skills development activities of our schools, colleges and industry to secure the design sector's position as a world-leading centre for design skills and education.

The Alliance will act as a catalyst for change, providing coherence and focus to a fragmented sector that is nevertheless keen to address development. The Alliance will work with partners to co-ordinate a series of interventions aiming to raise professional standards in design industry practice and education in the UK. In doing so, it will take into account the broad range of audiences that make up the UK's design sector, including:

— A diverse design industry, with a small number of large international businesses, and a vast number of smaller design consultancies and freelances who are looking for support to develop their business both nationally and internationally.
— Design buyers, both experienced and inexperienced, who are seeking guidance on how to identify and assess professional design practice or training opportunities for their in-house design staff.
— Design educators, both in schools and further and higher education, who want closer links with the design industry and tools and information to inform curriculum and staff development.

The results of the Alliance's activities will be wide-reaching and it is hoped that, ultimately, they will contribute significantly to the economic growth and social well-being of the UK. Means of measuring the Alliance's contribution to each of the outcomes below will be developed as part of the detailed plans. The outcomes will include:

— Strong alignment between industry and education to meet economic need
— Increased contribution to the UK economy from a stronger design industry
— UK design winning more business in global markets
— Increased competitive advantage for UK businesses in global markets resulting from strategic use of design thinking
— Higher levels of professionalism across the design industry
— More demand for higher-level training from designers and clients

— Important and transferable problem-solving and creative skills nurtured in schools, colleges and employment.

The UK Design Skills Alliance's primary objective is to increase the value and profile of the design industry by developing its professional skills. To achieve this, it will play a mainly strategic role. The Alliance will act as a broker and promoter, encouraging the take-up of professional development opportunities and monitoring the impact of new initiatives and campaigns aimed at improving the professional skills of the design industry. It will also stimulate and track projects aiming to increase collaboration between the design industry and design education at all levels.

In the first instance, the Alliance will concentrate on delivering strategic products and services.

Professional Practice – the Designers' Business Knowledge Base
The priority activity for the Alliance is to develop and supply information and tools to improve business performance in the design sector.

A Designers' Business Knowledge Base will be developed and maintained by the Alliance to help businesses and individuals in the design sector identify areas for improvement in their professional skills. The Knowledge Base will include peer-reviewed examples of professional practice, signposting to the best sources of advice and training on professional practice for designers, and diagnostic tools and services.

The Alliance will work with design industry and education partners as well as design clients to develop and maintain the Knowledge Base as a commonly agreed standard for professional practice in design. The Knowledge Base will also support changes in curricula and the development of new courses.

Professional Development Campaign
The Alliance will support the development and delivery of pilot programmes in priority areas for continuous professional development (CPD) in collaboration with existing education and training providers. These pilots will include training that explores new CPD delivery methods as well as the development of courses in priority subject areas. Early focus will be on filling the gaps identified in *High-level Skills for Higher Value* related to professional practice, such as business knowledge, sustainable design, leadership and global competitiveness.

The Alliance will run an ongoing campaign advocating the importance of CPD to the design sector. The campaign will drive an increase in the take-up of CPD among designers and improve the provision and access to CPD within the design industry. This campaign will raise the skills, effectiveness and value of designers in the UK, and will result in

improved business performance for both designers and their clients across the UK.

Strategic Analysis & Future Thinking
To inform all its activities, the Alliance's Strategic Analysis and Future Thinking unit will draw on universities, industry bodies, and public organisations such as the Design Council and Creative & Cultural Skills to provide the most accurate and up-to-date analysis of the design sector and its current and future skills needs. Through its work with key partners, the unit will seek out and share research that is relevant to the future of the design industry and that could inform business, policy and education and training provision. With a focus on skills implications, the Alliance will analyse and disseminate valuable research findings, identify and influence new areas of research work and encourage the use of research in teaching and professional practice.

The Alliance will regularly publish an internationally benchmarked Design Skills Map, along with supplementary research papers and studies. These publications will form the basis for a range of seminars, networking events and work plans that will set out to influence design practice, design buying and curriculum development.

More information on the Designers' Business Knowledge Base, the Professional Development Campaign and the Strategic Analysis and Future Thinking activity appears in Part 2.

In addition to these strategic initiatives, the Alliance will support and enable a programme aimed at the design industry, schools, and colleges and universities. The Alliance will work with partners on raising funding to kick-start these projects, and then it will support the partners in delivering them. In some cases, this support will include direct involvement in pilot projects and possibly their direct funding through brokering of relationships in the nations and regions.

This programme includes:

Target audience	Initiatives
Design industry	— *Programme of Professional Practice CPD* — *New CPD Pilots* — *Industry Diagnostic and Development Tools*
Colleges & universities	— *Network of Visiting Design Professionals* — *Multi-disciplinary Design Network* — *Careers Advice & Guidance*
Schools	— *Designers Working with Schools* — *Teacher Development* — *Design Mark*

Details of these projects can be found in later sections.

How the UK Design Skills Alliance will work

The UK Design Skills Alliance and its programme of activities have been developed and championed by an industry steering group, led by David Godber, Design Director at Nissan Europe. The steering group also comprises CEOs and senior representatives from leading UK design firms, design-led multinational businesses and design organisations.

The Alliance will continue to be industry-led and will also maintain significant collaboration with schools and higher education institutions, including formal representation by CHEAD (representing Art & Design universities) and the D&T Association (representing Design & Technology teachers in schools). Lead industry bodies such as the Design Business Association (DBA), Design & Art Direction (D&AD) and British Design Innovation (BDI) will also be represented and the involvement of a wider group of both national and regional design organisations and networks will be developed.

The operating model for the Alliance is based on a partnership created specifically to deliver its activities, with minimal costs at the centre and, where possible, the use of existing budgets and channels for delivery. Funding from relevant public sector income streams will be sought for the projects and programmes developed and delivered by the Alliance and its partners. Private sector income will be raised from patrons and sponsors in return for high-profile association with the Alliance and with excellence in design.

The founding partners will include the Design Council, Creative & Cultural Skills and the Design Skills Advisory Panel. The highly collaborative and successful working relationship between the design industry, the Design Council and Creative & Cultural Skills during the development phase has demonstrated that this model can work.

Advice and leadership

The Alliance will be industry-led, with advice and leadership provided by an advisory board made up of design industry leaders, representatives from design-led businesses and educators.

This board will be responsible for quality control and strategic planning. Keeping the board to no more than eight to ten members will ensure that it is able to act quickly and effectively. The effectiveness of the board will also rely on an active and dynamic Chair. It will meet every eight to ten weeks.

A leadership group will also be established to provide a formal mechanism for industry involvement and strategic direction from a wider set of stakeholders. This group is likely to comprise 20 to 30 people including Alliance partners in Scotland, Northern Ireland and Wales as well as the English regions, senior design industry and education representatives, and representatives from delivery partners.

Key strategic partners and funding organisations would also be represented on the leadership group, which will meet twice a year.

In addition to the formal structure, the Alliance will work closely at all levels with industry, education and government, developing a distinctive knowledge base from close links with all its stakeholders.

Management and operations

The UK Design Skills Alliance will operate initially as a delivery partnership between Creative & Cultural Skills and the Design Council. Fiscal controls and many operational requirements will be fulfilled by existing functions within these two organisations. The UK Design Skills Alliance will also need additional dedicated management and operational teams to deliver its plan. Most of its operations will relate directly to one of the three core areas of activity and will include:

Professional Practice
— Facilitate production of the Designers' Business Knowledge Base, developing a professional practice framework to identify standards and provide examples of excellence
— Host delivery of the Knowledge Base and keep it up to date
— Ensure the Knowledge Base is being used across the design industry and education by providing skills needs analysis and skills development planning and tools.

Professional Development Campaign
— Devise and deliver marketing campaigns with key partners
— Co-produce small and large scale events on design skills
— Co-produce prototypes and pilots for new training courses with industry bodies, colleges and universities.

Strategic Analysis & Future Thinking
— Build relationships with external research and academic institutions producing research and knowledge on the design industry and design skills
— Consolidate, review and analyse both existing and bespoke commissioned research findings for skills-specific outcomes
— Commission and manage bespoke research on design skills (ongoing programme and individual research projects)
— Write action-orientated articles and policy papers on design skills and implications for design industry and education provision in the UK.

The Alliance will also have strategic functions, such as:
— Programme and project management
— Raising finance, including co-development of funding applications
— Establishing and managing relationships with key partners and delivery organisations.

A small core team will run the UK Design Skills Alliance. Additional schools, higher education and industry-based expertise needed to manage and contribute to specific projects will be brought in on a short-term basis as required.

Funding requirements

The total cost for the UK Design Skills Alliance to develop and deliver the strategic products and services outlined here is estimated at £2.7 million over three years. For a breakdown of these expected costs, see the table on page 57.

Core operating income for the UK Design Skills Alliance will come from both public and private sources. The design industry has already invested over £1 million in kind in the development of this skills plan over two years.[2] The Alliance will seek to raise another £200,000 in cash from design industry patrons during its first year. In-kind donations are also expected to be in the region of £100,000 each year.

Around £500,000 for staffing and development in the first year has already been identified.[3] The Design Council and Creative & Cultural Skills are discussing the remaining funding with the Department of Innovation, Universities and Skills (DIUS), the Department for Children, Schools and Families (DCSF) and the Department of Culture, Media and Sport (DCMS). The discussions include investigating the potential for a National Skills Academy for the design industry.

Timeline

The timeline for setting up the UK Design Skills Alliance and delivering its activities is driven by the pressing needs of the design industry. Maintaining the current momentum is important to the Alliance's success. So it will take a pragmatic and organic approach to growth, setting up initially with minimal resources and adding people and programmes as further funding is secured. Some major milestones in the Alliance's operating plan are illustrated here.

	2008	2009	2010
UK Design Skills Alliance	*Launch of Professional Development Campaign* *Launch of Designers' Business Knowledge Base*	*First piece of Strategic Analysis and Future Thinking published*	*Research complete for updated Design Skills map*

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[2] *Based on the extensive contribution of time from senior executives and design staff.*

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[3] *Staff, project and overhead contributions from Creative & Cultural Skills and the Design Council.*

Part 2: Design Industry

I support this plan

Signature

Date 26/3/07

Name and organisation

I would particularly like to be involved with:

Design Skills Advisory Panel

CREATIVE &CULTURAL SKILLS

I support this plan

Signature

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Date 26/3/07

Name and organisation TREVOR DUNCAN
NORTHUMBRIA UNIVERSITY

I would particularly like to be involved with:
HIGHER EDUCATION. - PROFESSIONAL PRACTICE
DESIGN ACADEMY REMIT CURRICULUM DEVELOPMENT
& PROFESSIONAL ACCREDITATION?

Design Skills Advisory Panel

CREATIVE &CULTURAL SKILLS

I support this plan

Signature

Date

Name and organisation TOM DIXON

I would particularly like to be involved with:

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CREATIVE &CULTURAL SKILLS

Design Industry

Designers' Business Knowledge Base

The Designers' Business Knowledge Base is based on a professional practice framework for designers, educators, design buyers and students. It is an industry-led set of guidelines providing examples of effective practice in key areas of design business.

Why we need it

The UK design industry is relatively young, fragmented and heterogeneous industry and has a huge variety of talents, competencies and methodologies. These characteristics have so far prevented it from establishing an effective and widely accepted code of professional practice. However, professional practice skills need to be improved to ensure the industry continues to grow while delivering design work of the standard required by an ever changing, challenging and increasingly demanding client base.

While many would like the industry to retain its flexibility and adaptability to preserve individuals' creative integrity, designers would also like to see greater professionalism and a shared understanding of the value of professional practice.

Figure 2
Professional practice framework

Creativity + [Skills, Insights, Process, Beliefs & Values] = Design effectiveness

Professional practice
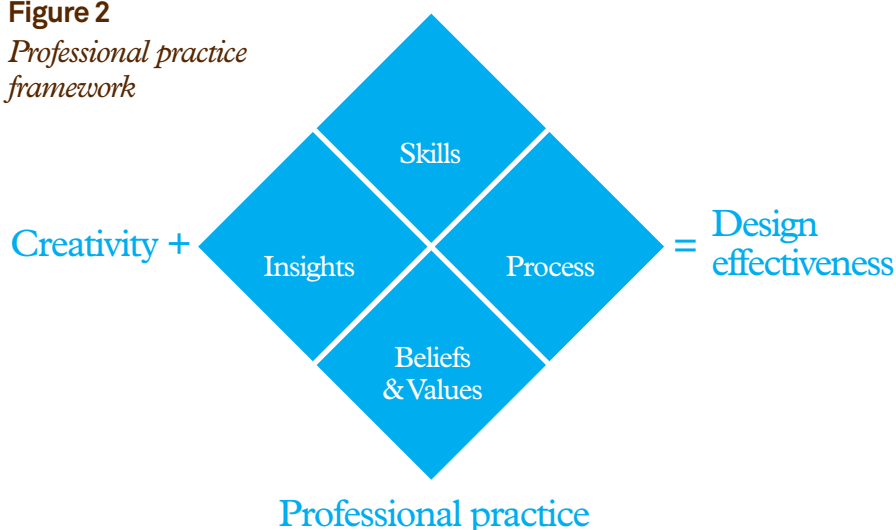
So, we need a guide for designers, design buyers and educators, not to judge the creative outputs of designers but to demonstrate the professional working practices that can be held up as inspirational examples in design business. This will be organised through a Designers' Business Knowledge Base populated with examples of effective practice from designers working against some key areas identified by a professional practice framework.

The intended outcomes of the Designers' Business Knowledge Base are:
— More awareness among design practitioners and educators of the skills and competencies needed by practising designers in the UK
— An increase in the skills and competencies of practising designers based on their use of the Designers' Business Knowledge Base and support mechanisms for continued professional development
— Greater ease for design clients in identifying, hiring and managing design practitioners with the right skills and competencies
— A more collaborative and professional design industry in the UK.

Professional practice skills need to be improved to ensure the industry continues to grow while delivering work of the standard required by an increasingly demanding client base.

What it is

The Designers' Business Knowledge Base will not aim to assess or score creativity in design businesses. Rather it will set out four distinctive areas of skills and capabilities where effective professional practice would enhance the whole business and lead to overall design effectiveness, both in terms of design and profitability.

Skills

— Skills, expertise and capabilities
— Design & other disciplines
— Technology, prototyping, modelling and visualisation
— Communication
— Research – quantitative & qualitative

— Understanding user needs
— Management, financial and legal accountability
— Continuous professional development
— Personal development planning
— Collective/corporate development
— Working with education

Experience & Insights

— Understanding and experience of:
— Client requirements
— Markets and cultures
— New contexts for design & innovation
— Supply chains

— Types of businesses, projects & sectors
— Collaborative work
— Research and links to education

Beliefs & Values

— Management style and how the business is organised
— Business culture
— What matters to the business

— Subscription to policies and standards regarding diversity, environment, trade, etc.

Process

— Design methods and processes
— Approach to the brief
— Managing client relationships
— Project management, planning and costing structure
— Business management and use of common systems such as ISO, IIP, etc.

— Value measurement: output, deliverables and evaluation
— Subscription to policies and standards regarding diversity, environment, trade, etc.

The Knowledge Base will be online, with an up to date selection of examples of professional design practices submitted by UK designers. These examples will be selected for how they demonstrate excellence and effectiveness in professional design practice in four key areas: Skills, Process, Experience & Insights and Beliefs & Values.

The Designers' Business Knowledge Base will include a detailed description of each area and the elements within it, including (where relevant) the latest research on design performance, skills and methods, and what clients will be looking for in the future. In addition to this, the Knowledge Base will include detailed examples submitted

by UK designers that illustrate good practice in a design business against each point in the framework. These may, for instance, include good business management systems or personal development plans in place in design businesses.

The Designers' Business Knowledge Base is intended both to represent the UK design sector and be a resource for it. It will have an impact on the whole supply chain, from education, small agencies and freelances through to bigger agencies and in-house design departments.

For practising designers, the Knowledge Base will provide up to date and relevant information on how they can improve their business performance and develop particular skills. It will provide examples of how leading design practitioners are meeting the needs of their clients and managing successful practices. It will be a tool used to improve design businesses' performance and profitability. It will also help them get a better understanding of how designers differentiate their services and articulate their value to clients.

For educators, the Knowledge Base will be a practice-led curriculum development tool. It will act as a point of reference for design education and teachers on the skills and competencies designers need in professional practice, thereby aiding a better alignment between design education and professional practice. It will be used by tutors and students in schools, colleges and universities to review and develop course curricula, and link education and practice, making them more relevant to each other. The UK Design Skills Alliance will lobby for universities to include a reference to the Designers' Business Knowledge Base in their programme specifications for design courses.

The Knowledge Base will also help to inform design buyers about the value that excellent design practice creates and it will provide a reference point for design buying decisions. Design buyers will benefit from advice on how to evaluate effective design and set expectations about risk and return on design investment.

How it will work
The Designers' Business Knowledge Base is a central component of the UK Design Skills Alliance's portfolio of products and services, with a website that the Alliance will itself host and maintain.

The Knowledge Base's examples will be selected by a peer review system. This will use a 'quality selection' process to choose which examples and stories submitted by UK designers should be held up as exemplary against each point in the framework.

The peer review system will be managed by a central panel made up of design body representatives, educators and designers representing a cross-section of the industry, including client-side designers and

design managers. The panel will be organised by the UK Design Skills Alliance and will invite submissions against all framework points on a regular basis. Chosen examples will be posted with a note from the panel on why they were picked for the Knowledge Base.

Who is involved

It is essential that design buyers play a part in developing the Knowledge Base, ensuring that the professional practice standards being promoted reflect the quality of service that clients need. The Alliance will therefore ensure that design managers from a range of private and public sector organisations are involved.

The input of design industry bodies will also be crucial to the success of the Knowledge Base, and work will be conducted with key partners to connect it to services they provide. For example, the Design Business Association (DBA) has expressed an interest in developing a diagnostic tool, based on the Knowledge Base, which will highlight particular training needs for designers. The Knowledge Base will also link to existing resources that provide tools and templates to meet designers' most frequent business needs, such as British Design Innovation's Proposition into Profit framework. Synergies between the Knowledge Base and Creative Choices, the careers and development portal scheduled for launch by Creative & Cultural Skills in April 2008, will also be explored and developed.

Equally, the Alliance will encourage education to use the Knowledge Base for inspiration and updates on professional design practice, so key lessons are incorporated into the design curriculum.

The Designers' Business Knowledge Base will complement existing frameworks for design education and practice, namely the Art & Design subject benchmark statement from the Quality Assurance Agency, and the National Occupational Standards for Design maintained by Creative & Cultural Skills. The intention is to tie existing sources together and focus not only on promoting professional practice standards, but on getting the Knowledge Base to be widely accepted as the most authoritative source of expertise on good practice in the design industry.

Deliverables, costs and timetable

The next steps needed to start the Designers' Business Knowledge Base are to prototype and test the framework content with its key audiences. This will include:
— Development of the framework content to confirm the detailed points under the Skills, Process, Experience & Insights and Beliefs & Values headings
— Prototyping the framework and testing it with user groups (designers, educators and design buyers)
— Development of the operating model, including details of the selection panel, submission process from the design

industry and plans for marketing and promoting the Knowledge Base to its key audiences
— Keeping design bodies involved in development so the Knowledge Base signposts effectively to existing products and services.

Project milestones include:
— Further testing of the Designers' Business Knowledge Base – May 2008
— Build of website and sourcing examples – Spring–August 2008
— Launch of Designers' Business Knowledge Base – September 2008

The estimated cost to develop and deliver this project is £450,000.

Professional Development Campaign

The UK Design Skills Alliance will run a professional development campaign to improve the overall availability and take-up of high quality professional development. This will promote new and existing courses and pilot and develop responses to currently unmet training needs.

Why we need it
UK designers are generally well qualified – currently, 41 per cent are educated to BA (hons) level or above – and their skills and creativity are valued by clients in the UK and abroad. But there is little evidence of interest in continuous professional development and there are specific areas where designers' professional skills need to be improved. Making a case for CPD and providing opportunities for designers to use it to build business and strategic skills will have a positive impact on design businesses and the industry as a whole.

What it is
The first part of the campaign will work to increase demand for continuous professional development. The UK Design Skills Alliance will do this by providing clear information on the best of existing training courses.

Through platforms such as the new Creative Choices portal, the Alliance will signpost design bodies' and other design engineering, management and marketing associations' CPD activities. This might include professional development training offered by design organisations, like the D&AD's Workout led by industry practitioners, the DBA's professional practice training courses, the Chartered Society of Designers' DA Diplomas in Design Business Management, network events held by Designer Breakfasts and CPD offered by British Design Innovation.

Promoting CPD training to designers will involve matching training offers to the specific requirements of the design industry. The campaign will also promote the value of investment in people in developing a successful design business.

The second part of the campaign will focus on improving and increasing the supply of CPD for designers. The Alliance will draw on the findings from its Strategic Analysis & Future Thinking unit to identify areas where training provision needs to be developed. It will then promote skills-development training that is continuously relevant and accessible for the industry.

The Alliance will also work with membership organisations to develop new ways of delivering CPD for designers and helping providers to improve and grow their provision to match the needs of the design industry and its clients. For example, the BDI is developing CPD activity around intellectual property deal negotiation and a number of regional networks are providing informal 'training' on a range of issues.

Deliverables, costs and timetable
A national three-year campaign to designers about the importance of CPD and access to it will start in 2008.

The estimated cost is £550,000.

Making a case for CPD and providing opportunities to use it will have a positive impact on design businesses and the industry as a whole.

Strategic Analysis & Future Thinking

The Alliance's Strategic Analysis & Future Thinking activity will provide the latest information about the design industry and its skills needs by analysing existing research, commissioning original research and disseminating findings.

Why we need it

Significant research activity is needed to support the Alliance's work in anticipating the design industry's skills needs. The most current information on developments in the industry, and their implications for skills, needs to be collected for use across the design sector.

What it is

The Alliance's Strategic Analysis & Future Thinking activity will find, review and analyse existing and commissioned research findings to support its work and policy agenda, and to establish skills-specific conclusions that can be followed up with action. The Alliance will also aim to collaborate extensively with organisations that already produce important design-related research, including other design bodies (both national and international), higher education institutions and the UK's research councils.

Specifically, the Strategic Analysis & Future Thinking activity will:
— Build relationships with external research and academic institutions producing research and knowledge on the design industry and design skills, including UK universities, national and international design industry bodies, the UK research councils and public organisations in addition to the Design Council and Creative & Cultural Skills
— Work with these organisations to contribute to research, and also process the findings for skills-related implications in a way that supports the overall work of the Alliance
— Commission and manage original research on design skills, including an internationally-benchmarked Design Skills Map. This will build on the Design Council's regular Business of Design research and surveys undertaken by Creative & Cultural Skills
— Write action-orientated articles and policy papers on design skills and disseminate them to design industry and education providers as a basis for events, communications and media relations activity
— Hold a range of seminars and networking events based on recent research, which set out to influence design practice, design buying and curriculum development. These events will focus on areas including global reach, competitiveness and sustainability.

— Seek out and share research that could inform business, policy and education and training provision.

The Alliance will set out specific information needs and partners for the Strategic Analysis & Future Thinking activity in a strategic plan. Bespoke research briefs will be determined by the Alliance where information and research does not already exist. Research will be commissioned and/or conducted by the existing research teams within the Design Council and Creative & Cultural Skills.

Deliverables, costs and timeline
The first step is to develop the strategic plan for identifying and meeting the Alliance's information and research needs. This will include an outline of the organisations which the Strategic Analysis & Future Thinking activity should engage and liaise with. The first thought piece will be published by the end of 2009. An internationally-benchmarked design sector skills map will follow in 2011.

The cost for these activities is £650,000 over three years.

Programme of Professional Practice CPD

There are some examples of good quality training for designers in professional practice but not all are widely accessible and they are often considered too expensive and time-consuming. A key task for the UK Design Skills Alliance will be to develop a directory of the best professional practice CPD courses and activities. The directory will provide designers with local and regional information, industry recommendations and feedback on CPD provision.

Ongoing analysis conducted by the Alliance's Strategic Analysis & Future Thinking unit will provide information on future skills needs and consequent training requirements for designers. It will also take a view on how well those needs are being met by existing CPD provision. This information can then be used by training providers to design new courses. The Alliance will aim to stimulate demand for these courses as part of its ongoing Professional Development Campaign.

The Alliance will seek funding to pilot new CPD courses and delivery methods in partnership with existing and new CPD providers from

industry and education. These pilots may include developing an entirely new course or an alternative delivery method for an existing one.

Recent research indicates the need to develop designers' sustainability and leadership skills, which includes business management and strategic skills. There is also a growing need to ensure designers make the most of fast-emerging new market opportunities and understand how to do business globally. The Alliance will work with partners on some of these areas in its first year.

Design skills for sustainability

There is currently little demand among designers for training that responds to environmental and sustainability challenges. This is set to change, however, as clients and consumers increasingly call for sustainability to be considered, so designers will need to take the lead on this issue.

This means developing skills such as:
— Long-term thinking and awareness of global issues beyond design
— Seeing environmental and social issues as an opportunity for new design ideas
— Being able to translate information on global issues into practical design strategies
— Technical knowledge of materials and product lifecycles
— Understanding behaviour change.

The UK Design Skills Alliance will work with partners such as Forum for the Future and the Centre for Sustainable Design to develop and pilot a sustainable design skills training programme that promotes the value of tackling sustainability issues or taking practical action in specific situations.

Leadership skills

The Design Council is currently piloting a programme to help mid-career designers develop leadership skills. In partnership with the Cultural Leadership Programme, this NextNet programme focuses on designers' business management and strategic skills. It currently involves 15 mentors and 15 future design leaders and consists of informal mentoring, networking and training sessions. Evening seminars and one-day workshops are dealing with subjects including 'improving presentation skills', 'leading with impact', 'influence and strategy' and 'leading others'.

The pilot ends in March 2008 with an event for mentors and future leaders to capture successes and learn from any less successful aspects. There will then be a short period of evaluation and review, and plans will be developed for a long-term programme, taking into account any existing provision, future funding requirements and wider national roll-out. The UK Design Skills Alliance will work with delivery partners to provide this type of leadership development and will offer

continued support and advice for managing supply and demand in this area.

Industry diagnostic and development tools

A healthy supply of industry-endorsed training and clear signposting is only part of the proposed solution. There is a clear need to help people and businesses recognise their own skills gaps in the first place and skills development planning at all levels will be required for the design sector to maintain its competitive edge.

Diagnostic tools and workforce development planning services are essential components in this plan to increase professional standards in the design sector. Using the Designers' Business Knowledge Base and ongoing strategic analysis of future skills needs as a basis, the UK Design Skills Alliance will work to develop tools and services that can diagnose skills needs for individuals and businesses. This development work will be done in partnership with third party organisations.

The Alliance's role will be to support organisations bringing these new tools to market. The Alliance will also help the sector use these tools and services by sponsoring workshops, workplace visits and expert skills consultancy.

Deliverables, costs and timeline

Anticipated deliverables over the next three years include:
— A directory of the best professional practice CPD courses, developed with existing design bodies
— A programme of CPD pilots
— A suite of tried and tested skills diagnostic tools and workforce development planning services.

The estimated cost for the Alliance to develop the Directory and the pilots outlined here is £350,000.

The Alliance will assess future skills needs and how well they are being met by existing CPD.

A blueprint for Marina

Today…Marina Willer is a film maker and creative director at a top brand consultancy. With wide-ranging influences and interests, she's intrigued by the route her career might take.

Tomorrow…Marina could be a design director and board member with a multinational transport group, responsible for innovation across the business, including new product and service development and corporate social responsibility.

Part 3: Design Education

I support this plan

Date 26.

Name and organisation RICHARD GREEN
DESIGN & TECHNOLOGY Assoc.

I would particularly like to be involved with:
'Schools' aspects of the proposals — & ensuring
that existing/proposed initiatives are
coherent & co-ordinated   Design Skills Advisory Panel

Name and organisation   HEAD OF TECH   PROJECT
particularly like to be involved with: PROJECT
DESIGN RESEARCH &
EFFECTIVENESS.   Design Skills Advisory Panel

UNIVERSITY
AL PRACTICE
R DEVELOPMENT
ATE ACCREDITATION?
Panel

I support this plan

Signature   Gavin Cawood.

Date   20/3/07

Name and organisation   DESIGN WALES

I would particularly like to be involved with:
- Professional development for designers
- Supporting the link between schools

Design Skills Advisory Panel

Colleges & Universities

Network of visiting design professionals

This is a national programme that connects practising designers and design managers with colleges and universities.

The UK Design Skills Alliance and key partners in higher education will start by researching the most effective ways of incorporating visiting design professionals into further and higher education practice. On the basis of this research, the Alliance and partners will develop a network of professionals and set up the national programme.

Why we need it
Students benefit from aspects of actual design practice being part of their further and higher education in design. The Design Skills Advisory Panel's consultation with the design industry in 2006 revealed substantial support for increased links between design professionals and design education.

Many UK colleges and universities are already bringing design professionals into the classroom through live projects and crits and as external examiners. However, the scale of this activity is not known and there is scope to extend the range of professionals involved. Also, there is a need to determine how best to integrate visiting design professionals into education at this level, what role they can play and what content they can add for maximum effect.

Currently, there is no central network or register of design professionals who are willing to work with design education, have the necessary skills and understand how their involvement might best be focused and managed.

What it is
The *High-Level Skills for Higher Value* report outlined the need for a network of visiting design professionals to better connect further and higher education with professional practice by working with colleges and universities on a regular basis.

This recommendation will be pursued through a two-stage process. It aims both to establish a model of effective practice for visiting design professionals and to connect delivery with a supply of willing professionals.

First, the UK Design Skills Alliance, together with the Higher Education Academy subject centre for Arts, Design and Media (ADM-HEA) and Centres for Excellence in Teaching and Learning (CETLs) with a particular interest in design, will commission and conduct qualitative and quantitative research into current activities around visiting design professionals, and the most effective practice.

The research, planned to begin in April 2008, will set out to answer key questions such as what schemes are currently in place in further and higher education institutions for design, and whether they include visiting tutors, external examiners and input from professionals. It will also attempt to discover which of these models is best for integrating design professionals into design teaching at this level.

Specifically, the methodology for this research will include a literature review, a quantitative survey of existing institutions and their activities, in-depth interviews with heads of selected visiting design professional schemes, and an analysis and reporting stage, which includes considering the effectiveness of these schemes.

The research will enable the UK Design Skills Alliance and its partners to develop guidance and advise on the best models for colleges and universities to use in making sure they achieve the best learning outcomes from visiting design professionals.

The second stage will be for the Alliance and its partners to promote the outcomes of the research through a range of activities:
— The Alliance will work with partners such as the ADM-HEA, CETLs and the Council for Higher Education in Art & Design (CHEAD) to formulate a model for delivering support and training to set up visiting design professional programmes in colleges and universities across the UK.
— During the research, the Alliance will set up a partnership tasked with taking forward the outcomes and delivering tools and resources to educational institutions who want to implement one or more of the visiting design professional schemes which the research findings support.
— The Alliance will supply information on effective practice to its network of universities and design organisations, and use its register of professionals available to work with colleges and universities.

Based on the research findings, which are expected to be complete by September 2008, a subsequent phase of communication, planning and delivery of the visiting design professionals scheme will be

developed in partnership with the ADM-HEA, CETLs, and the Higher Education Funding Council for England (HEFCE).

Deliverables, costs and timetable

A funding bid will be submitted for a piece of research on the most effective method(s) of delivering a visiting design professionals programme. It is planned to deliver this in September 2008. The target is then to have a register of 200 design professionals who are active in a recognised national programme from 2009.

The research and pilot will cost an estimated £50,000. The programme will cost a total of £550,000 to run over three years.

Multi-disciplinary Design Network

This is a knowledge sharing network of colleges and universities involved in multi-disciplinary design education. Its activities will help to identify skills development needs.

Why we need it

Designers are increasingly expected to work alongside other specialists such as scientists, engineers, social scientists, marketers and management consultants. R&D activities in many businesses are increasingly being structured along multi-disciplinary lines, and designers are required to work in teams and have a stronger appreciation of the role of business and technical issues in the development of innovative new products and services.

There is strong evidence that universities abroad are responding to these changing needs of industry by developing postgraduate courses that bring together different elements of creativity, technology and business. They include the International Design Business Management (IDBM) course in Finland and the D-School at Stanford University in the USA.

A number of innovative MA models are emerging in the UK. But there is a need for new programmes that are responsive to the changing requirements of industry. There are currently too few programmes founded on collaborative partnerships that could provide multi-disciplinary learning experiences and foster closer working relationships with industry. This is a particular challenge given the boundaries that exist within the UK education system in terms of subject silos, institutional barriers and resistance to structural change.

What it is

For the last two years the Design Council, working in conjunction with HEFCE, has supported a multi-disciplinary design network of academics from a variety of business, technical and design backgrounds.

The network was established as a response to the Cox Review to:
— Develop and sustain momentum behind the Cox Review recommendation calling for multi-disciplinary 'centres of excellence'
— Support a core group of HEIs in developing new multi-disciplinary programmes and proposals for submission to HEFCE for funding
— Promote an appreciation of the value of multi-disciplinary education in HE and government more broadly.

The current multi-disciplinary design network has helped a small group of leading organisations to engage in the debate around multi-disciplinarity and develop new proposals, with two significant 'centres of excellence' recently awarded funding by HEFCE. The challenge now is to maintain this momentum, support a larger network and disseminate knowledge to achieve greater impact and reach across the HE sector.

Structures are needed to support and ramp up the efforts of the existing informal network, facilitating debate and ensuring that information is more widely available, and that knowledge and best practice are captured and shared.

The establishment of a Multi-disciplinary Design Network as part of a Knowledge Transfer Network (KTN) is a possible way forward. It would play a vital role in making the necessary connections, consolidating existing research, identifying sources of new knowledge, and helping HE access information and apply it. It would also provide an important support network for individuals within HE who are championing change and working to equip design graduates with the wider set of professional skills they need to play a key role in an innovation-based economy.

The UK Design Skills Alliance will take a lead role in supporting the development of the Multi-disciplinary Design Network and co-ordinating the promotion and dissemination of the processes, methodologies and understanding that result from the emerging multi-disciplinary programmes and centres.

Deliverables, costs and timetable

A programme of activities for the Multi-disciplinary Design Network, including an initial audit of existing multi-disciplinary activities in UK education, will be developed in 2008 with a launch target of 2009. It has been estimated that setting up and supporting this Network will cost £175,000.

Careers Advice & Guidance

Careers information approved by industry will provide guidance and advice to design students at all levels and to design practitioners. A new service, Creative Choices, is currently being developed to deliver this information. It will be user-led and provide examples of studying design and developing a career in the design industry.

Why we need it
It is difficult for students and graduates to differentiate between the courses offered by different colleges and universities and find the best possible career pathways. Students and graduates need current and relevant career information to determine employment routes and develop their knowledge of the professional design world as well as other, non-design job opportunities in the industry. Industry and education must work together to meet this need.

There is also an apparent mis-match between the number of design graduates and jobs in the design industry. Many senior practitioners think there are too many courses and students but not enough appropriately-skilled graduates entering the industry. Careers information must provide design graduates with adequate signposting to a wide range of career routes. Ultimately this will benefit both the design graduates, who will access a wider outlet for their skills beyond the design industry itself, and also the businesses in other sectors who benefit from designers' skills.

What and how
Creative Choices will provide online careers information across the creative industries, covering advertising, crafts, cultural heritage, design, music and performing arts. Users will be able to personalise the site to meet their needs so it works as their own 'career dashboard', offering access to job profiles, case studies, career pathways, planning tools and templates to help individuals make better-informed decisions. Users will also be able to compare courses and experiences by adding their comments and reviews.

Content and functionality will cover three main areas:
— Tools for career development
— Knowledge and information
— Networks for users searching for peer support.

Who is involved
Creative & Cultural Skills is developing this online resource in partnership with the Cultural Leadership Programme. It is also

working with a range of creative sector organisations including the Design Council and the Institute of Practitioners in Advertising, Arts Council England, Crafts Council and Museums Libraries and Archives Association to design and deliver Creative Choices. The site will launch in 2008.

Deliverables, costs and timetable

A detailed delivery programme for Creative Choices has already been agreed with Creative & Cultural Skills and funding secured for its development. The Alliance will provide additional information for Creative Choices on design education and the design industry, and ensure it is up to date and relevant. The Alliance will also signpost Creative Choices and promote it to design students, practitioners and educators. Input and co-ordination with the Creative Choices development team and some further communications activity will be required, but this will be absorbed into core costs and the budget for the Alliance's Professional Development Campaign.

Overall timetable for Colleges & Universities initiatives

	2008	2009	2010
Network of Visiting Design Professionals	*Research complete*	*Database of designers built by Alliance* *Pilots underway*	*Roll-out of national network*
Multi-disciplinary Network	*Alliance programme of multi-disciplinary network activities established*	*Multi-disciplinary network established*	
Careers Guidance	*Launch of Creative Choices*		

Students and graduates need career information to choose employment routes – industry and education must work together to meet this need.

A blueprint for Alex

Today… Alex Boakye is completing a BA (Hons) in Product Design. He knows products aren't designed by individuals, but by teams. And he's open-minded about his own role in any future team.

Tomorrow…Alex could be a design consultant with an international management consultancy, advising clients on product development in multinational markets, collaborating with users and focusing on sustainability.

Schools

Designers working with schools

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To nurture important creative skills in students, a series of collaborative projects will be launched to enable more schools to work with professional designers.

Why we need it

The National Curriculum subjects of Design and Technology (D&T) and Art and Design are popular with students at primary and secondary school level. But many D&T teachers have little experience of working in the design industry, and lack knowledge of how to integrate real design practice into their design teaching.

Consequently, every effort should be made for the curriculum to include opportunities for design teaching to be brought into closer contact with professional practice. Introducing more professional designers to schools, face to face or virtually, will help nurture important transferable skills in students, such as creative thinking, multi-disciplinary approaches to problem solving and practical ways to manage innovation. These skills are increasingly valued in the workplace and will become more critical in the global economy.

A co-ordinated programme is needed to integrate designers into existing schemes that bring designers and schools together. This will increase the reach and impact of these schemes and connect teachers and students with current design practice.

What it is

The UK Design Skills Alliance will act as a conduit for new and existing schemes that link designers with schools, enabling them to access a comprehensive register of design practitioners who are willing and able to work with teachers and students. The Alliance will also provide input into new and existing schemes' training courses for designers working with schools.

Specifically, the Alliance will start by building on the work of Creative Partnerships to develop a distinct design strand to the existing scheme, connecting more designers with schools and colleges and providing support for teachers and students to develop their creativity, design and innovation skills.

Creative Partnerships is the government's flagship creativity programme for schools and young people, managed by Arts Council England and funded by the Department for Children, Schools and Families (DCSF) and DCMS. Its aims are to develop: the creativity of young people, raising their aspirations and achievements; the skills of teachers and their ability to work with creative practitioners; schools' approaches to culture, creativity and partnership working; and the skills, capacity and sustainability of the creative industries. Creative Partnerships currently focuses on the most deprived communities in England, and runs programmes of between one and three years with 2,500 schools, through which creative professionals work to achieve these objectives. Creative Partnerships also provides training to the creative professionals before they enter the school environment.

Creative Partnerships now has a number of key objectives:
— To enlarge the overall scheme and work with more UK schools
— To increase the proportion of designers among the creative professionals involved in the programme
— To foster 'design thinking' overall as a key element of the Creative Partnership exchange with schools
— To recruit and train the appropriate design professionals for their programmes.

Collaboration between the UK Design Skills Alliance and Creative Partnerships will aim to connect designers to the existing Creative Partnerships programmes and enhance the design thinking element within those programmes. The Alliance, in partnership with regional design organisations, can offer a range of support to help fulfil Creative Partnerships' objectives. This will be co-ordinated under the banner of 'Design Partnerships', and will include these activities:
— Increase the number of designers working with schools as part of Creative Partnerships' programme under the Design Partnerships initiative, using the Alliance's register of design practitioners willing to get involved with schools.
— Co-ordinate an awareness campaign among designers about Creative Partnerships' programmes. The Alliance will also disseminate case studies and examples among schools, policy-makers and the design industry.
— Increase 'design thinking' content in the Creative Partnerships training programme, primarily by offering training and support to Creative Partnerships' own programmes based on the guidelines in the Designers' Business Knowledge Base. These guidelines will also be offered to Creative Partnerships' continuous professional development training programmes, and the Alliance will endorse this training in communication with the design community.

The UK Design Skills Alliance will also work with STEMNET (Science, Technology, Engineering and Mathematics Network) to extend the number of designers involved in its student-facing programmes.

STEMNET's Science and Engineering Ambassadors (SEAs) programme is the organisation's flagship initiative, bringing ambassadors with a background in STEM subjects into schools to inspire young people to take up those subjects. Part of the programme involves discussing the career routes available to students who have studied STEM subjects.

STEMNET is looking for ways to involve designers as SEAs to tell students about the career opportunities in design opened up by studying STEM subjects. The organisation is working to incorporate design as a career route in its overall careers information portal, which is currently in development.

With STEMNET, the Alliance will offer use of the central register of design practitioners willing to commit to supporting design education in schools and tertiary education. A formal link will be established between this resource and STEMNET's SEA programme, with a view to providing a formal route for STEMNET to access designers and find appropriate Ambassadors.

In addition to this, the Design Skills Alliance will input into the STEM Careers Information Advice and Guidance Package, emphasising the link between STEM subjects and a career in design.

The Alliance will work with those co-ordinating the new 14-19 Creative and Media Diploma, the Manufacturing & Product Design Diploma and other relevant design qualifications. The success of the diplomas is built on relevance and connection to industry. The development of each of the lines of learning has been steered by Diploma Development Partnerships made up of employers, sector skills councils, standard-setting bodies and higher education, with employers in the driving seat. This means that the qualifications themselves have been scoped and specified by bodies who understand the needs of the industry and the aspirations of learners. Centres that offer the new diplomas will be quality assured and will need to ensure that connections with industry are in place. By co-ordinating the Design Creative Partnerships and STEMNET SEAs, the Alliance will be able to provide a truly relevant industry background that will help to address future skills needs.

The Alliance will also work with the Sorrell Foundation to support its two main initiatives, joinedupdesignforschools and the Young Design Programme. The first develops a relationship between primary and secondary pupils and professional designers to create innovative learning environments and develop pupils' life skills. The second adds university design and architecture students to the mix to explore new ways of learning, build the students' client liaison skills and open up new relationships between schools and universities.

Deliverables, costs and timetable

Following on from these initial partnerships, the Alliance will aim to increase the national reach of the designers working with schools programme.

The estimated cost to develop and support a national programme over three years is £550,000.

Design Mark

An aspirational badge will be awarded to primary and secondary schools that demonstrate excellence in their teaching of design.

Why we need it

The Design Mark is needed both to reward and inspire schools for the excellence of their design teaching. In *High-level Skills for Higher Value*, the Design Skills Advisory Panel pointed to the excellent basis of design education in UK schools through the National Curriculum subjects of Design and Technology (D&T) and Art and Design, and indeed the popularity of D&T among students.

But the report also highlighted weaknesses in the teaching of 'designing' skills, for reasons such as lack of funding for professional development and a lack of connection to professional practice. There was thought to be an under-emphasis on strategies for teaching designing and design thinking. This is due in part to the fact that the subject has a relatively short history (20 years) and a large number of D&T teachers were originally trained to teach 'handicrafts'. Therefore, design education at this level could benefit from increased links with professional practice and the skills and capabilities required of designers in the workplace. Many D&T teachers have little experience of working in the design industry, and need inspiration and information to help them integrate real design practice into their design teaching. Although this is not a curriculum requirement, students are also often inspired by exposure to professional practice.

An additional issue is the current perception of D&T in schools. It is often considered to be less robust or useful than other subjects, and some D&T teachers feel it is overlooked by students and parents in favour of more 'academic' disciplines. It is important that action is taken to improve perceptions of D&T education.

The Design Mark will address these issues and help to rejuvenate the teaching of design in the UK by providing a framework for rewarding excellence in design teaching. It will provide examples and inspiration to help others to incorporate excellent teaching methods into what they do.

What it is

The Design Mark aims to identify and reward primary and secondary schools delivering high quality design education. The objectives are to:

— Promote higher standards in design education
— Help schools and students better understand the wider role of design in society
— Develop closer links between schools and professional design practice
— Raise the status of design in schools and local communities
— Provide schools with a framework for evaluating and self-reviewing standards and practice.

The Design Mark will link closely with the UK Design Skills Alliance's Designers' Business Knowledge Base. It will draw on its guidelines and practices and integrate them with the broader self-review processes that schools are required to undertake by Ofsted. Examples of materials produced by successful Design Mark schools will be made available to help inform the teaching and learning of designing and show schools the standards required to attain the Mark. The example materials will include primary, secondary and professional work – so illustrating a clear progression of designing skills from Early Years to commercial practice against a consistent set of criteria. This will also help ensure that professional practice is connected with the teaching of design in primary and secondary schools.

Although it is likely that the Design Mark will be awarded based on activities in a particular department, the award will be made to the school rather than a department or individual. A schools-award approach allows a wide range of departments to apply, based on how they use design processes and practice in the teaching of their subject. For example, non-design departments that use design tools or processes in their teaching, or initiatives that use design to address particular issues, such as learning environments in connection with the Building Schools for the Future programme, would qualify.

Who is involved

To deliver the Design Mark, the UK Design Skills Alliance will partner with the Design & Technology Association, the UK's professional association for all those involved in design and technology education and associated subject areas. The Design & Technology Association will be the lead partner working on implementation and management. The UK Design Skills Alliance will contribute with constantly updated expertise, embodied in the Designers' Business Knowledge Base, which will be used in the application and assessment model of the Design Mark, and will provide training on the framework's content for Design Mark moderators.

The Design & Technology Association and the Alliance will work until April 2008 on developing and piloting the Design Mark among primary schools, and they will seek funding from the Department for Children,

Schools and Families (DCSF) for further piloting in secondary schools. Final operational planning and development will take place concurrently, also conducted by the Alliance and the Design & Technology Association. In the longer term, funding for the scheme may be sought from industry sponsorship.

There will be an associated website for the Design Mark, hosted via the Design & Technology Association's own website but with clear links to the Alliance's site (including access to the Designers' Business Knowledge Base). The website will provide:
— Information on the application process
— A 'digital portfolio' which schools can use to submit their evidence and application
— A showcase of work from schools awarded the Design Mark
— Clear signposting and next steps for schools which have not yet reached the Design Mark standard. This is an important part of the aspirational and inspirational intent of the Design Mark, in that every school should be able to access and use the Design Mark criteria and tools easily to improve their design teaching.

The partnership will extend to the V&A Museum, which will host an annual ceremony to present Design Mark awards and showcase schools' work to a wider audience. The Training and Development Agency for Schools (TDA) and The Specialist Schools and Academies Trust (SSAT) are also involved in developing the Design Mark.

How it will work
The application process will involve demonstrating the design teaching and learning experience in the school through a digital portfolio, available with instructions and an example template from the Design Mark website. There will be a small fee of between £400 and £600 per application.

Applicants will be asked to demonstrate the excellence of their design teaching on four levels. The first two levels look at the school's values and belief in the importance of design education to the learner, while the second two look at the quality of management and teaching of the subject. These are closely tied to the Designers' Business Knowledge Base, in that the requirements for being awarded a Design Mark include measures of excellence drawn from professional design practice that schools will be asked to demonstrate in their teaching.

All the levels are intended to link very closely with the statutory self-review and evaluation that schools are required to conduct or deliver to complete the Self-Evaluation Form (SEF).

Applications for the Design Mark will be due on 1 October each year, and will be awarded the following January at the V&A. The Design Mark award is then valid for the rest of that academic year, and for the subsequent three academic years.

For assessment purposes, the Design Mark will use 'moderators' from an educational background trained in the Design Mark assessment criteria, and with a grounding in the Designers' Business Knowledge Base. The moderators could pair up with design professionals (sourced from the Alliance's register) to visit shortlisted schools between October and December, and see how the application and actual activity at the school correspond. The moderator's final approval will be necessary for a school to be awarded a Design Mark.

The school could have a number of responsibilities for the duration of their award, including:
— To actively share and demonstrate their design teaching and learning practices
— To act as regional centres of excellence for design supporting CPD in local schools and helping to prepare materials and resources for other schools
— To take on a teacher training student.

Deliverables, costs and timetable
— Completed pilot of Design Mark in primary schools – March 2008
— Completed pilot of Design Mark in secondary schools – August 2008
— Launch of Design Mark – January 2009
— 500 schools to be assessed by 2011 (100 secondary, 400 primary) representing around three per cent of schools three years from launch.[4]

Approximately £50,000 will be required to extend the testing of the current prototype with secondary schools, and to complete the development and implementation of the Design Mark scheme.

The total cost to set up and support the implementation of the Design Mark is estimated at £450,000.

Teacher Development

A series of initiatives will be launched to create new types of continuous professional development provision for teachers and support the best existing provision.

Why we need it
Although work has begun to address the situation, weaknesses remain in the teaching of design skills in the UK, for reasons such as lack of funding for professional development and an over-emphasis in the curriculum on aesthetics and neat presentation rather than innovative

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[4] *Arts Mark, running for eight years, has achieved 15% of all schools*

ideas and thinking. Many D&T teachers have little experience of working in, or knowledge of, the design industry, and need information and inspiration for how to integrate real design practice into their design teaching.

Continuous professional development and training programmes for design teachers do exist, and many are of a very high quality. However, some of them run sessions only in London, and are not sufficiently connected to current professional design practice. Also, there is no central, recognised benchmark for quality in the teaching of design which incorporates a consideration of professional design practice. Initial training for D&T teachers needs more robust input from professional design practice to ensure that new teachers are well-prepared to teach design and technology skills.

Overall there is a need to maintain and develop the skills and knowledge of design teachers in the UK. A two-pronged approach is required both to address the quality, availability, access to and take-up of continuous professional development among trained teachers, and to influence the curriculum in initial teacher training (ITT).

What it is

The Design Skills Alliance intends to work at two levels to bridge this gap in design teacher training: CPD for existing teachers and initial teacher training.

Increasing the take-up of CPD among existing design teachers

The Alliance will work to boost the quality and availability of continuous professional development and its take-up by design teachers. It will do so by supporting the development of a teacher training scheme for teaching design at primary and secondary school level.

The Design Mark described in the previous section will represent the standard for excellence in design teaching and will be translated into a set of units for continuous professional development of teachers. The Design Mark training units will deliver teacher CPD that matches specifically each of the evaluation elements from the Design Mark framework, namely:
—   Beliefs and values for design education
—   Learning impact of design education
—   Management of design education
—   Design teaching.

The units will be specifically linked to design practice and will be available to all schools whether or not they choose to apply for the Design Mark itself.

Development of Design Mark training units
The key partners involved in developing the training units will include the Design & Technology Association, NSEAD and the UK Design

Skills Alliance. The former two organisations will contribute with their expertise in the subject areas and support the development of the unit content. The Alliance will support this activity by linking the Design Mark and related unit content to the latest professional practice expertise and a network of designers to take part in the CPD activities.

Delivery of training to teacher CPD trainers and organisations with CPD programmes
The Design Mark training units will be taught to individuals and organisations who are seeking accreditation as trained providers of the Design Mark training units to teachers. Consequently, a central 'train-the-trainer' activity will take place where an individual applicant or organisation will pay for Design Mark training and accreditation, which will last for three years.

Delivery of Design Mark training units to teachers
Once accredited as a trainer of the Design Mark units, individuals or organisations can deliver the Design Mark training in their area to existing networks of teachers. The aim will be to promote the Design Mark training to a wide network of trainers, so that Design Mark trainers will be available to deliver teacher CPD on a national scale.

Traditional training routes provided by existing support centres for both Art and Design and Design & Technology will link to the Design Mark training units to promote the same level of excellence in design teaching.

This model is designed to retrofit to existing suppliers and networks of design teacher CPD. For example, the Design & Technology Association's network of consultants and accredited trainers could use the Design Mark units and become accredited in providing training to reach that standard of teaching. Other potential routes to market include:
— Advanced Skills Teachers, and the associated outreach programmes
— The Specialist Schools and Academies Trust (SSAT) network
— The Design Museum's CPD training courses for teachers
— The V&A Museum's CPD training courses for teachers
— The Design Skills Alliance's work to bring more designers into schools.

Care will be taken to ensure the overall training programme and individual units are consistent with:
— The General Teaching Council for England's Teaching and Learning Academy framework, so they can contribute to a teacher's portfolio as they compile a record of their 'learning journey'
— The Training and Development Agency for Schools' professional standards and guidance on effective CPD.

The initiative will also explore the possibility of 'blended learning' models for training and accreditation, such as through the development of an online teacher training resource that will make CPD more

accessible to teachers who are time-poor and schools attempting to minimise disruption caused when teachers have to be released for CPD.

Influencing the training and curriculum of future teachers
The Alliance will also work with the Design & Technology Association and the Training and Development Agency for Schools (TDA) to influence the level of input from professional design practice into the existing teacher training curriculum.

To influence the quality of future design teachers, the Alliance will work with the Design & Technology Association and the Training and Development Agency for Schools (TDA) to boost the influence of professional design practice in the current teacher training institutions and school-based schemes that train D&T teachers. The emphasis will be on making sure the curriculum on these courses incorporates the latest influences from professional design practice.

Next steps
The UK Design Skills Alliance will host working meetings in spring 2008 on both of these development areas, with a view to outlining the next steps for development. A small round of research with primary and secondary teachers and students will be conducted around the same time to establish their views on the proposal for teacher development through the Design Mark training units.

Deliverables, costs and timetable
Detailed plans for the research and developing of Design Mark training units for the teacher training programme will be produced by Autumn 2008. A timeline for developing and confirming key partnerships will follow. The launch of Design Mark training units and the roll-out of a programme via principal partners is anticipated by 2010.

The cost of developing this programme and training moderators and trainers is estimated at £800,000.

Overall timetable for Schools initiatives

	2008	2009	2010
Design Mark	*Pilots*	*Launch of Design Mark*	*First Design Mark awards*
Teacher Development	*Research and development of Design Mark training units and delivery model complete*	*Launch of Design Mark training units* *Piloting complete*	*National roll-out of improved teacher training initiatives*
Designers Working with Schools	*Strategic plan for programme developed*	*Launch of collaborations with Creative Partnerships and STEMNET*	

Our plan for Ollie

Today…Ollie Andrews is studying Design & Technology at GCSE level. Design and sociology are his favourite subjects and he plans to study design at college.

Tomorrow…Ollie could be a service designer working in public sector healthcare on new products and services and teaming up with university researchers to adapt new technological applications for the health sector.

Timetable and funding requirements

As well as the professional design practice tools, advocacy and future thinking that the UK Design Skills Alliance will deliver directly, there are many additional milestones associated with this transformational programme. These have been detailed in previous sections, but they are consolidated in this table.

	2008	2009	2010
Design Mark	*Launch of Professional Development Campaign* *Launch of Designers' Business Knowledge Base*	*First piece of Strategic Analysis and Future Thinking published*	*Research complete for updated Design Skills map*
Network of Visiting Design Professionals	*Research complete*	*Database of designers built by Alliance* *Pilots underway*	*Roll-out of national network*
Multi-disciplinary Network	*Alliance programme of multi-disciplinary network activities established* *multi-disciplinary network established*		
Careers Guidance	*Launch of Creative Choices*		
Design Mark	*Pilots*	*Launch of Design Mark*	*First Design Mark awards*
Teacher Development	*Research and development of Design Mark training units and delivery model complete*	*Launch of Design Mark training units* *Piloting complete*	*National roll-out of improved teacher training initiatives*
Designers Working with Schools	*Strategic plan for programme developed*	*Launch of collaborations with Creative Partnerships and STEMNET*	

Estimated costs – summary

UK Design Skills Alliance	Estimated Costs
Professional Practice	
— *Designers' Business Knowledge Base*	£450,000
— *Directory of Professional Practice CPD*	£150,000
— *Professional Practice CPD Pilots*	£100,000
— *Development & pilots of Industry Diagnostic & Dev. Tools*	£100,000
Professional Development Campaign	£550,000
Strategic Analysis & Future Thinking	£650,000
Core costs & overheads	£700,000
Total costs & overheads	£2.7million over 3 years

Funding of approximately £2.5million will be needed to develop and deliver the programme of initiatives aimed at schools, colleges and universities. The UK Design Skills Alliance will support the delivery of this programme, intervening and providing direction where necessary to ensure consistency and excellence. The Alliance will ensure that this programme has the transformational impact expected and that it provides a high return on investment. The Alliance will not, however, be directly responsible for financing or delivering the projects.

The funding will be raised during the next two to three years by the organisations poised to deliver these projects. The funding proposals should be supported and endorsed by the Alliance. Details of these projects and their funding requirements appear in previous sections.

	Estimated Costs
Colleges & Universities	
— *Network of visiting design professionals*	£550,000
— *Multi-disciplinary Design Network*	£175,000
— *Careers Guidance*	*already funded*
Schools	
— *Design Mark*	£450,000
— *Teacher Development*	£800,000
— *Designers working with schools*	£550,000
Total costs & overheads	£2.53million

Appendices

Design Skills Advisory Panel

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Deputy Chair
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The Design Skills Advisory Panel
is convened and administrated by
the Design Council and Creative
& Cultural Skills.

Design Council
The Design Council is the UK's
national strategic body for design.
It aims to strengthen and support
the economy and society by
demonstrating and promoting the
vital role of design in making

businesses more competitive and
public services more effective.
www.designcouncil.org.uk

Creative & Cultural Skills
Creative & Cultural Skills is the
Sector Skills Council for the
creative and cultural industries,
which include advertising, crafts,
cultural heritage, design, music,
performing, literary and visual arts.
Like all Sector Skills Councils,
Creative & Cultural Skills is
employer-led and works to improve
the education, training and skills
available to the sector to ensure
that the UK remains economically
competitive. *www.ccskills.org.uk*

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Organisations involved in the development and delivery of the Design Blueprint:

Art Design Media Subject Centre The Higher Education Academy (ADM-HEA)

British Design Innovation (BDI)

Centre for Excellence in Teaching and Learning through Design (CETLD)

Council for Higher Education in Art & Design (CHEAD)

Creative & Cultural Skills

Creative Partnerships

D&AD

Design Business Association (DBA)

Design Council

Design Museum

Design & Technology Association

Design Wales

Higher Education Funding Council of England (HEFCE)

Invest Northern Ireland

The Lighthouse

National Society for Education in Art & Design (NSEAD)

Qualifications and Curriculum Authority (QCA)

Royal Society for the Encouragement of Arts Manufactures & Commerce (RSA)

Sorrell Foundation

STEMNET

Specialist Schools and Academies Trust (SSAT)

Teacher Development Agency

V&A Museum

Further organisations throughout the UK regions and nations will be involved in future development and delivery.

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