

CATIE VARLEY

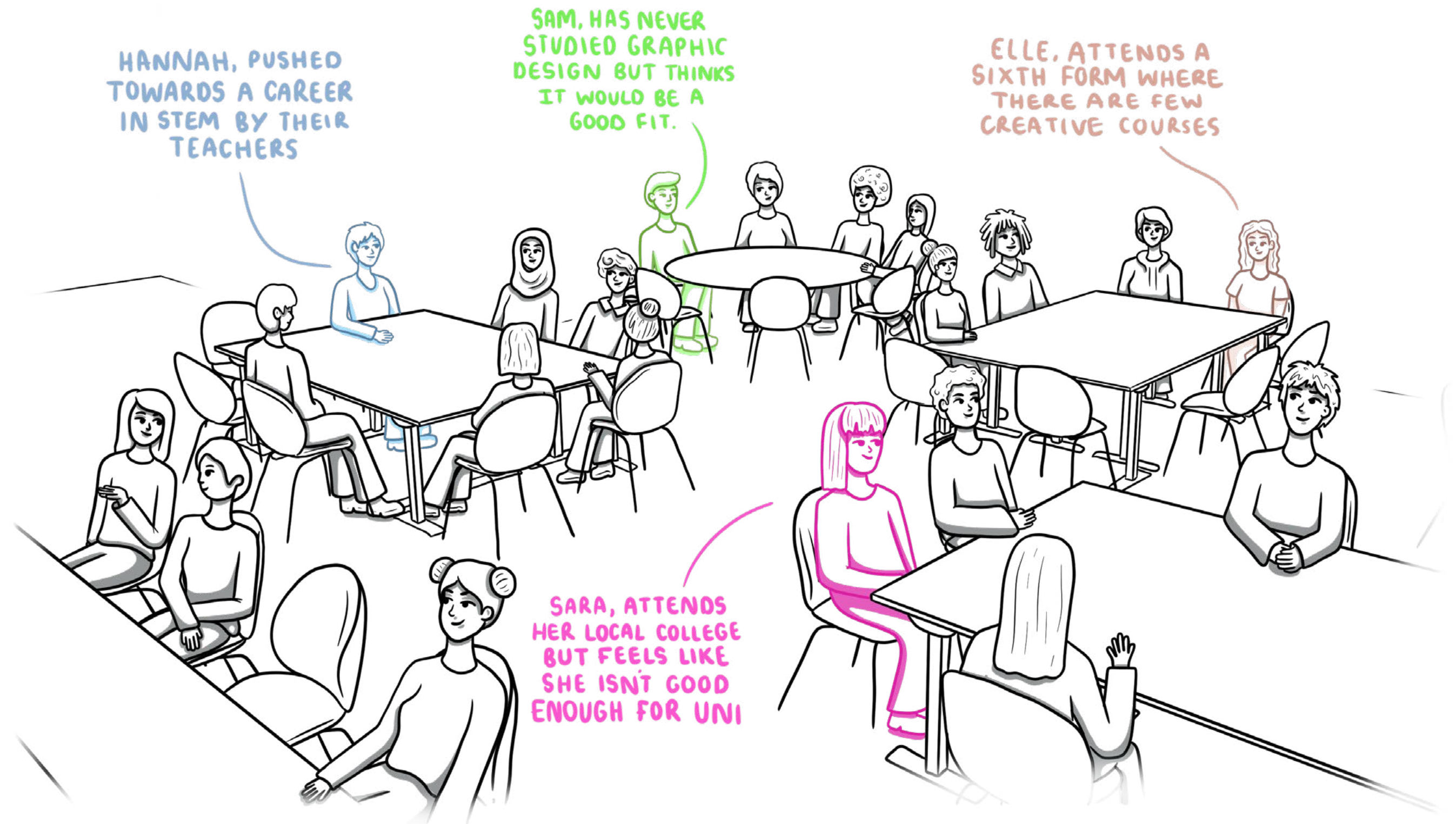
♡ GRAPHIC DESIGN PORTFOLIO ♡

PROGRESSIONS

*HOW CAN WE IMPROVE THE TRANSITION FROM
POST-16 EDUCATION INTO UNIVERSITY TO MAKE
DESIGN EDUCATION MORE ACCESSIBLE?*

PROGRESSIONS

Progressions is an outreach programme for students aged 16-18. It works to make design education more accessible for communities with lower progression rates.



THE START



I'M A GRAPHIC DESIGN TUTOR AT UNIVERSITY, AND I'M PROMOTING THE PROGRESSIONS OUTREACH PROGRAMME AT A LOCAL SIXTH FORM CAREERS FAIR.



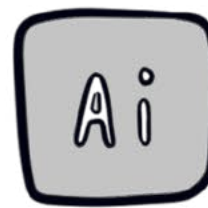
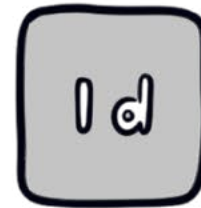
PORTFOLIO SUPPORT & GUIDANCE

I'M RECEIVING VALUABLE FEEDBACK ON MY PORTFOLIO AND GAINING CONFIDENCE



I'VE NEVER HAD AN INTERVIEW BEFORE, SO THIS IS A GREAT CHANCE TO PRACTICE

ANALOGUE SKILLS WORKSHOP

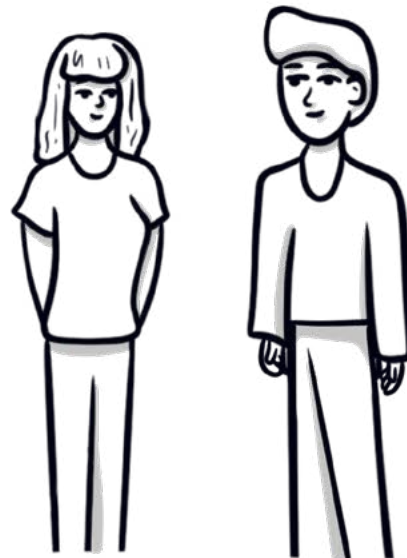


DIGITAL SKILLS



PERSONAL STATEMENT GUIDANCE

COMMUNITY



MORE ACCESSIBLE DESIGN EDUCATION



THE SKILLS WORKSHOPS ARE GIVING ME A HEAD START BEFORE I START UNI.

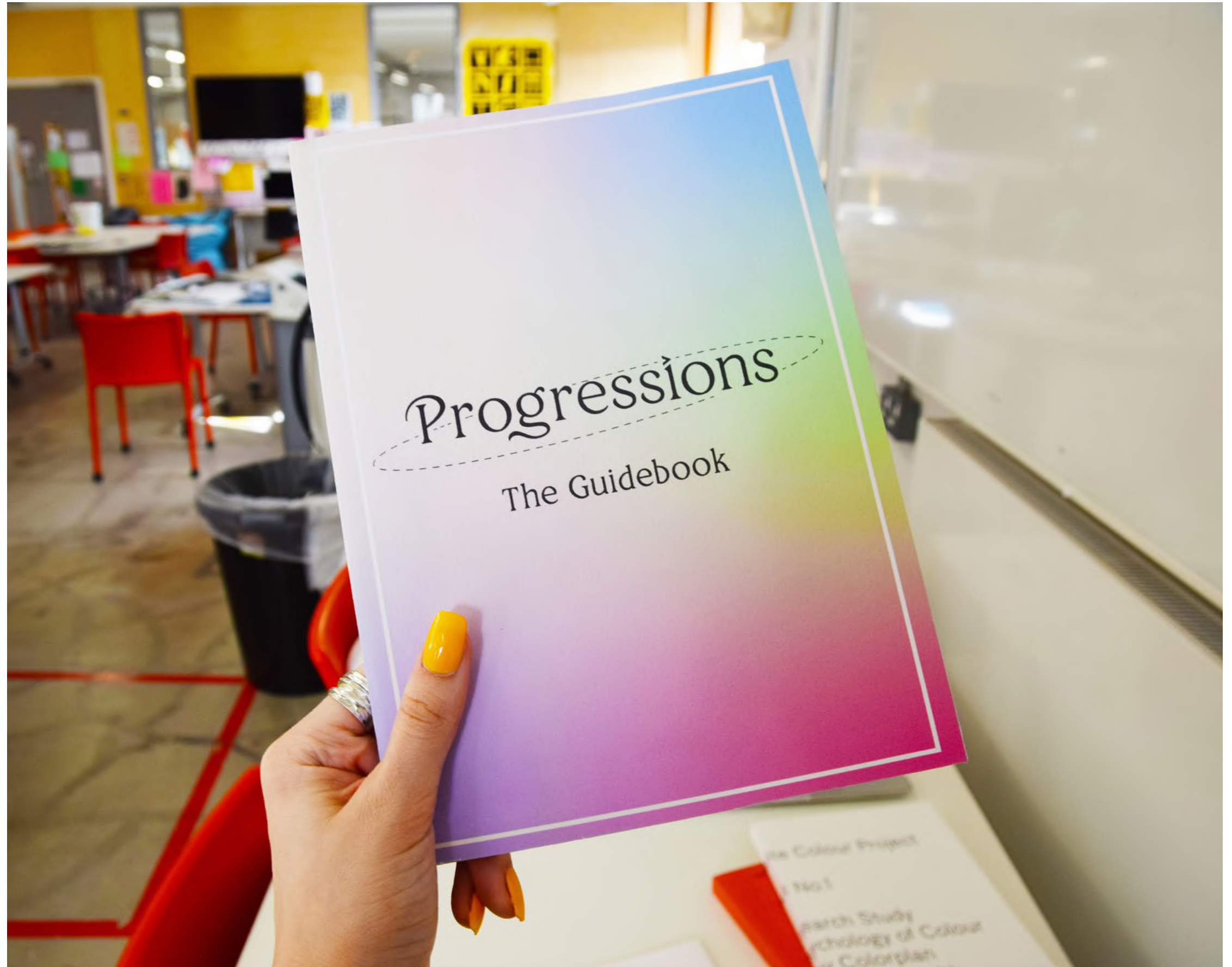
THE STORY

THE STORY

THE END

PROGRESSIONS

The Progressions Guidebook helps participating universities to set up their own programmes, allowing them to create better outreach to under-represented communities.



The Participants



Name: Hannah
Pronouns: They/Them/Theirs

Background:
Hannah attends their local sixth form. They study graphic design, computer science and mathematics, achieving high grades in all three. Hannah would like to study graphic design at uni but their tutors are pushing them to study maths or computing so that they can have a career in STEM. This means that they have received little support in applying for and choosing a graphic design related course. Hannah has a great foundation of creative skills, but would need help on how to apply as well as how to build a portfolio. They would also like to know what to expect when they begin university.



Name: Sam
Pronouns: He/Him/His

Background:
Sam studies fine art at his local college. He chose this option after enjoying a fine art GCSE, but now believes that graphic design may be a better fit for him.

Sam has a portfolio and support in applying for a graphic design course at university, but he would like to get a head start by learning some of the initial skills that others who have previously studied the course may already have.

Sam can find big changes difficult, so he is hoping that the Progressions programme will help to make the transition into university more comfortable.



Name: Sara
Pronouns: She/Her/Hers

Background:
Sara is from a priority postcode area, attending a college that has a low progression rate into universities. Sara works part time at the weekend, so hasn't been able to attend any weekend clubs, open days or taster sessions.

Sara applied to the Progressions programme in hopes that she could show how dedicated she is to the subject, and to help her stand out in the university application process.

Sara also has a lower disposable income than some of her friends, so it is important that the programme is low cost and accessible.



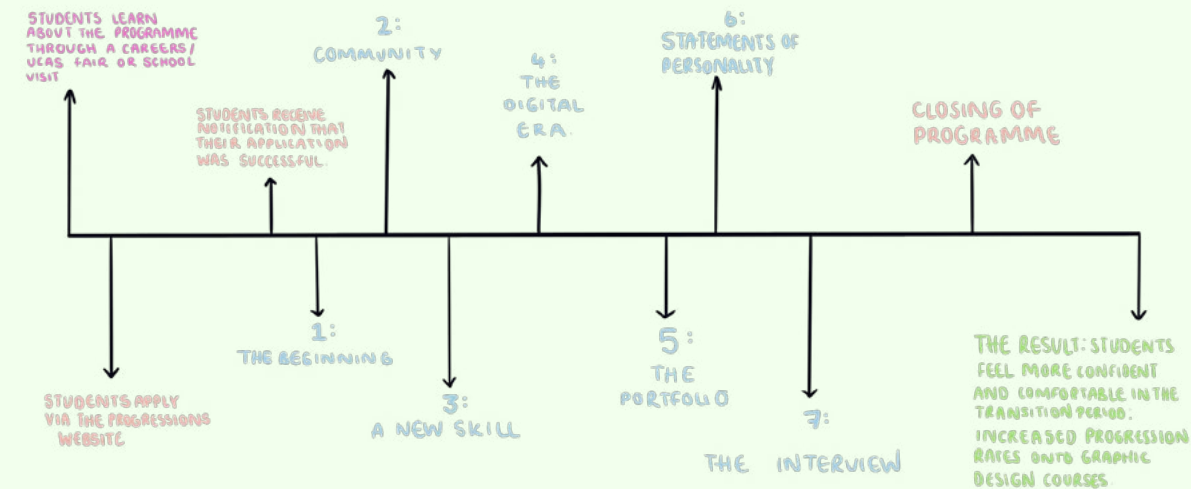
Name: Elle
Pronouns: She/Her/Hers

Background:
The only creative based course that Elle was able to study at sixth form was fine art. This is quite a common situation, and Elle finds herself in a similar position to Sam. However, as Elle also studies geography and maths, the outreach programmes that she receives communications about are heavily based in these subjects.

Elle's art teacher helps her with her portfolio after-school, but Elle would like to add graphic design based pieces to show a wider range of skills. She is hoping that the Progressions Programme will give her the opportunity to create such pieces.

Structure

The programme follows a structure of seven different phases to ensure support is provided in all of the key areas of the transition from school or college to university. This guide will give one example of an activity day that might happen in each of the seven phases, but the choice of which activities you also choose to do within each phase lies with you and your team of facilitators.



2: Community

The Community phase allows the participants to get to know each other better, and encourages them to feel more comfortable using the studio space. For many students, a studio environment can be new and daunting, so this chapter works to make the transition from school to studio run smoother.



Teaching Approaches

Creating a friendly and approachable environment is key in ensuring that your participants feel comfortable and welcome in the space. This will ease the transition between school, college and university. Here are some of the approaches that you might find useful throughout your programme.

COMMUNITIES OF PRACTICE

"Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly."
- Etienne and Beverly Wenger-Trayner, 2015

Facilitating a space that allows people to develop their own communities of practice will be an important aspect of the Programme. The aim is to encourage students to feel more comfortable within the studio space, so the formation of communities of practice will be beneficial.

• <https://wenger-trayner.com/introduction-to-communities-of-practice/>

EXPERIENTIAL LEARNING

"Experiential learning involves learning from experience"
- Kendra Cherry, 2020

Experiential learning is a key component of art and design fields. By having the chance to try out new techniques and develop skills through the workshops, students will feel more confident when they do approach their first year at university. It also gets them used to the styles of learning that they might be engaging with at university.

• <https://www.wellmind.com/experiential-learning-2795154/#~:text=The%20experiential%20theory%20proposed%20by%20Kolb%20influenced%20the%20learning%20process.>

HUMANISTIC APPROACHES

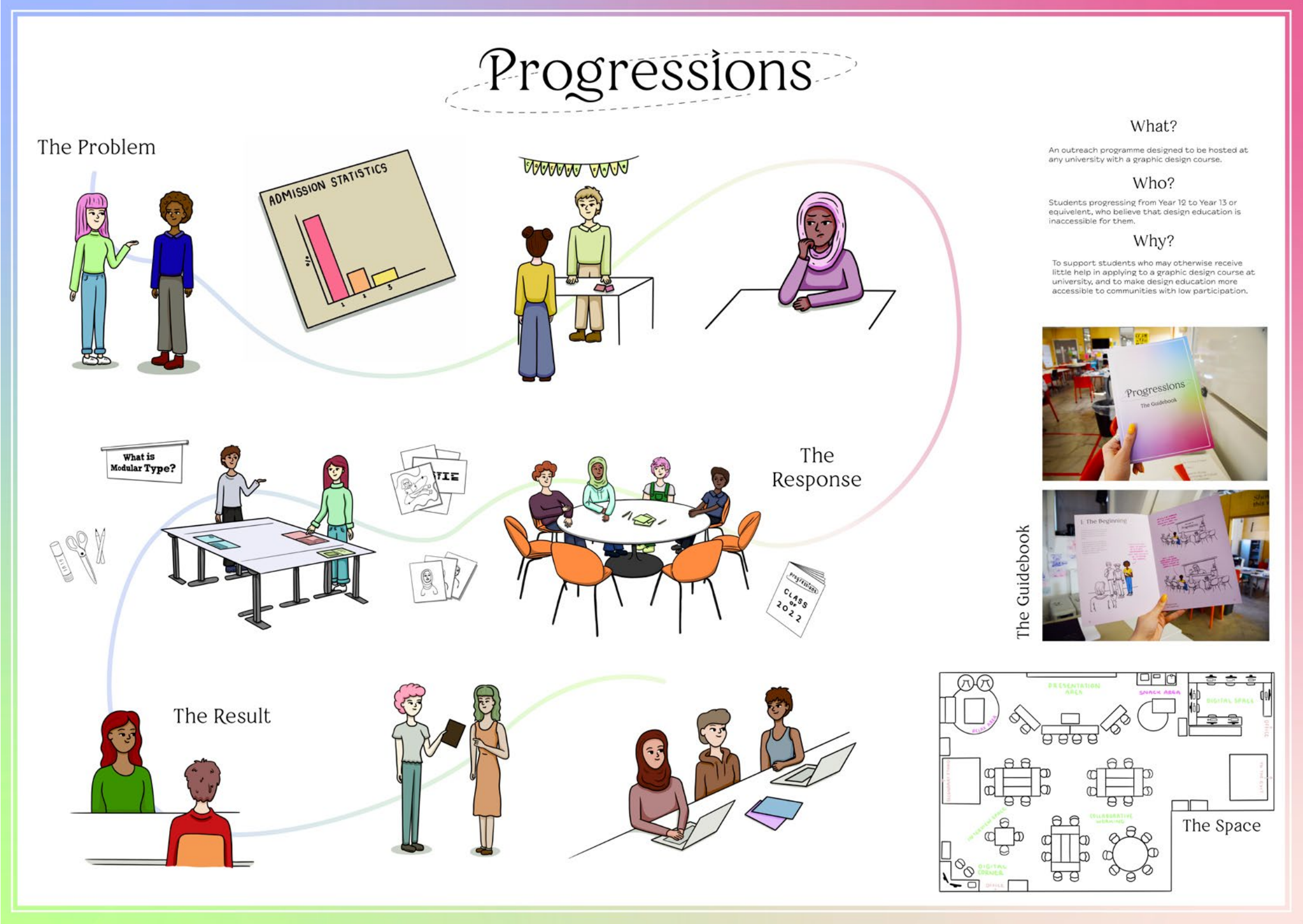
"Humanistic psychologists Abraham Maslow and Carl Rogers focused on the growth potential of healthy individuals." - Lumen, n.d.

The idea that everyone has the potential to learn and grow can be a major motivating factor for students. If they are given the chance to see themselves develop over the short six week period, they are likely to be more excited and hopeful for all of the things that they could be able to achieve within a three-year programme.

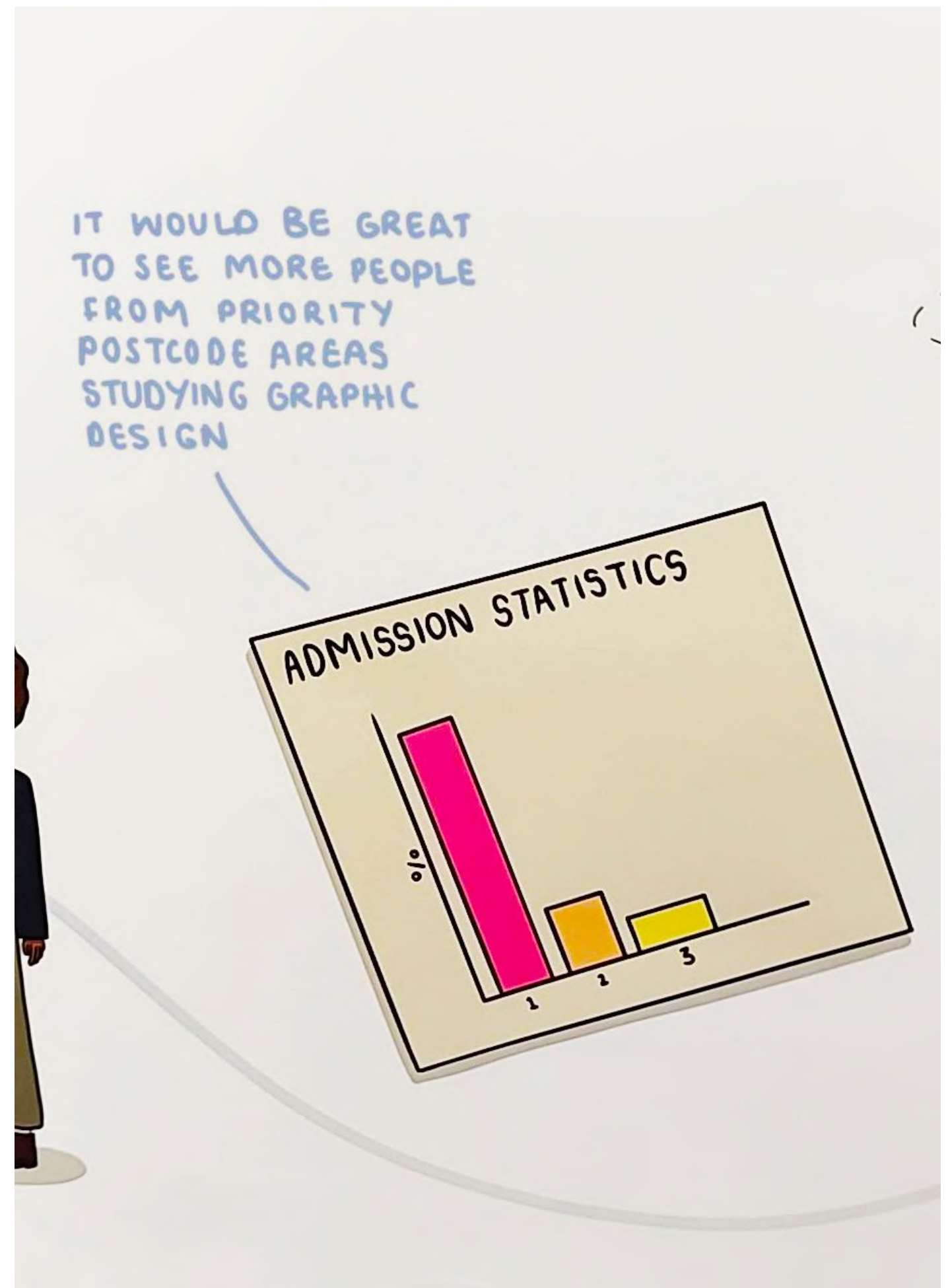
• <https://courses.lumenlearning.com/wsu-sandbox/chapter/humanistic-approaches/#~:text=Humanistic%20psychologists%20Abraham%20Maslow%20and%20Carl%20Rogers%20understanding%20of%20the%20self.>

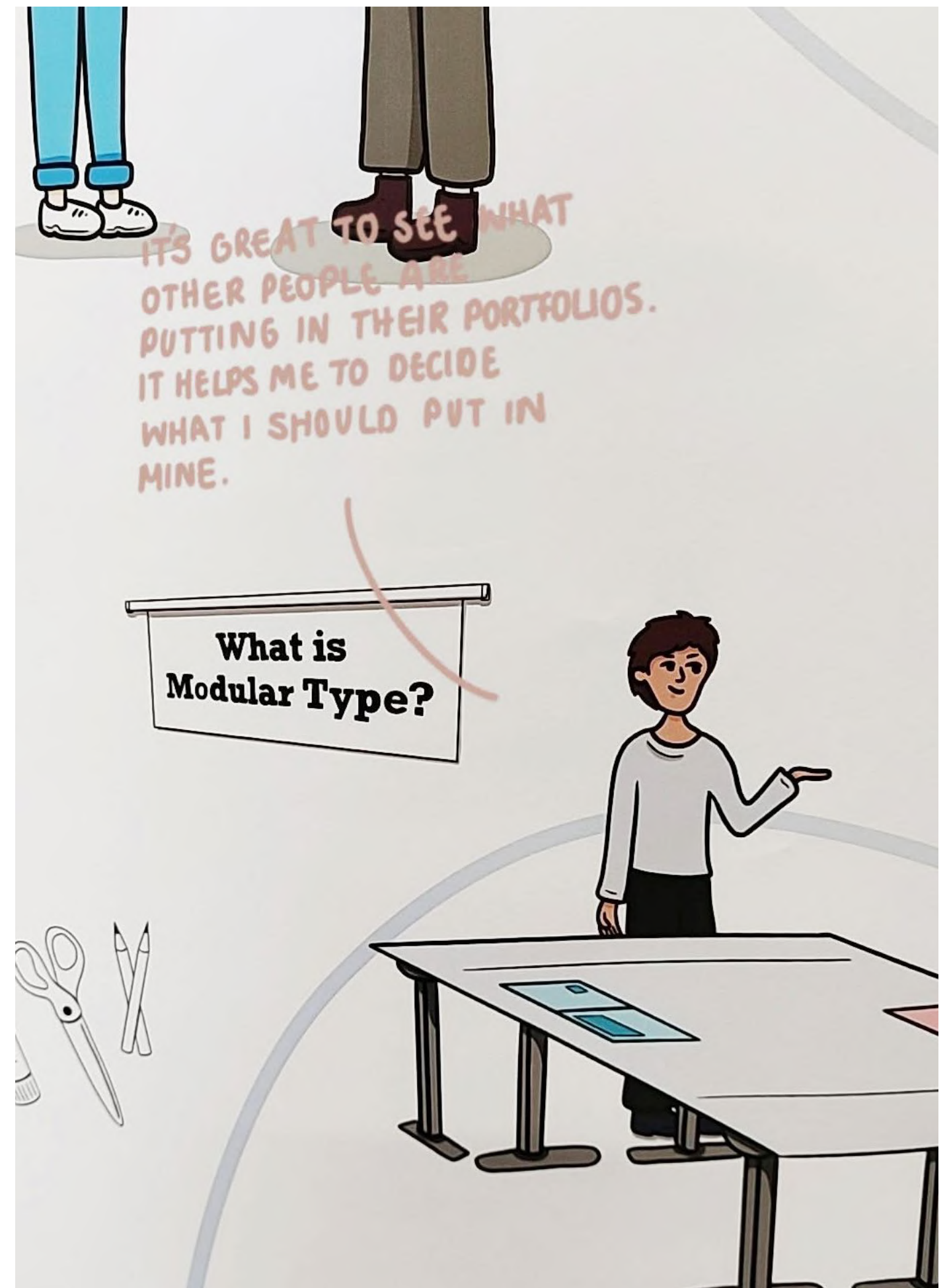
PROGRESSIONS

The project map gives an overview of the programme and the thoughts that participants may have at different stages. These thoughts are revealed through the use of Augmented Reality technology.









LOVEHEART

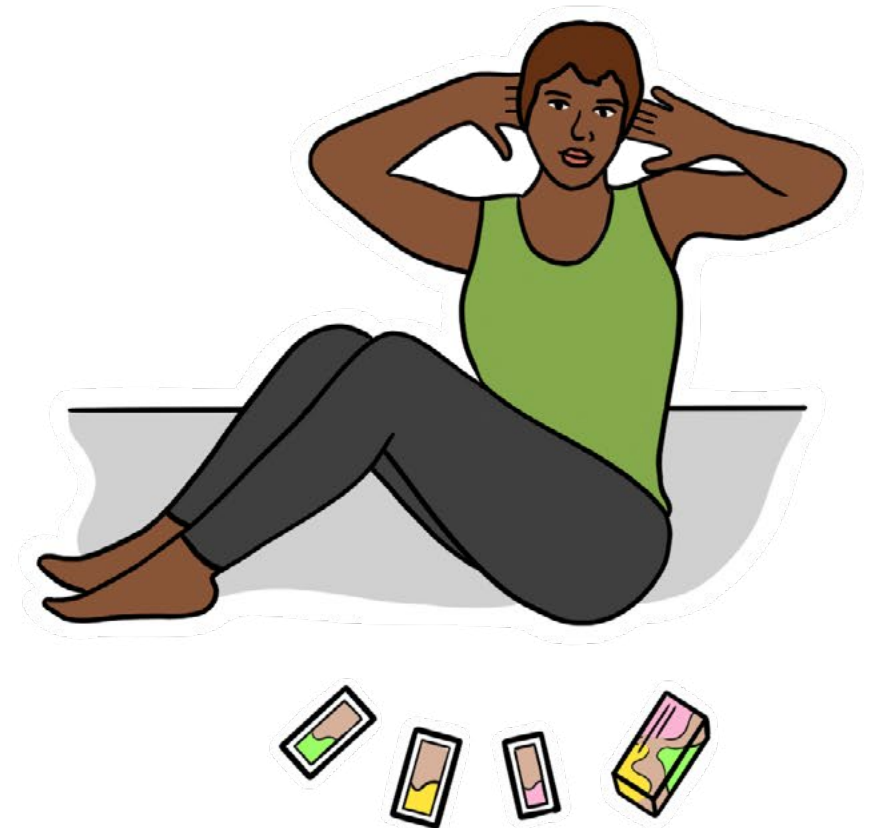
*HOW CAN WE IMPROVE CARDIOVASCULAR HEALTH FOR
WOMEN AGED 50-65?*

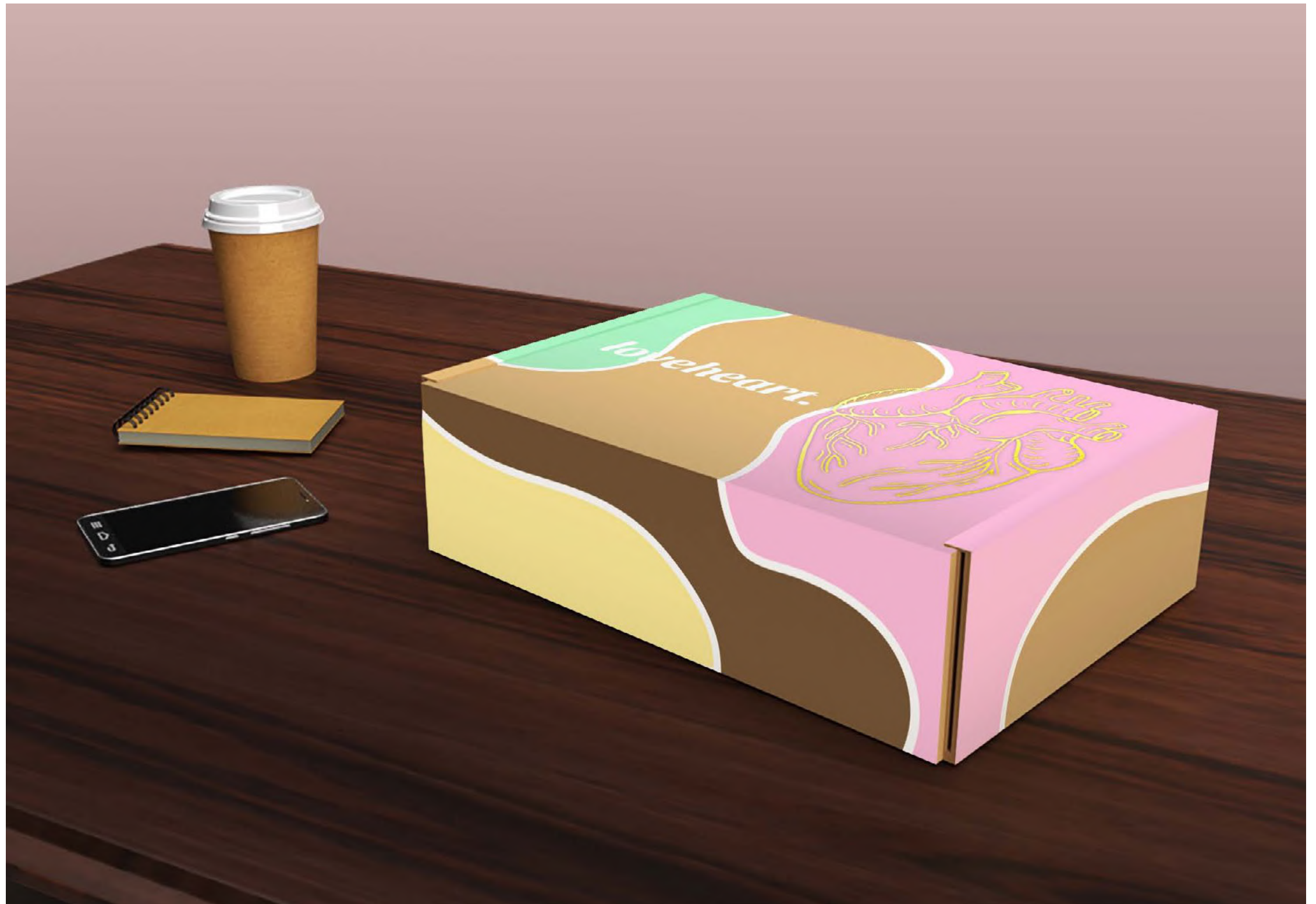
LOVEHEART

'Loveheart' is a cardiovascular care package designed to help women aged 50-65 to improve both their cardiovascular and their overall health. The package would be available to purchase at pharmacies, health-care centres and GP offices.



WOMEN HAVE A 50%
HIGHER CHANCE OF
RECEIVING AN INCORRECT
INITIAL DIAGNOSIS
WHEN SUFFERING FROM
CARDIOVASCULAR DISEASES,
EVEN AFTER A HEART
ATTACK.





*WOMEN ARE AROUND 30% MORE LIKELY
THAN MEN TO HAVE THE SYMPTOMS OF A
STROKE MISDIAGNOSED AND THEN BE SENT
HOME FROM THE EMERGENCY ROOM*

LOVEHEART

The care package includes an information booklet and recipe book to help guide the audience through making positive changes to their lifestyle.

What's in your Care Package?

Your loveheart care package is designed to help you improve your lifestyle in ways that benefit your cardiovascular health. In this care package, you will find:

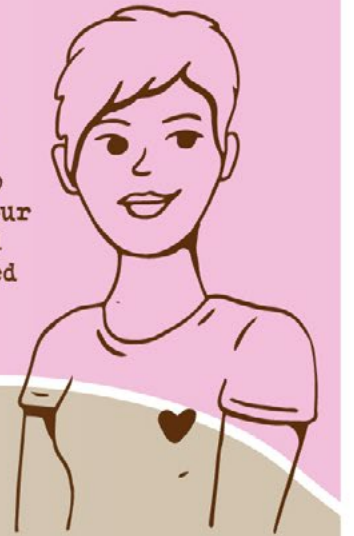
- a recipe book
- a set of activity cards with difficulty ratings
- this information booklet
- a meal planning board
- a reusable activity tracker

Women and CVD

Health inequalities affecting women mean that women are more likely to be misdiagnosed when suffering from a form of CVD.

Recent studies have shown that women could have a 50% higher chance of being given an incorrect initial diagnosis when experiencing a heart attack, in comparison to men. These patterns can also be seen throughout other conditions relating to CVD.

Improving your cardiovascular health will help you to reduce your risk of CVD, and of being affected by these health inequalities.



What is CVD?

CVD stands for Cardiovascular Disease. This is an umbrella term for a range of conditions and illnesses that affect the heart and the blood vessels.

CVD conditions include:

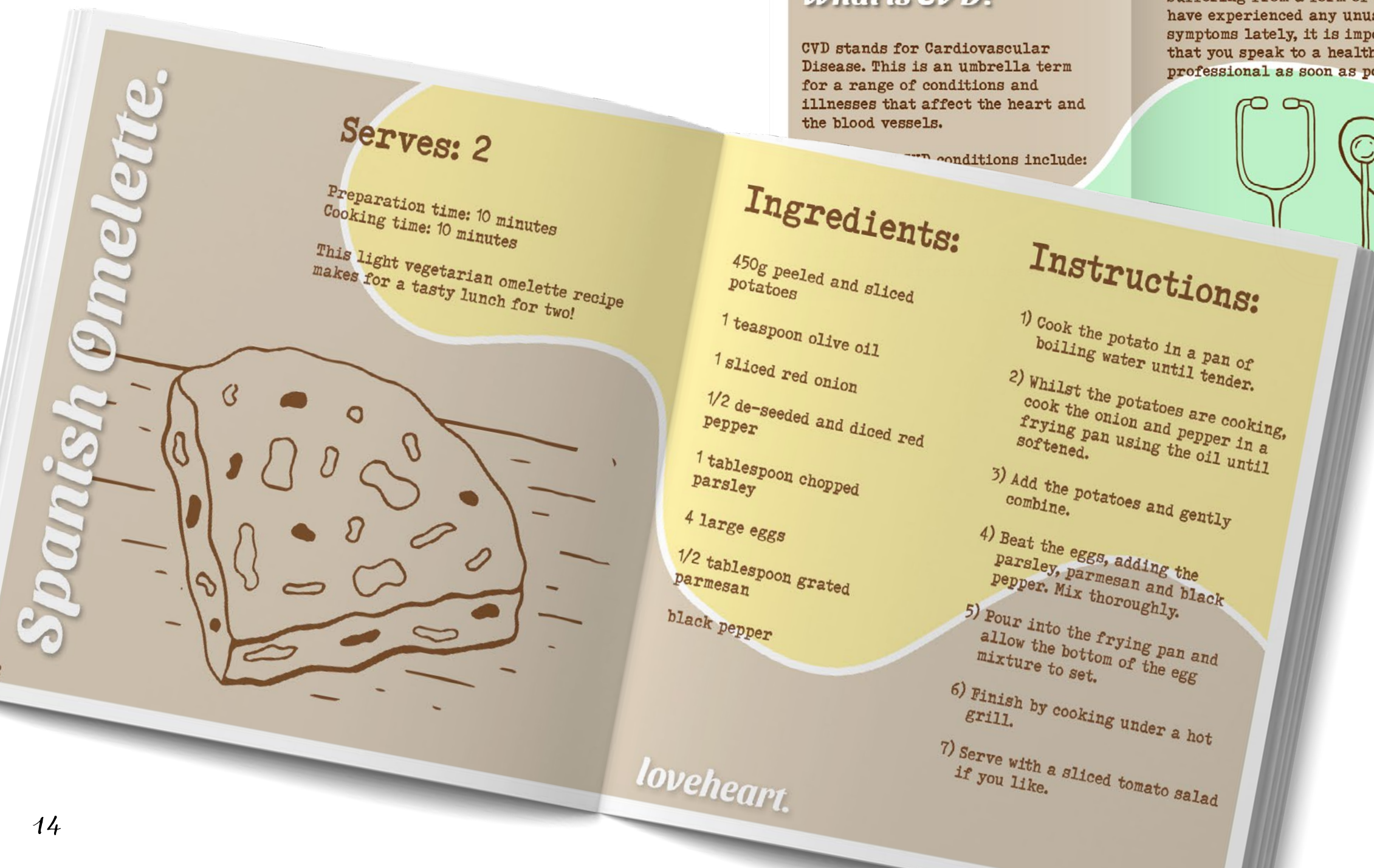
If you believe that you are suffering from a form of CVD, or have experienced any unusual symptoms lately, it is important that you speak to a healthcare professional as soon as possible.



Further Info

There are many organisations which can support you with your cardiovascular health. For more information you could access services provided by:

- NHS
- British Heart Foundation
- Heart Research UK
- Pumping Marvellous
- Heart Research Institute UK



What makes a balanced diet?



The 'Eatwell Plate' is designed to show you what a balanced diet should consist of. It is recognise that any effort to improve the balance of your diet will be beneficial to you, and that you should not feel bad if you do not follow the 'Eatwell Plate' exactly.

The Eatwell Plate suggests that your diet should consist of:

- 1/3 fruit and vegetables.
- 1/3 starch carbohydrates such as bread, pasta and potatoes.
- The other 1/3 should be split between milk and dairy, and protein sources. Only a small section of your diet should be sugary or fatty foods.

It is also important to mention that you should discuss any major dietary changes with a doctor first.

loveheart.

Healthy Spaghetti Bolognese.

Serves: 4

Preparation time: 10 minutes
Cooking time: 30 minutes

A traditional dish made more healthy by using wholewheat pasta and mushrooms.



Ingredients:

- 1 tablespoon olive oil
- 200g extra lean mince
- 1 medium onion
- 80g shiitake mushrooms
- 1 grated carrot
- 400g canned chopped tomatoes
- 250ml vegetable stock (low salt)
- 2 tablespoons tomato paste
- 1 bay leaf
- 300g wholewheat pasta
- fresh parsley

Instructions:

- 1) Using a frying pan, heat up the olive oil and use this to fry the onions and mince until the mince has browned.
- 2) Add the carrot, mushrooms, canned tomatoes, tomato paste, bay leaf and stock to the pan. Bring this to the boil and leave to simmer for 15 to 20 minutes, or until the sauce thickens.
- 3) Cook the spaghetti in a saucepan of boiling water until soft.
- 4) Divide the spaghetti into four portions and serve with the sauce on top. Use the fresh parsley to sprinkle on top.

loveheart.

LOVEHEART

Activity cards categorised by difficulty help the audience to choose what level of activity suits them best.



Walking



Walking is a great way to improve your cardiovascular health.

Try walking at a pace that feels comfortable to you for ten minutes.

This can be done anywhere, even in the house if that suits you better!

loveheart.

Stair Climb



Stair climbing is a simple cardiovascular exercise that you can do at home or in a public space.

Try climbing the stairs in your home 5 times at a pace that feels comfortable. If you can, try to increase your speed each time.

You can also use a step machine if you don't have any stairs.

loveheart.

Mountain Climbers

Mountain climbers are a more difficult cardiovascular exercise.

Start in a push-up position.

Bring up your knee to your chest and your foot off of the floor.

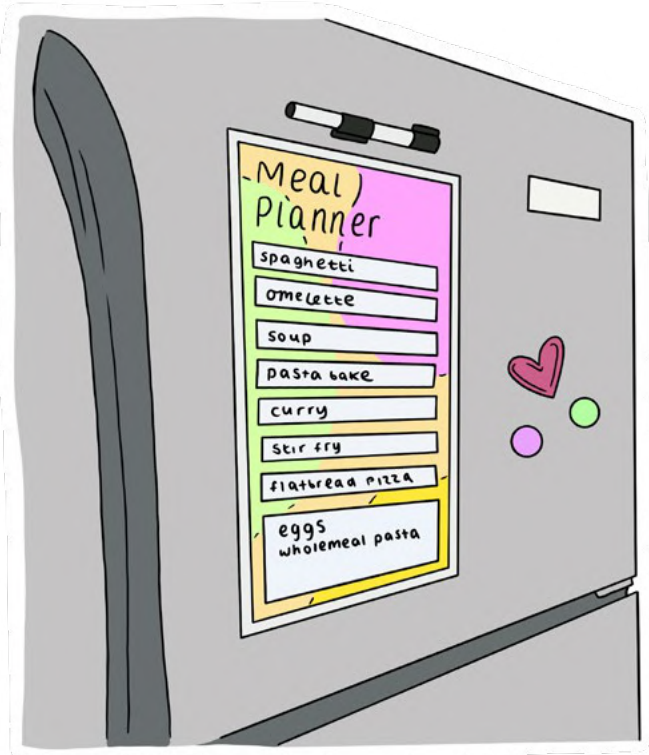
Place your leg back down again and repeat with the other leg. Continue to alternate legs and repeat as many times as comfortable.



loveheart.

LOVEHEART

Reusable boards are designed to provide the extra structure as mentioned previously, with the hopes of making the changes that the audience makes to their lifestyle more lasting and sustainable.



Meal Planner



This weeks meal plan:

Monday

Tuesday

Wednesday

Thursday

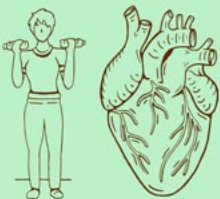
Friday

Saturday

Sunday

Shopping List / Ingredients Needed:

Monthly Activity & Exercise Tracker



1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	

Each day, choose three cards from your activity card deck and complete the exercise on the cards. Record the difficulty level on this chart using the three colour coded pens and use this as an opportunity to reflect on all of the work you have done to improve your cardiovascular health.

loveheart.

WRITING ON THE WALL

*HOW CAN THE STORY OF 'MAMA'S GOT A BOX' BY
JENNIFER KHALIL BE TOLD THROUGH ILLUSTRATION?*

WRITING ON THE WALL

Book cover and the first two spreads of the children's book 'Mama Got A Box' written by Jennifer Khalil. The story features three children thinking about what they can make out of a big cardboard box.



WRITING ON THE WALL

The first spread within the book.



Mama got a box.

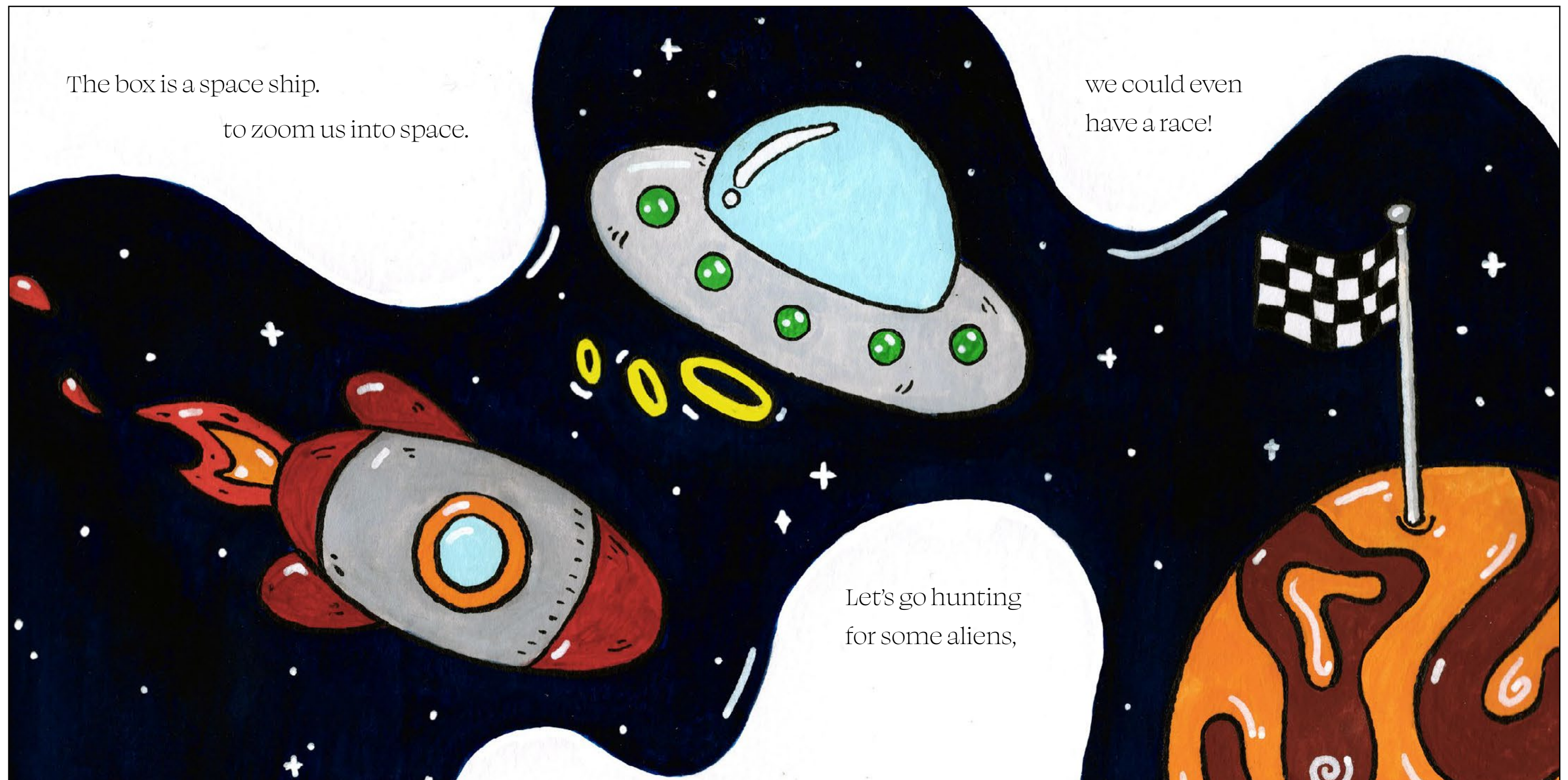
A big, brown box.

What could we do

with a big brown box?

WRITING ON THE WALL

The second spread within the book.



ORIGIN & OUTCOME

HOW CAN WE GUIDE PEOPLE FROM THE FRONT
ENTRANCE OF THE HPO BUILDING TOWARDS THE
PHOTOGRAPHY STUDIO USING ONLY TYPOGRAPHY?

ORIGIN & OUTCOME

A map that guided someone from the front entrance of the HPO building to the photography studio using only typography. Collaborative project with Toni Force.

After creating the map, we decided to develop the project into a 'make your own map' kit.



ORIGIN & OUTCOME

These are the images and designs that we used to form our original map.

Carry On, Walk and Well Done created by Toni Force.
Begin, Turn, Down, Step and Nope created by Catie Varley.



DATAFACE

*HOW CAN WE EDUCATE SOCIETY ON THE CONSEQUENCES
OF USING FACIAL RECOGNITION SOFTWARE WITHIN
PUBLIC SPACES?*

DATAFACE

The 'Dataface' project features a brand identity which is inspired by the colours and shapes that can be used to block facial recognition technology.

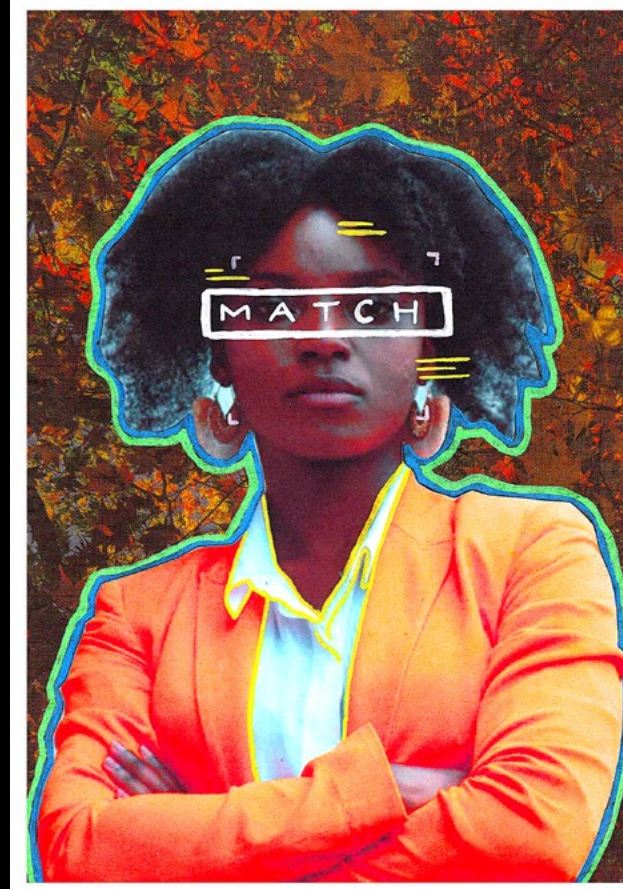
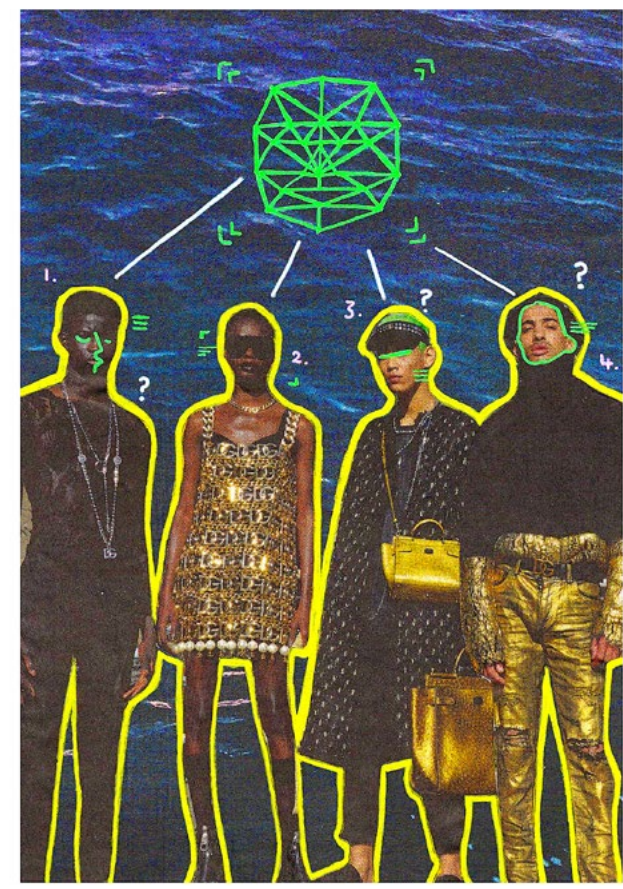
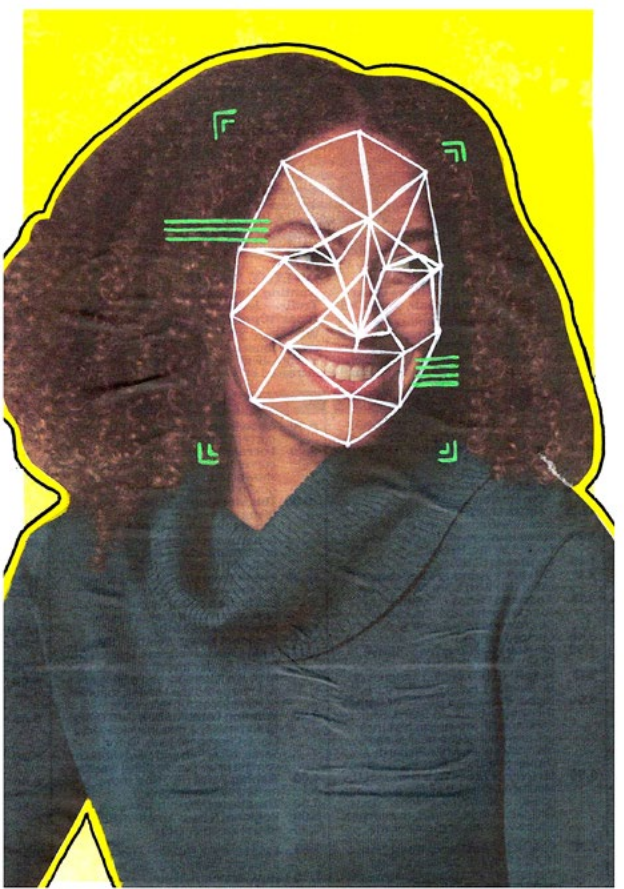
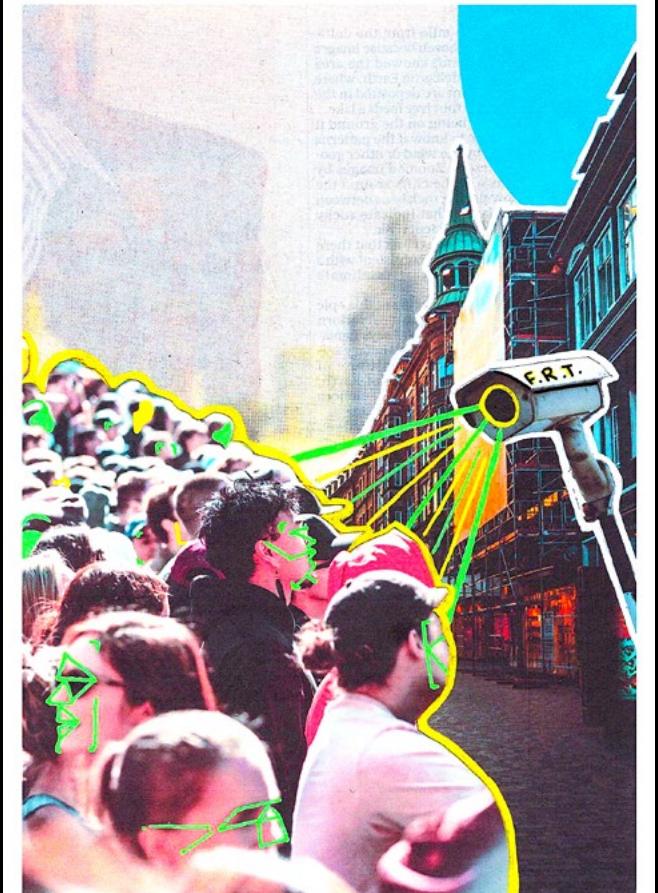
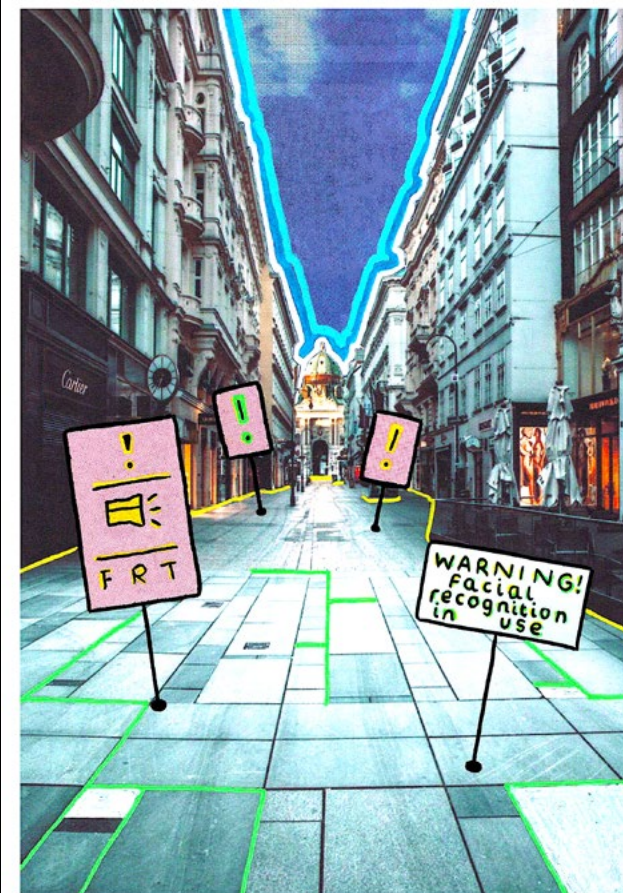
FACIAL RECOGNITION
TECHNOLOGY
DISPROPORTIONALLY
AFFECTS PEOPLE OF
COLOUR.



DATAFACE

The brand is accompanied by a zine which illustrates the story of how the use of this technology can affect people of colour, women and children.





DATAFACE

The project also included two AR face filters encouraging young adults to think about their privacy online.



COMPANIES CAN USE YOUR SOCIAL MEDIA
IMAGES TO TRAIN FACIAL RECOGNITION
SOFTWARE WITHOUT YOUR CONSENT.



THE HIDDEN CURRICULUM

*HOW DOES THE HIDDEN CURRICULUM INFLUENCE OUR
THOUGHTS, PRACTICES AND BEHAVIOURS WITHIN DESIGN
EDUCATION?*

THE HIDDEN CURRICULUM

'The Hidden Curriculum' is an outcome focused project revealing the thoughts and feelings of current graphic design students, in contrast to the formal written curriculum.

THE HIDDEN CURRICULUM
REFERS TO THE
UNINTENTIONAL LESSONS
THAT WE ARE OFTEN
TAUGHT IN EDUCATIONAL
SETTINGS.



THE HIDDEN CURRICULUM

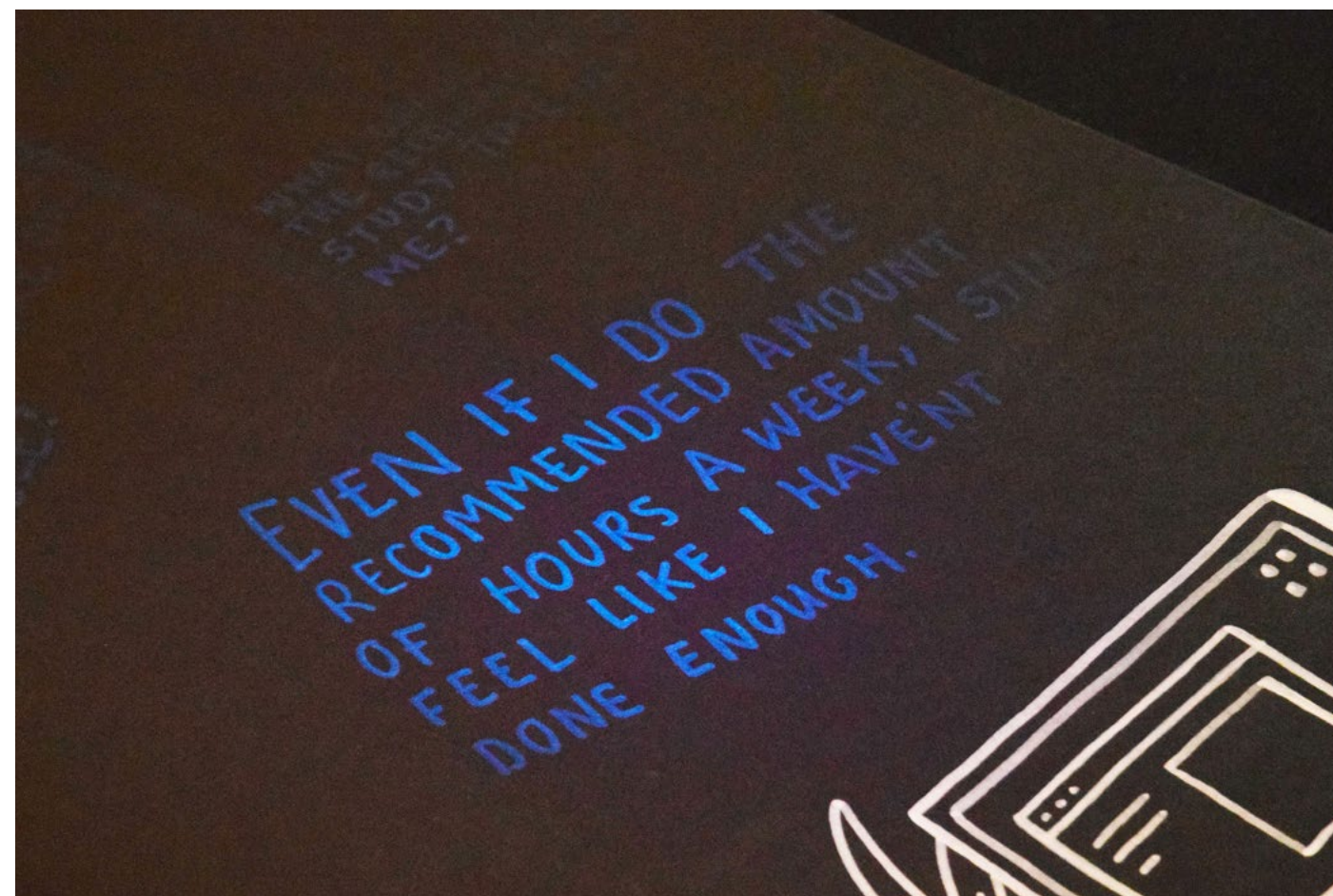
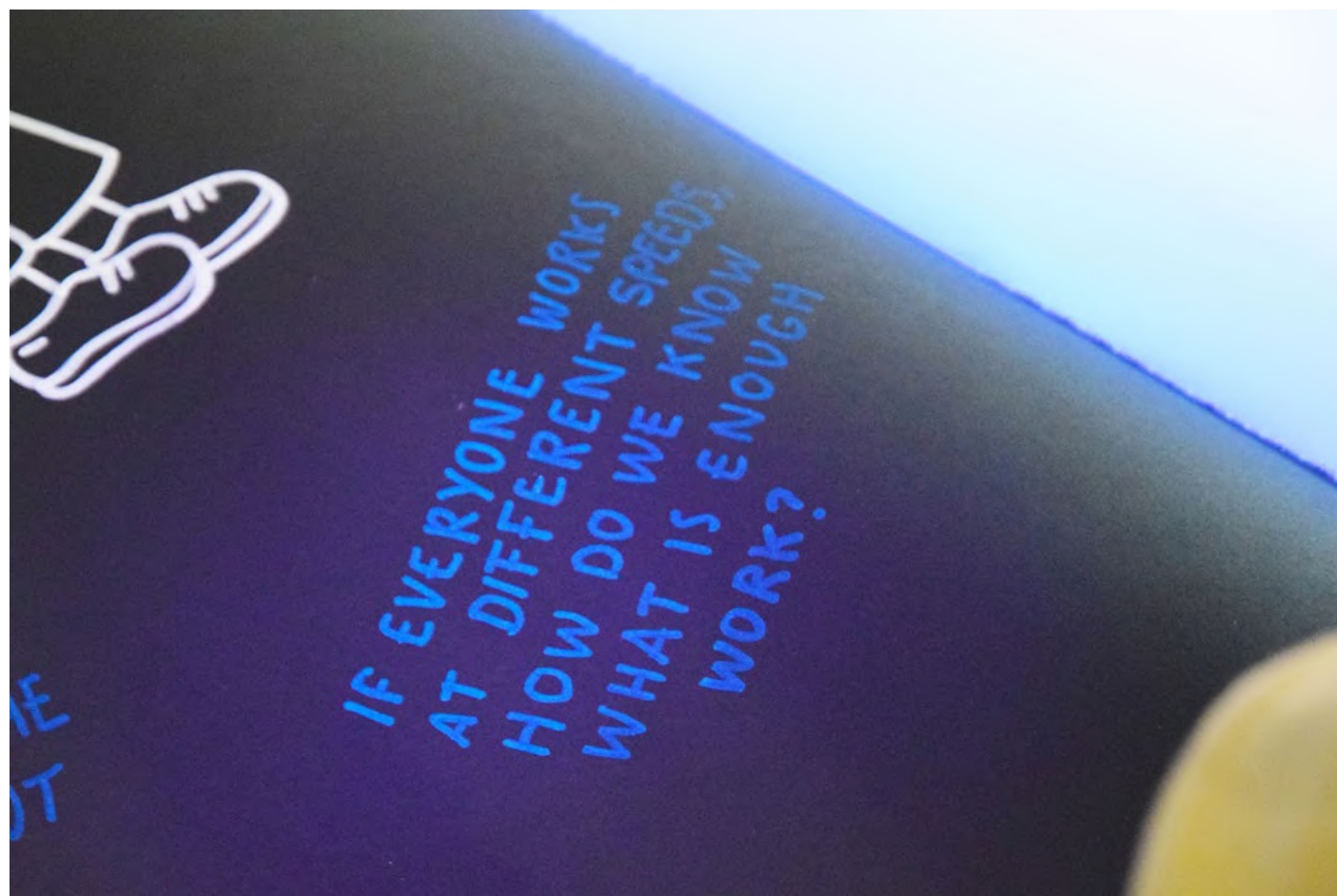
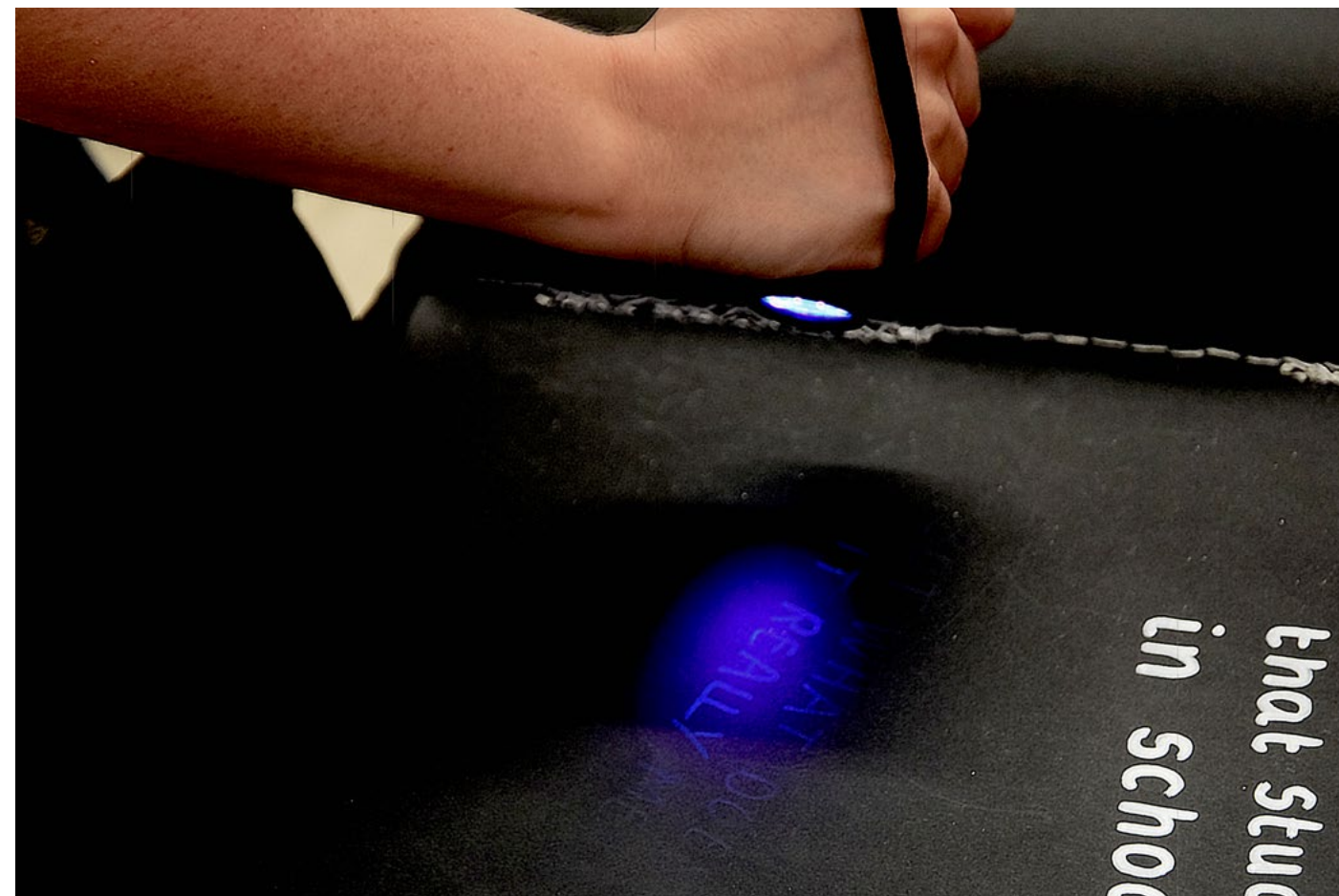
A DESIGN EDUCATION PROJECT
ONE THAT TOOK A VERY LONG TIME

The hidden curriculum paper wants to explore some of the unwanted and often unintended lessons that the class of 2022 have learnt throughout their experiences within design education and compares these with our formal written curriculum.

Please use this torch to explore the hidden research insights within the book and display.

Project by Carie Varley
@carievarley 

It's If U
See this
TAG ME ON
INSTA 



Expected Workload

The University normally expects students to undertake **10 notional study hours** for each academic credit studied.

This means that a full-time year of study of 120 credits would involve **1200 notional study hours**.

There are exceptions to this general position, for example, teacher education courses and courses approved by Professional Statutory and Regulatory Bodies, where you **may undertake more than 1200 notional study hours** due to the placement elements.

The University expects students to undertake a minimum amount of guided independent study.

Within the notional study hours, which

included your contact hours, you may include lectures, project seminars, tutorials, practical supervision, demonstration, workshop or classes and workshops, and external studiotime, field trips, and visits.

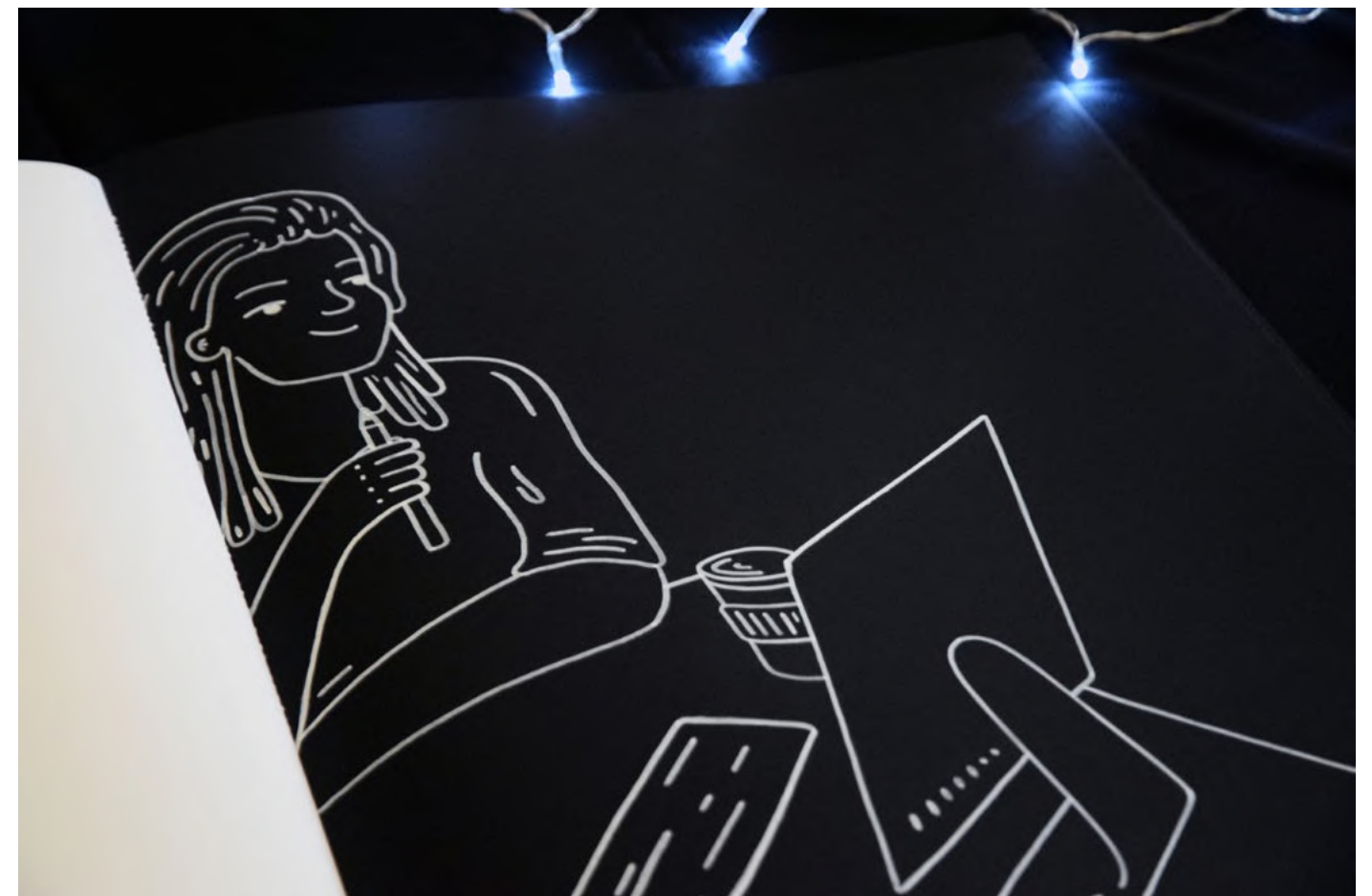
On top of your contact hours, you may be expected or required to undertake placements. In addition, as University students are expected to take responsibility for their own learning, many of your study hours will be used for guided independent study.

THE HIDDEN CURRICULUM

[A hidden curriculum project]

The Hidden Curriculum project aims to explore the hidden curriculum and its impact on the learning experience. It is a project that aims to explore the hidden curriculum and its impact on the learning experience.

ITS NOT HIDDEN
ANYMORE...



♡ FOR MORE INFORMATION ♡

INSTA: @CATIEVARLEYCREATIVE

WEB: CATIEVARLEY.COM

EMAIL: CATIEVARLEYART@GMAIL.COM