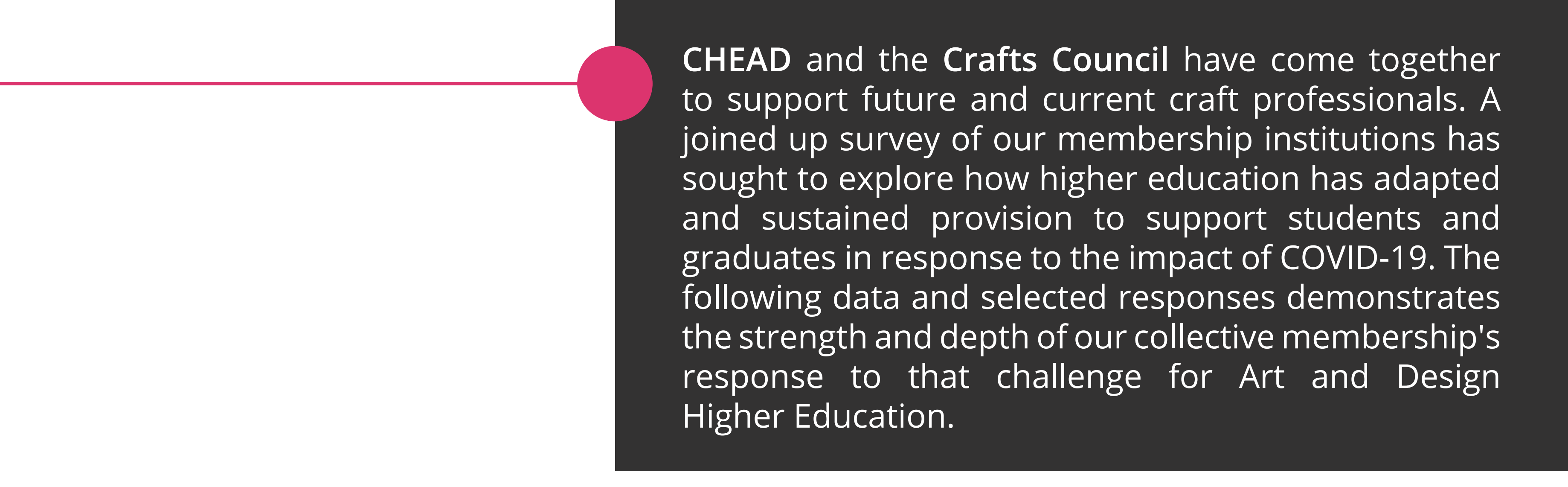




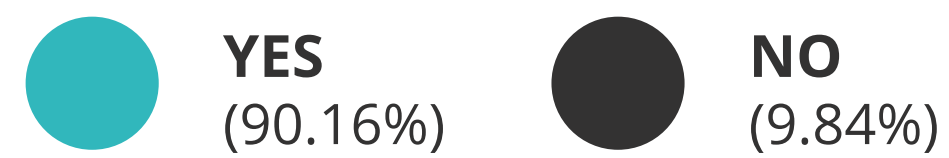
CHEAD & The Crafts Council Members
COVID-19 Impact Survey



CHEAD and the **Crafts Council** have come together to support future and current craft professionals. A joined up survey of our membership institutions has sought to explore how higher education has adapted and sustained provision to support students and graduates in response to the impact of COVID-19. The following data and selected responses demonstrates the strength and depth of our collective membership's response to that challenge for Art and Design Higher Education.

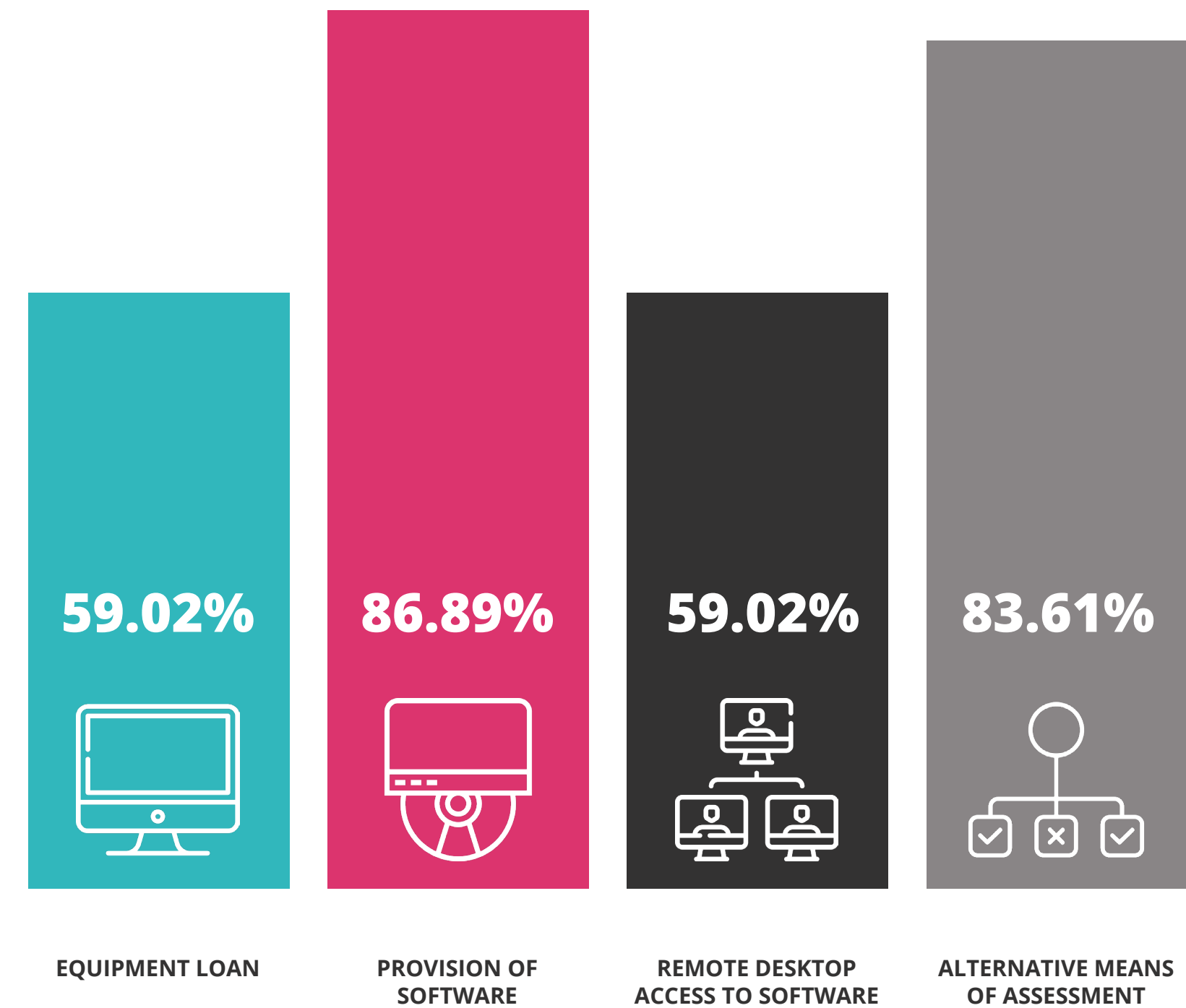
QUESTION 1

Does your institution offer courses that would fall under the 'craft' category? i.e. furniture design, product design, industrial design, glass, metalwork, jewellery design, ceramics, textiles, designer maker and digital crafts for example.



QUESTION 2

What ways are students at your institution being supported to complete practical work? Tick as many that apply.



QUESTION 3

What virtual learning environment (VLE) or platform are you using to deliver your courses online?

QUESTION 4

What technologies are you using to deliver sessions?

CANVAS 14.75%



MOODLE 31.15%



**BLACKBOARD/
UNILEARN** 50.82%



AULA 6.56%



96.72%

Live lecture/workshop
delivery through VLE



95.08%

Separate tutorial seminar
groups through VLE



67.21%

Pre-recorded tutorials or
instructional videos



40.98%

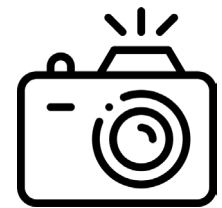
Lecture capture

QUESTION 5

What is your institutions current approach to using alternative means of assessment? Tick all that apply.



Changing nature of outcome - physical to virtual **91.8%**



Accepting photographs or video of outcomes **86.9%**



Assessing portfolio and coursework not final show **91.8%**



Assessing show plan and proposal in lieu of show **42.6%**



Other **26.2%**



We are offering an online platform for showcasing work, networking, and live events, being developed with student involvement; the development of digital portfolios; and work at various stages of development in physical as well as digitised or digital form.



QUESTION 6

What is your institutions current approach to looking at grade compensation or “no detriment” calculation of grades and classifications? Tick all that apply.

60% Adjusting assessment criteria to allow for circumstances

43% Other (Please specify)

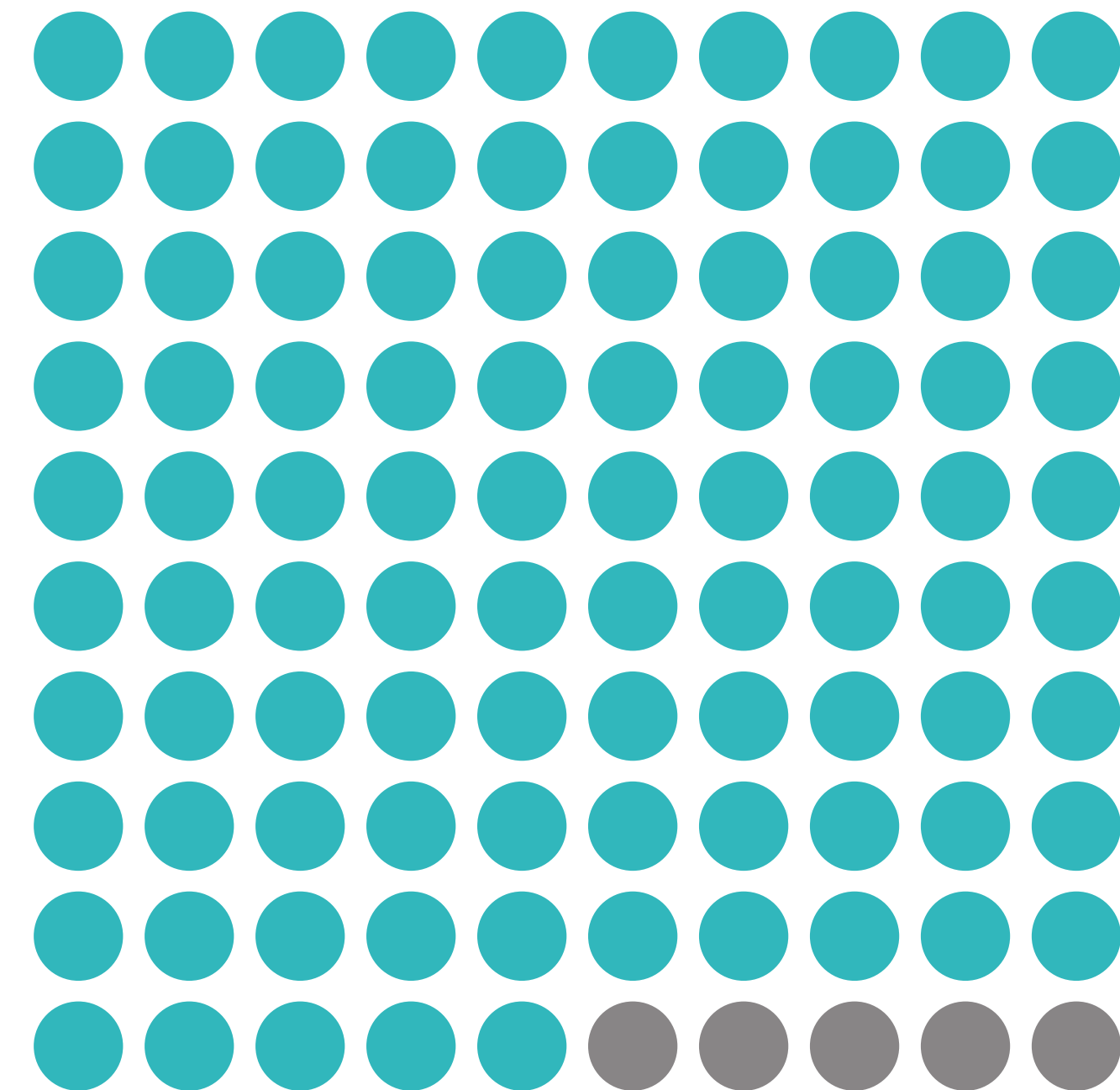
35% Other formulas that weight pre-covid 19 grades more heavily



18% Using “best” 90 of 120 credits to calculate degree classifications

10% Using only pre-covid 19 grades as basis for final classification

QUESTION 7

Is your institution hosting an online graduate show or showcase?



 YES (95%)  NO (5%)

QUESTION 8

If you answered no to the previous question, what are the main concerns/reasons of not offering an online graduate show or showcase?

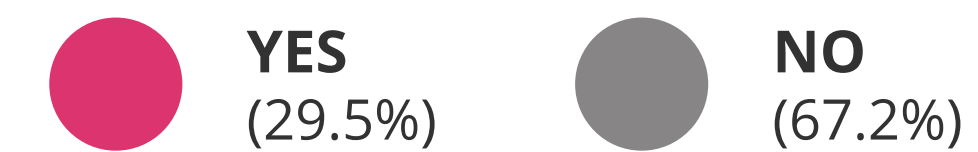
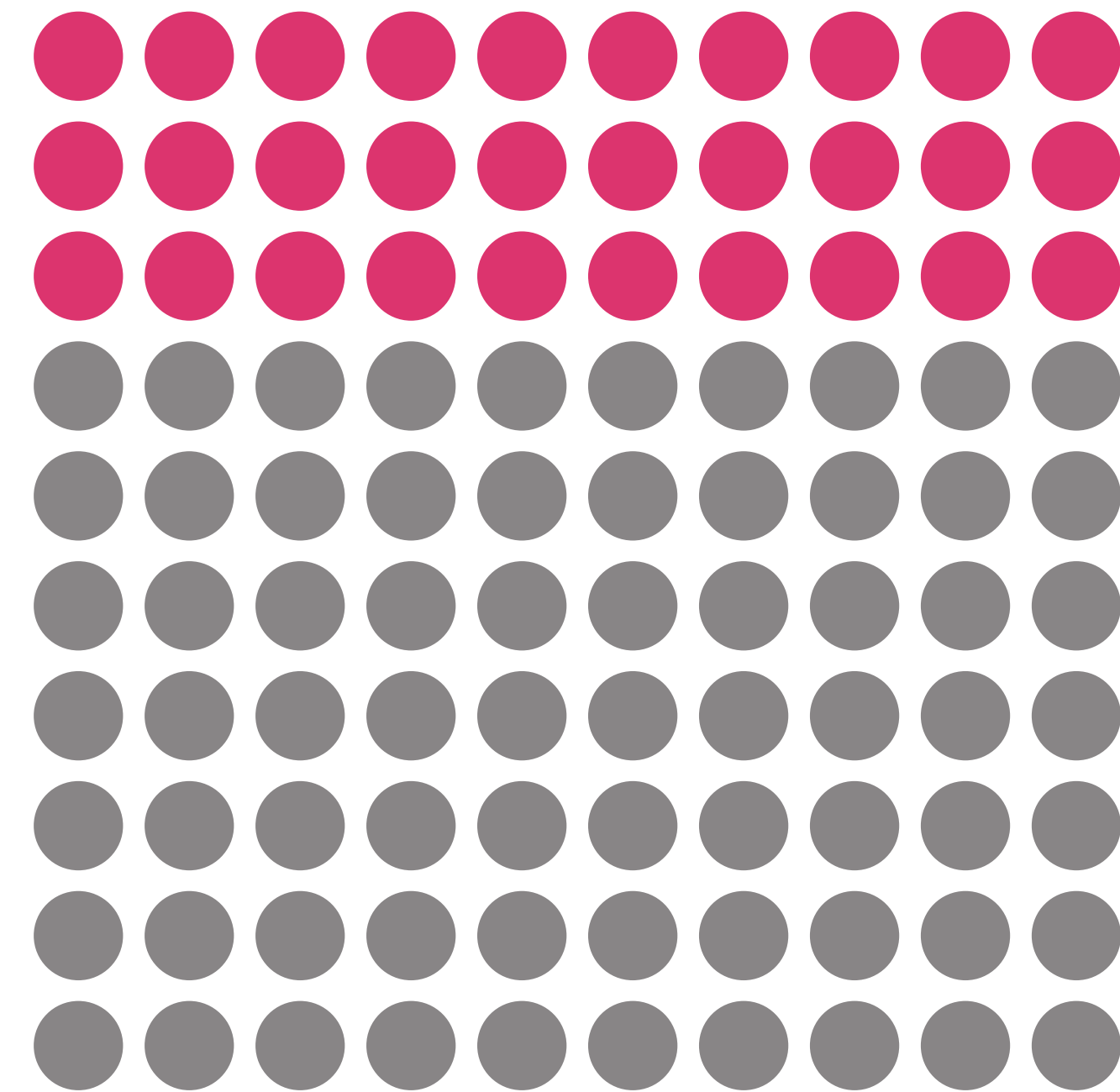
“ We are decoupling the degree show from assessment and will hold a show at a later date ”

“ Overall experience of student and family ”

“ We will be offering a graduate show following the crisis ”

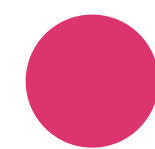
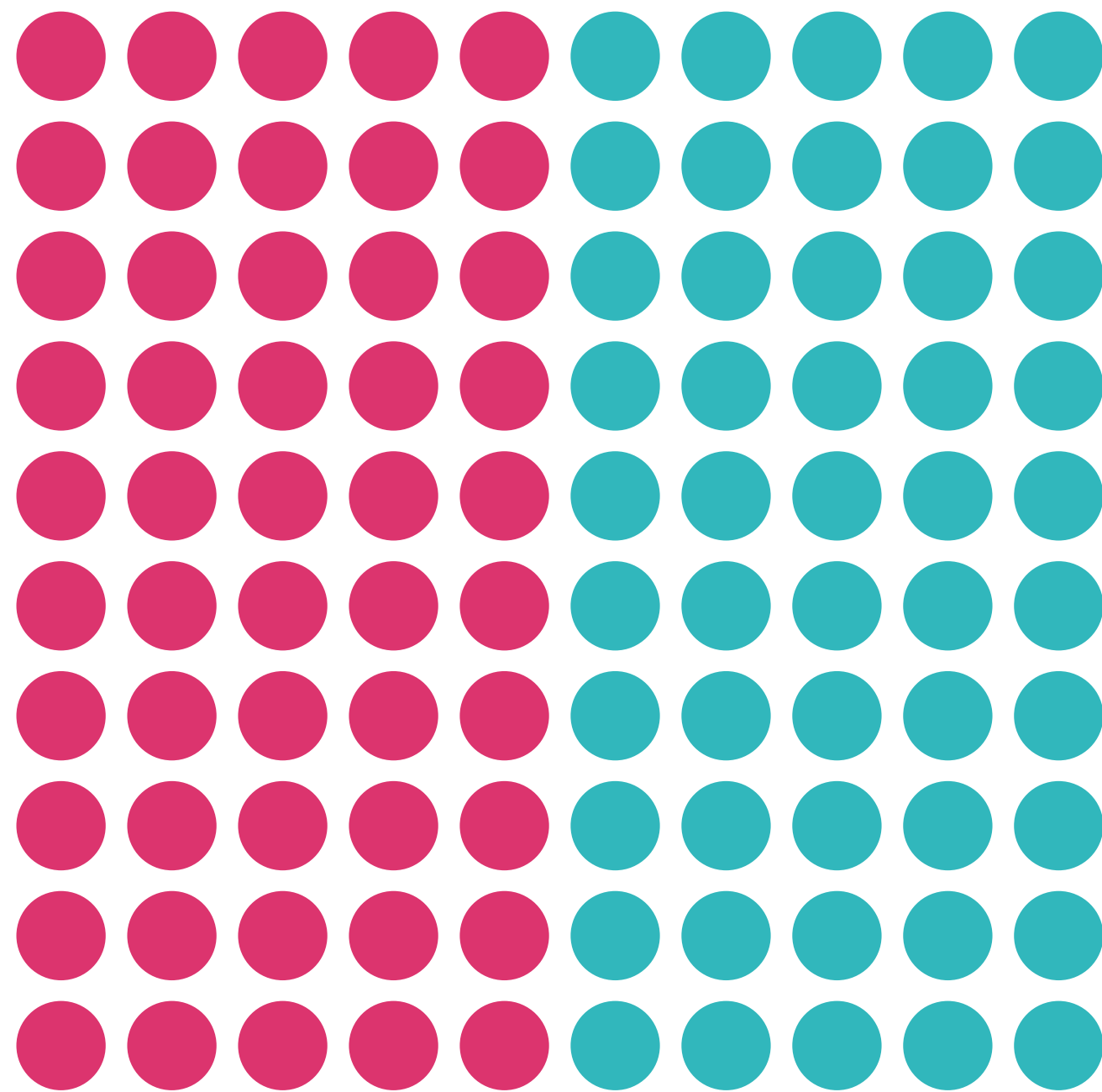
QUESTION 9

Is your institution working with an external organisation such as New Designers, New Blood Art or Arts Thread to deliver its online graduate show?



QUESTION 10

Are you aware of any additional support for graduate employability and career planning being provided by your institution at this time?



YES (50%)



NO (50%)



The online platform is being developed not only to reach the 30,000 visitors who would have attended the physical degree show in person, but a worldwide audience; it is anticipated to run in perpetuity as opposed to the standard 10-day physical show; we are working with students and an external organisation to extend the concept and capabilities beyond a 'graduate show' to include live events, networking capabilities, employer and investor engagement, and interactive activities.



Our Centre for Student Success and Enterprise Knowledge Dock has developed new engagement approaches in the remote environment to work closely with students to support their progression to graduate employment. Additional student employment forums with industry partner presentations are also planned in subject areas across the summer.



QUESTION 11

Can you describe how your institution is planning for delivery in the Autumn term if the situation is that we are out of lockdown, but still have social distancing enforced?

“ We are planning for a blended approach with as many activities as possible delivered online while those that require access to specialist tools and equipment will be scheduled with small groups of students and staggered start and finish times. ”

“ We are planning a number of scenarios... modelled from academic delivery, estates, workshop, ICT, and student support perspectives... Depending on the level of social distancing that may be in force, we are considering everything including removal of intermediate studio or desk spaces; timetabled access to workshops; bureaux services; staggering access; and 'burst' mode attendance. ”

QUESTION 12

Have you accessed CHEAD's Coronavirus Knowledge Hub since it's launch and what more could CHEAD or Crafts Council be doing in the current climate to further support you and your institution?

“ CHEAD has responded swiftly and collegially to the challenges presented by Covid-19, and it is important that the organisation continues to act as a means to bind the sector together. While Government has a severe and critical challenge in relation to higher education, it is important that creative education is not lost within habitual thinking, and that CHEAD and the Crafts Council continue to provide a powerful and united voice for advocacy to Government and its statutory bodies in all thinking, support and funding around Covid-19 ”

Acting on these findings and to support
the creative graduate cohort of 2020:

CHEAD have produced an online
resource for graduate showcases

Crafts Council have provided
employability skills development
and support

