

What Is My Future Plans?

Submitted by:
David Gren
16 May 2024

Assignment Coversheet

Please complete **one** copy for each assignment & attach securely to your coursework submission

Student Name: David Gren
Student ID: 19041699
Assignment Tutor Name: Robert & Janey
Assignment Title: Leadership and Futures
Unit Title: Leadership and Futures
Course & Year: Design Management Ba & Third Year
Due date: 17.05.24
Date Submitted (on or before): 17.05.24

You must ensure that your work is clearly labelled.

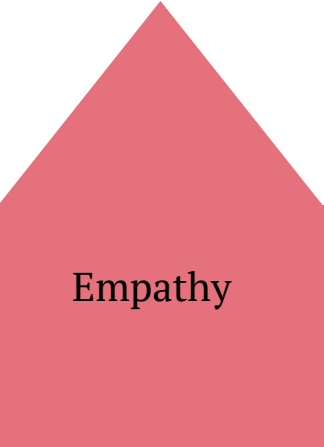
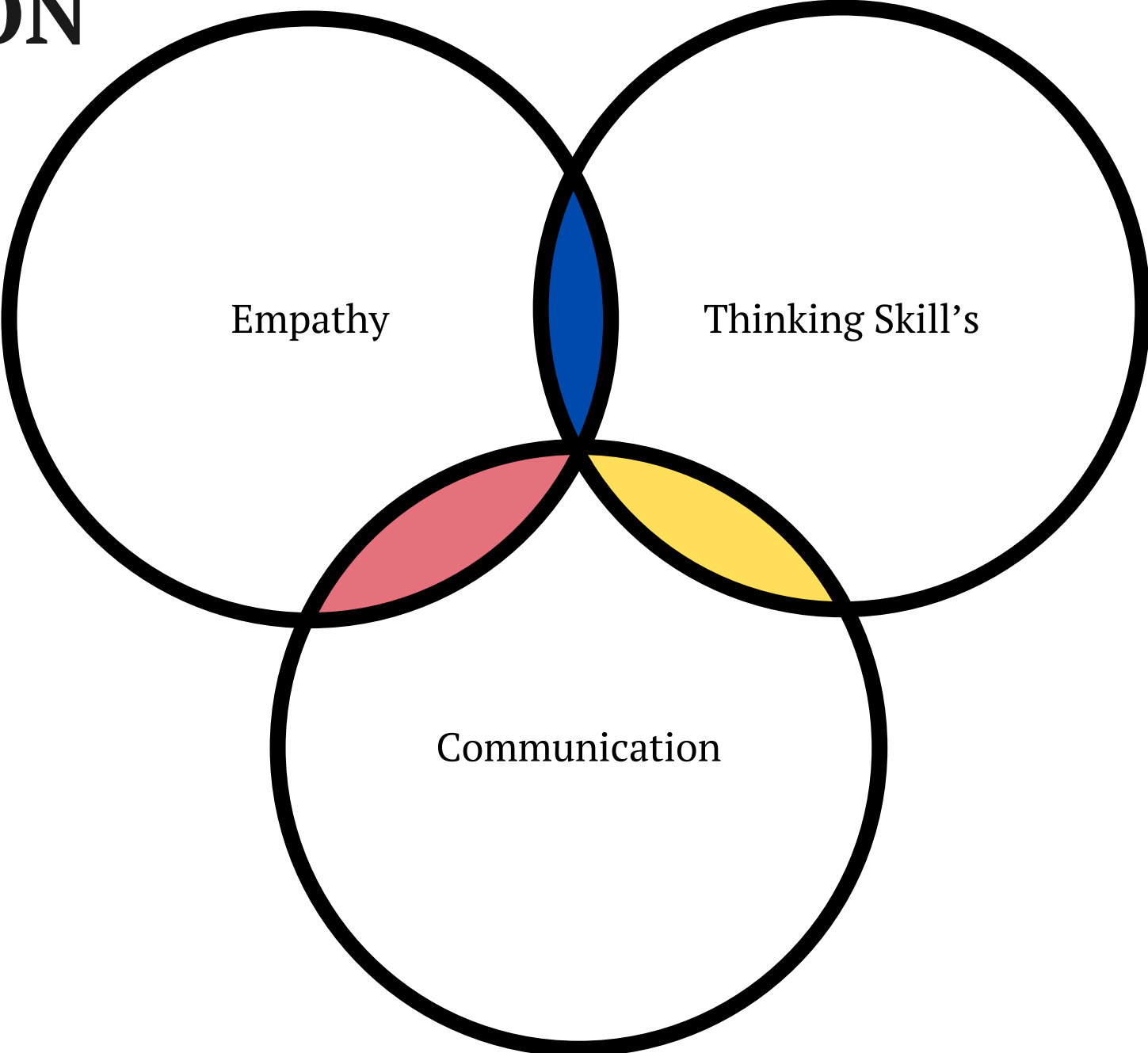
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CHAPTER ONE

Preparation

EMPATHY, THINKING SKILL'S, & COMMUNICATION



STRATEGY PLAN

5-10 Year Plan

Currently

What's my plan after graduating? In all honesty its rest. I've gone through 21 years of consistent education without any gap years or any breaks and can feel myself needing to focus on myself . I'd like to call it my **quarter life crisis**. Allowing myself 3 month of summer till September.

Finances?

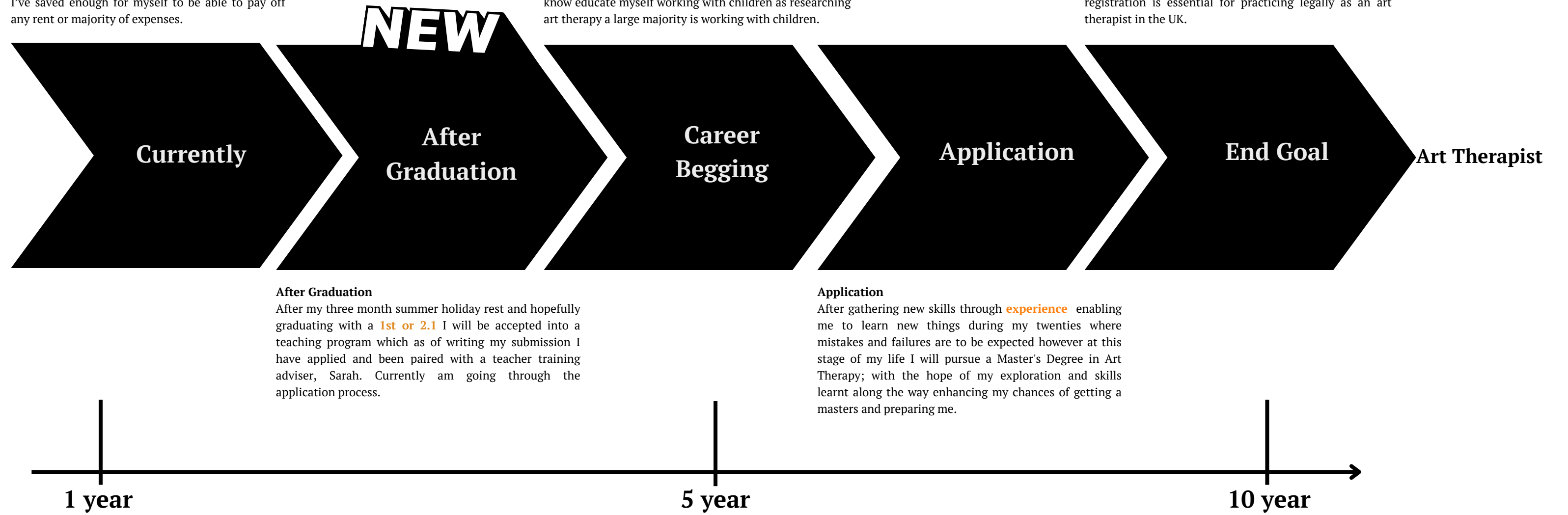
I've saved enough for myself to be able to pay off any rent or majority of expenses.

Career Beginning

A career development within the teaching industry would be a new path I hadn't looked into outside of being recommended. Yet I feel as though it will be insightful to know educate myself working with children as researching art therapy a large majority is working with children.


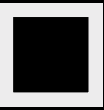




Qualifications

Obtain HCPC Registration Once you have successfully completed your postgraduate qualification and any required clinical placements, you can apply for registration with the HCPC as an **art therapist**. HCPC registration is essential for practicing legally as an art therapist in the UK.



Project organizer

/ACTION PLAN

Project Name: Leadership and Futures	Date: 5 April 2024																												
Project Description: This unit uses employability and enterprise experiences to enhance the process of preparing students for professional practice. It encourages self-awareness, resourcefulness, boldness, inventiveness, and confidence. The focus is on improving communication skills and comprehending professional ideas. Effective communication techniques and the incorporation of a variety of learning objectives into portfolios are essential. It is recommended that the message, audience, presentation, distribution, and time be made clear.																													
Key:	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  To Be Completed </div> <div style="text-align: center;">  Not in plan Yet </div> </div>																												
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Notes: Please note there are two sections under 'Action plan' & 'Expected Action Plan' what's the difference? Well as discussed to looking into the future I had to look back and found I had written action plan after getting accepted into university and 'Expected Action plan' showcases the past with 'Action Plan' showing the current plan. Please note some of the expected action plans are extremely cringy.																													

RESEARCH

Trends & Development

Research

As expressed within my personal statement I never looked into teaching I never thought it was a career for me however with through-out my years of academical training I was approached by two heads of department and suggested to look into a teaching career. Here is some of my research within the field.

Teaching as a profession?

Through my submission you may notice me focusing on teaching however please note my goal is becoming an art therapy yet thanks to University which taught me that not everything will go as planned I am open to exploring new career paths. As this is a more recent upcoming life event for me I have chosen to focus at teaching. Teaching is currently at a decrease in post graduate students wanting to become teachers which can be alarming as teaching is seen as a key to society. However bad may be seen good to me as it means less competition with other candidates for the same role. It enables me the freedom to in-future negotiate my salary as a design Manager it will allow me to teach in a more creative style.

I will discuss the issues & cultural differences within teaching further down the chapter, nether the less to summarise my views from findings: I personally feel that teaching is the key to any successful functioning society it's the roots and the key to creating open minds and helping pupils become academically aware as "knowledge is power". With there being at times teachers without a spark it would be my core value to enhance and ensure all students find joy in learning. With the use of my design management skills I feel as though it is appropriate to clash the two enabling and using my skills learnt in university as a key aspect to create a more joyful environment within teaching.

IS TEACHING AN INDUSTRY WORTH IT?

There were 21,946 new entrants starting postgraduate ITT in 2023/24, a decrease (3.3%) on 2022/23.

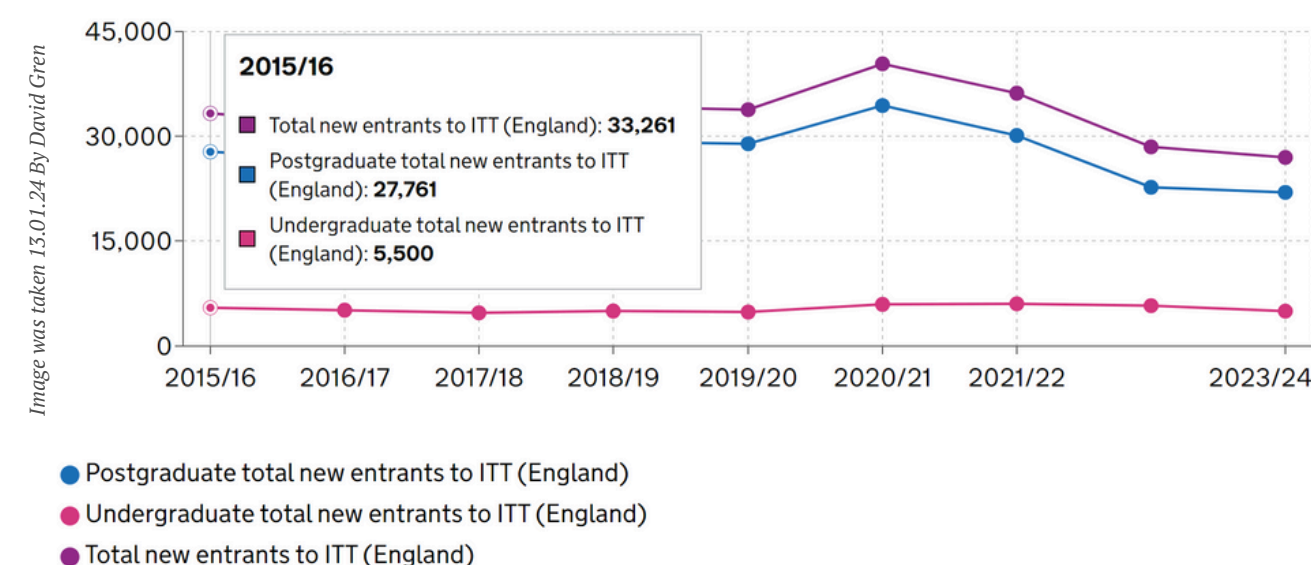


Image was taken off website directly from : <https://getintoteaching.education.gov.uk/teacher-training-advisers>

RESEARCH

Trends & Development

As a university student, I understand the importance of staying informed about current trends in teaching. It demonstrates my engagement with contemporary issues and awareness of the challenges facing schools, which is crucial for recruiters assessing my suitability for the teaching profession.

To support my ideas, I actively research studies or statistics relevant to education. I make it a habit to check the education section of news apps regularly to stay updated with recent evidence. Having recent evidence to refer to during interviews not only impresses interviewers but also strengthens my arguments and credibility. While I cannot be knowledgeable about every issue, I focus on several areas with the main one being pedagogy teaching as a key area, especially those relevant to my curriculum area or age range. This targeted approach allows me to demonstrate depth of understanding and relevance, showcasing my passion and expertise in specific aspects of teaching to recruiters.

Teaching

Every Lesson Shapes a Life

What is Pedagogy teaching?

Simply expressed, pedagogy refers to the methods and practices of teaching, which include instructional styles, theories, and evaluation procedures. The pedagogy of teaching refers to how educators present curricular information to their pupils. Teachers explore a variety of ways while planning classes, depending on their interests, experiences, and teaching situation.

For example, behaviorism-based educational approaches, which are influenced by Thorndike, Pavlov, and Skinner's research, promote the teacher as the authoritative figure in charge of instruction. Knowledge is delivered through an organised curriculum, with each topic taught individually.

In contrast, constructivism holds that humans learn via experience and reflection. Constructivist pedagogy, sometimes known as "invisible pedagogy," focuses on the learner. This method emphasises the child's active engagement in the learning process. Activities in a constructivist classroom might involve project work, inquiry-based learning, or methods like Montessori or Steiner.

For example, Piaget's work on schemas serves as the foundation for constructivist philosophy. Piaget argued that kids are ready to learn, and that teachers should devise activities to help them learn. This idea proposes that younger infants process thoughts largely physically, but later children may engage with symbolic and abstract notions.

Making linkages between pedagogy and disciplines such as design management and teaching is critical. Design management emphasises creative problem-solving, cooperation, and effective communication—skills that are consistent with constructivist teaching. Similarly, educational approaches based on constructivist principles may help students develop their creativity, critical thinking skills, and autonomy, all of which are important in design management.

Integrating pedagogical theories into teaching techniques allows educators to build compelling learning environments that prepare students for real-world difficulties, whether in the field of design management or other discipline.

This interplay between pedagogy, design management, and teaching underscores the importance of continuously refining teaching methodologies to best support student learning and development designing new ways of making learning fun and unique.

Image was taken off website directly from :
<https://getintoteaching.education.gov.uk/teacher-training-advisers>

RESEARCH

Trends & Development

Through out all of my projects within these years I have noticed a pattern of learning through past experiences. First year for instance was as I called exploration year gathering and introducing me to a more professional outlook of life. Here is a more visual focus on what I learned and achieved.

01 Year



- New skills
- Projects
- Communication skills
- New Reading's
- New ideology's

02 Year



Second Year was a place where I truly understood the roles of a design manager. It's where I learnt the importance of leading a team ethics and through PPU working as in different groups.

03 Year



My favourite year, It's where I was pushed with a roller-coaster of emotions. This year was where it was all from myself and applying all the knowledge from my first and second year which pushed me to be ready within myself to focus on looking at the end. It's where I was thankful for my years and am still learning new things.

BRIEF

Planning

Through reflecting on my past experiences, I've recognized the importance of consistent planning, particularly after initially neglecting it in my first year, leading me to prioritize clarity and relevance in my academic and professional endeavours.

For example here is me planning on writing a personal statement. Instead of me like in first year jumping in writing things I didn't need I now (*if I have time*) write out a personal brief for projects even as simple as a personal statement.

Why?

In my first and second years of university, I was diagnosed with dyslexia, which helped me understand my writing challenges and develop strategies like writing mini briefs to stay focused and on track.

Why?

1. Say why you want to be a teacher. Providers are looking for applicants who truly enjoy working with young people; who are passionate about learning and who have a genuine enthusiasm for their subject or phase. For secondary subjects in particular, say how your education has prepared you to teach your subject. Show that you have looked at the GCSE and A level curricula. For primary education, demonstrate an awareness of the breadth of the curriculum.

Describe

2. Describe your transferrable skills (ie. Empathy, resilience, communication, organisation etc) Don't just list these, but provide evidence for developing them and demonstrate how you've employed them, for example, if you have been coaching sports, show how what you've learned from this will help you to be a better teacher.

Reflect

3. Reflect on your school experience or any other experience of working with young people. The important word here is "reflect". Avoid simple descriptions of where you went or what you did. Try to critically evaluate what you observe in class – why was a particular approach successful? How did a teacher maintain engagement? How were questions used and directed to maintain the pace of learning? How can you tell when learning is happening? Aim to demonstrate some insight into what's going on in the classroom. If you've not spent any time in a classroom, use online resources to help with this part of the statement.

Overall

- Keep your prose simple. Avoid filler words like "furthermore" and "moreover". The ability to communicate ideas simply and concisely is a key teaching skill, so demonstrate it here.
- Avoid very general sentiments, like "teachers do a vital job in preparing young people for..." – your reader will know that. Concentrate on what will make you stand out from other candidates.
- Teachers should demonstrate exemplary spoken and written English. Use technology and proof readers to ensure that your statement is as clear, concise and elegant as possible. Use short, straightforward sentences that make a single, clear point. Avoid lists and bullet points.

Art Therapy (Intro)

What constitutes art for me? Reflecting on my academic journey within the realm of design management, an integral component of my curriculum involved a rigorous engagement with a Leadership and Futures module. This module intricately examined prospective trajectories, prompting a profound introspection into my own developmental trajectory. In this remembrance, I found myself drawn back to my influential years studying art and design during my GCSEs and A-levels.

Recollection of these foundational experiences evoked a touching realization of the deeply personal resonance art held for me. I vividly recollect the immersive nature of the creative process, wherein I often found myself ensconced in a realm of artistic expression, momentarily divorced from the burdens of stress and worldly concerns. Exiting these creative spaces where I played with different mediums such as oil paints, acrylic paint, woodwork, clay I frequently experienced a profound sense of liberation, as though a weight had been lifted from my shoulders.

This introspective journey has profoundly informed my burgeoning interest in art therapy, underscoring the therapeutic potential innate within artistic endeavours. The palpable emotional relief experienced during moments of artistic immersion has crystallized my conviction in the transformative power of art as a conduit for emotional expression and healing. Hence, my academic and personal explorations have converged to elucidate a deep-seated interest in leveraging art therapy as a vehicle for personal and communal well-being.

Academic Achievement (Middle)

My venture into design management stemmed from a profound interest in both the artistic process and the strategic frameworks that underpin successful creative endeavours. Throughout my bachelor's degree, looking through my UCAS application I remarked out of the five applications four were business management which was a decision I took to follow the expectations however thanks to my art professor who pushed me to investigate Design Management which is how I was able (hopefully) achieve my academic status of having a degree in Design Management BA.

I delved into the intricacies of design thinking, project management, and team collaboration, filing my skills in transforming artistic visions into tangible realities. This period laid the foundation for my understanding of the dynamic interplay between creativity and management, setting the stage for my future endeavours in art therapy.

What has academia taught me? Well, it's taught me more than I could have imagined, I was placed in a position where I could grow as an individual from looking back thanks to my design management degree I've grown up, upgrade my skills, learnt to look outside of the box, I was able to adapt to new people learn new techniques in leading large groups confidently from my second year in PPU module; and most importantly stand up on stage and talk which is a skill that I never had I would always hide away yet with Leadership and Futures module it enabled me to progress as an individual. Through all my three years studying I was able to self improve on my personal business.

In reflecting on my journey, I am drawn to the transformative power of art and its ability to facilitate healing and self-expression.

This realization has fuelled my ambition to pursue art therapy as a means of leveraging creativity to promote mental well-being and personal growth.

My personal statement is a testament to this vision, encapsulating my unwavering dedication to harnessing the therapeutic potential of art in serving individuals and communities. Throughout my selection of work, I aim to showcase not only the breadth of my skills as a design manager but also the underlying ethos that drives my creative pursuits. From innovative design projects that blend form and function to collaborative endeavours that fostered a culture of creativity within teams, each piece speaks to my commitment to excellence and innovation. Moreover, I seek to highlight projects that demonstrate the transformative impact of art and design on individuals' lives, laying the groundwork for my future endeavours in art therapy.

Conclusion (End)

My selection of work and personal statement encapsulates the dissolution of my journey as a graduating design manager with a profound interest in art therapy. As I look towards the future, I am excited to continue bridging the worlds of creativity and management in pursuit of a higher purpose, leveraging art as a catalyst for healing, growth, and personal transformation.

In conclusion, my academic voyage, particularly in design management, has fostered profound insights into the intrinsic value of art, both personally and professionally. This journey of introspection underscores my fervent commitment to harnessing art therapy's transformative potential for individual and communal well-being, marking the inception of a purpose-driven trajectory towards holistic healing and creative expression.

PERSONAL STATEMENT'S

Leadership and Futures

Art Therapy

Is my long term goal, It's for a masters I intend to apply for in 10-20 years, I **PREPARED** the personal statement for my application

Why Two?

The reason for two personal statements is to get me ready and **SITUATED** for my future goals and aims.

Teaching

I'm currently applying to become a teacher as it's been suggest to me and is a **NEW** career path which I feel passionate about.

Teaching

As a passionate advocate for education and learning, my aspiration to become a teacher stems from a deep-rooted desire to positively impact the lives of young people. My journey towards this goal has been shaped by diverse experiences, each reinforcing my commitment to the teaching profession.

My first-hand experience working with children with disabilities at Kentish Town City Farm was profoundly rewarding. In this role, I not only had the opportunity to educate children about animals but also to impart knowledge in science, particularly biology. Witnessing the joy and genuine interest sparked in the children when they understood concepts was immensely fulfilling. I discovered that effective communication, patience, and understanding were paramount in engaging the children, often resorting to creative methods such as using body language to capture their attention instead of raising my voice. These experiences ignited my passion for teaching and instilled in me a deep appreciation for the unique abilities and potential of every child.

My academic background in design management has equipped me with a diverse skill set that I believe will be invaluable in the classroom. Through collaborative projects and group work, I honed my leadership skills, critical thinking abilities, and ethical awareness. I learned the importance of fostering a supportive and inclusive learning environment, where every voice is heard and valued. My professors and secondary school teacher recognized my natural aptitude for teaching and encouraged me to pursue a career in education, igniting my passion further.

Reflecting on my experiences working with children, I am reminded of the profound joy that comes from witnessing their growth and development. While not every day may be perfect, I understand the immense privilege and responsibility of guiding young minds on their educational journey. I am committed to nurturing their curiosity, fostering a love for learning, and empowering them to realize their full potential. I am excited by the prospect of playing a role in shaping their futures and watching them embark on their own paths to success.

My education has prepared me to teach with a solid foundation in critical subjects such as biology. I have familiarized myself with the Key stage two curricula looked over SAT's past papers, ensuring that I am well-equipped to deliver engaging and informative lessons. Furthermore, my exposure to diverse learning environments and my reflective approach to classroom observations have provided me with valuable insights into effective teaching practices. I have developed transferrable skills such as empathy, resilience, communication, and organization through coaching sports and leading group projects, which I am eager to apply in the classroom to create a dynamic and supportive learning environment.

In summary, my journey towards becoming a teacher has been fuelled by a genuine passion for education, a commitment to fostering student success, and a desire to make a positive difference in the lives of young people. I am excited about the prospect of embarking on this rewarding career path and am fully dedicated to continuously evolving as an educator to meet the diverse needs of my students.

CHAPTER TWO

Focusing on Target Audience

QUOTES

Leadership and Futures

“Design is in everything we make, but it's also between those things. It's a mix of craft, science, storytelling, propaganda, and philosophy.”

- Erik Edigard.

"Teaching kids to count is fine, but teaching them what counts is best."

-Bob Talbert.

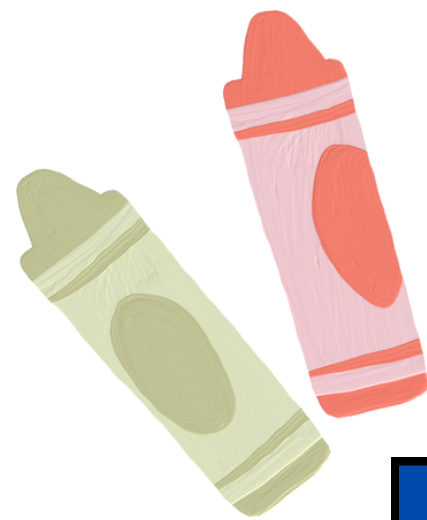
CURRENT CV

Leadership and Futures

<h2>David Gren</h2> <p>Professional Goals</p> <p>My aim is to find a dramatically busy environment where I can be put up to a challenge, my favourite aspect of the industry is the skills you have to use to thrive, please customers and uphold the company's image.</p> <p>Mobile: +44 Number Email: Email@gmail.com</p>	
<h2>Work Experience</h2> <p>Name, Privet Members Club Waiter. Address Bar man. Banqueting. Wine Waiter.</p> <p style="text-align: right;">September 2019 - Present Email@gmail.com</p> <ul style="list-style-type: none">- Anticipated members needs and provided them with satisfaction and upholding the the clubs standards.- Understood the importance of keeping having a clean, tidy and organised workspace.- Had exploration in several departments enhancing my skills and improving on the website.- Lead multiple banquets with 200+ guests, achieving a smooth and up to standard lunches and dinners, while maintaining a calm and safe environment. <p>Name, Group Project 2022 Project Leader Address, London</p> <p style="text-align: right;">August Email@gmail.com</p> <ul style="list-style-type: none">- Managed extremely busy days setting goals for each individual.- Achieved a final project with a team of 5 different department skills finishing project in deadline.- Catered to everyone's needs and used my ethical skills to asses several situations. <p>Lesser Poland Kazimierz Andrzej Stachurski Iwona, Assistant Real Estate assistant . Rakowicka 131-511 Kraków Poland</p> <p style="text-align: right;">August 2018 +48 Phone Number</p> <ul style="list-style-type: none">- Responded to phone calls and Interacted with clientele having to assist with language barriers.- Present when properties shown gained experience and skills with learning to talk to customers.- In charge of placing down meeting times and establishing times for viewing.	
<h2>Academic History</h2> <p>School name - Secondary. 2014-2018</p> <ul style="list-style-type: none">-Passed 6 GCSEs including English and Maths <p>School name- Sixth Form. 2018-2021</p> <ul style="list-style-type: none">- Achieved 3 A levels and 1 Level 3 BTEC- Art and Design B, Media Studies C, Polish B, Business Lv 3 Merit <p>University of the London Arts. 2021- Present <i>Design Management</i></p> <ul style="list-style-type: none">-Currently Studying and in my third year for Design Management BS-Managed several projects-Motivating Individuals-Reviewing designs with health and safety in mind	<h2>Languages Spoken</h2> <p>English:</p> <p>English is my first language, I'm able to read write and speak it fluently.</p> <p>Polish:</p> <p>Polish is my second language, I'm able to read, write and speak fluently.</p> <p>Russian:</p> <p>Russian is my third language, I'm able to Comfortably communicate with others.</p>

TEACHING PREPARATION

Leadership and Futures



Talk to us

Live chat
Chat is **closed**

Call us
0800 389 2500

Call or chat to us Monday to Friday, 8:30am until 5:30pm, except on [bank holidays](#).

Get free one-to-one support

Whether it's just an idea or you're ready to apply, you could get personalised support from an adviser with years of teaching experience. Chat to them by phone, email or text as little or as often as you need.

[Get an adviser](#)

My Weekly Lesson Plan

Teacher	From	To	Subject
M			
T			
W			
T			
F			

References that may be needed.

Regard to scheduling and would appreciate your guidance in selecting a day that would be convenient for my visit I am available for a full day Next week **Thursday 16th May and Monday 13th - Tuesday 14th** any time between **7:00-13:00 pm**. Please let me know if this opportunity aligns with your school's schedule and if there are any specific guidelines or expectations I should be aware of

Thank you very much for considering my request. I am genuinely enthusiastic about the prospect of gaining hands-on experience and am eager to position **CENSORED** e to your school community.

Warm regards,

David Gren

Contact:
+44 7460 784 591
DavidGrenEmail@gmail.com

02:36

Request for One-Day Work Experience Opportunity Inbox

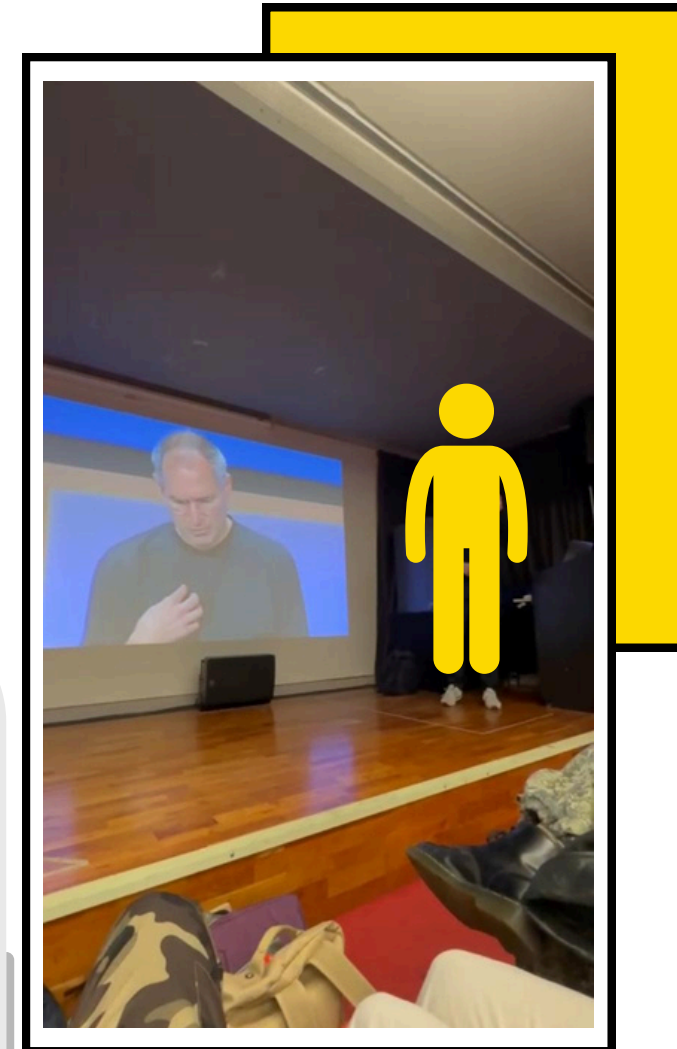
me 9 May
to office@ **CENSORED** ary.org

Dear **CENSORED** Primary,

I hope this email finds you well. My name is David, and I am currently undergoing training to become a teacher as well as finishing my degree. As part of my training program, my mentor has suggested that I seek opportunities for practical experience in primary school settings.

I am reaching out to inquire if **CENSORED** Primary would be open to accommodating me for a one-day work experience opportunity. My primary objective is to observe and gain insight into the daily routines, teaching methodologies, and classroom dynamics within a primary school environment. Additionally, I am keen to contribute in any capacity possible, whether it involves assisting teachers with tasks, engaging with students, or supporting with other activities as needed.

I am particularly interested in **CENSORED** Primary due to its reputation for fostering a supportive and enriching learning environment. I believe that



MIND MAP

Leadership and Futures

Marketing Manager: Plan and execute marketing strategies to promote products and services effectively.

Project Manager: Lead and coordinate projects across various industries, ensuring they are completed on time and within budget.

Consultant: Provide expert advice on design strategy, innovation, and brand development to organizations.



Back Up Plan
Opportunities & Other
directions



Subject Specialist: Become a specialist in a particular subject area and teach at a higher level, such as teaching A-levels or vocational qualifications.

Special Educational Needs Coordinator (SENCO): Work with students with special educational needs and disabilities (SEND), coordinating support and interventions within schools.

SKILLS

Converting selected skills

In this section, an analytical comparison page is devised to scrutinize the realms of Design Management and Teaching, elucidating the distinctive skill sets inherent to each discipline and delineating strategies for their transposition into prospective teaching endeavours.

Design Management

here's a list of skills typically cultivated in the role of a design manager:

Leadership: Guiding and motivating design teams towards achieving project goals.

Strategic Thinking: Developing long-term plans and vision for design projects aligned with organizational objectives.

Critical Thinking Skill: Critical thinking is the ability to analyse information, evaluate arguments, and make sound conclusions based on facts and logic. It entails challenging assumptions, evaluating alternative viewpoints, and exposing biases or faults in thinking.

Communication: Effectively conveying ideas, feedback, and project requirements to team members, stakeholders, and clients.

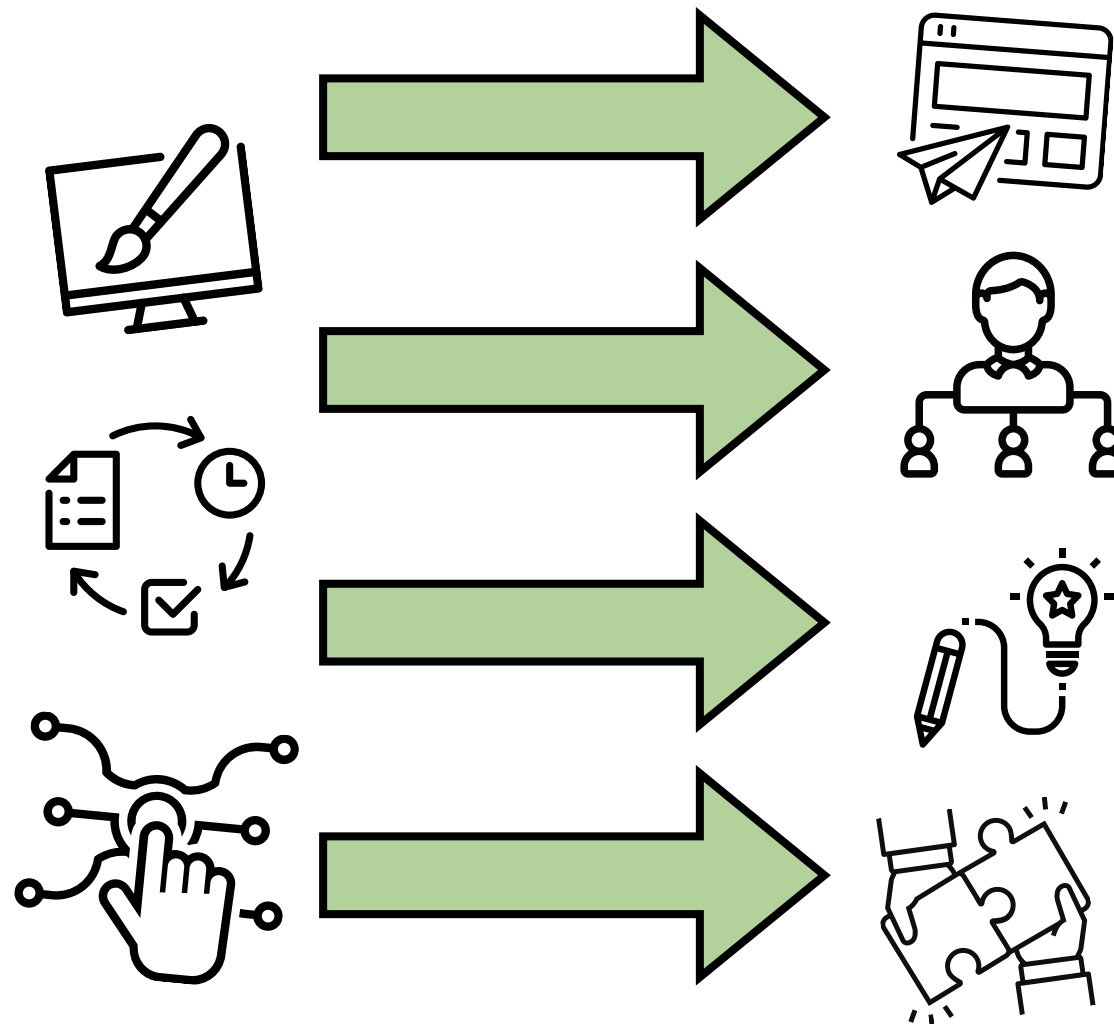
Collaboration: Fostering teamwork and collaboration among interdisciplinary teams to produce innovative design solutions.

Project Management: Planning, organizing, and overseeing design projects from conception to completion, including budgeting and resource allocation.

Creative Problem-solving: Identifying challenges and devising creative solutions that balance user needs, business objectives, and design aesthetics.

Adaptability: Flexibly navigating changes and challenges in project scope, requirements, and deadlines.

Client Management: Building and maintaining relationships with clients, understanding their needs, and delivering solutions that exceed expectations.



Teaching

How my Design Manager role plays into teaching:

Strategic Thinking: I carefully craft lesson plans and curriculum to align with educational objectives, always considering the long-term goals of my students and adapting my approach to meet their unique needs thanks to past experiences.

Critical Thinking: I possess a keen ability to analyse educational materials, evaluate student progress, and make well-informed instructional decisions. I encourage my students to think critically and explore diverse perspectives, With a key ethics priority.

Communication: My communication skills are a cornerstone of my teaching practice. I effortlessly convey information, provide meaningful feedback, and collaborate seamlessly with colleagues, parents, and administrators.

Collaboration: I thrive in team environments thanks to my degree, meaning working closely with colleagues, administrators, and support staff to create an inclusive and supportive learning environment for all students should come naturally.

CHAPTER THREE

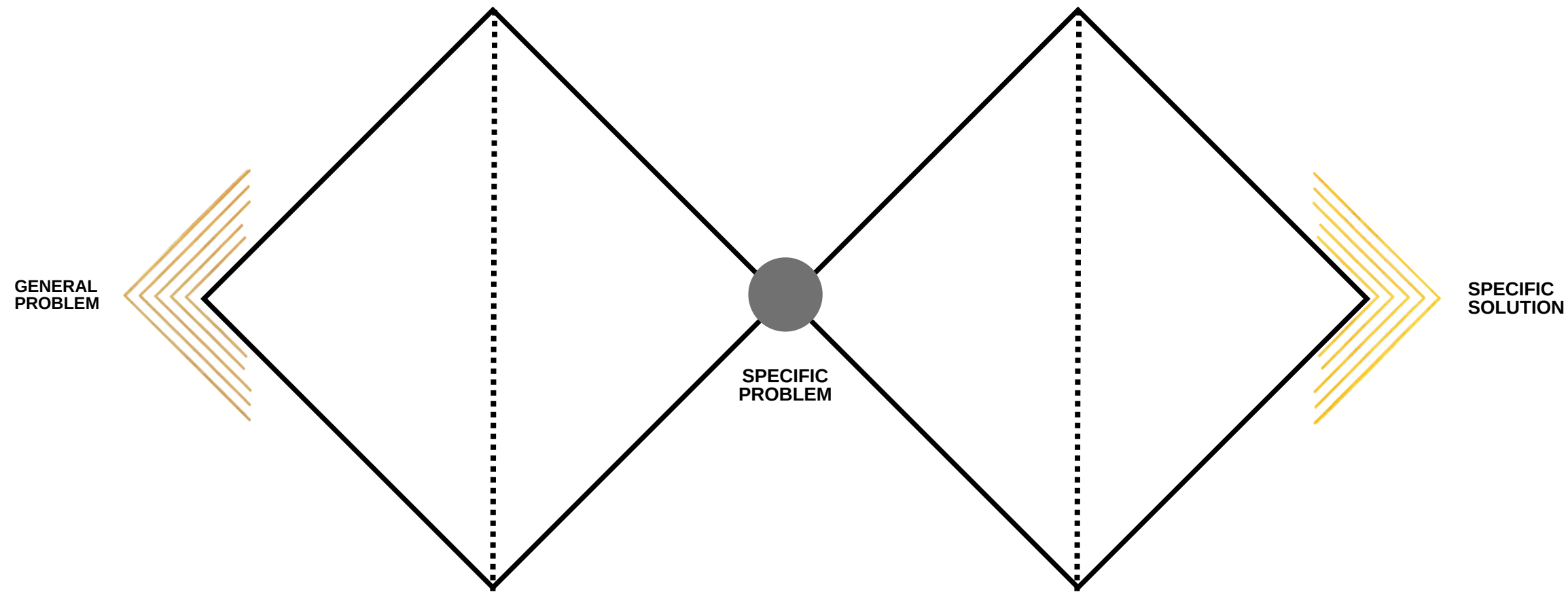
Previous Projects

Double Dimond

Leadership and Futures

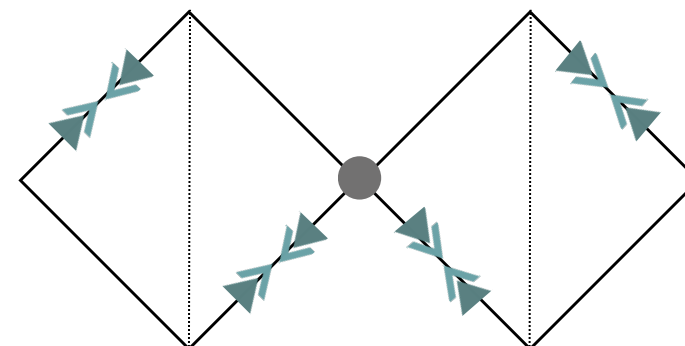
What is a Double Dimond?

The Double Diamond is a design thinking process paradigm with four stages: discover, define, develop, and deliver. It is used to lead teams through the design process, assisting them in exploring a problem area, defining the challenge, generating ideas, and, eventually, providing solutions. The model is termed "Double Diamond" because it depicts two diamond-shaped diagrams, one for divergent thinking (Discover and Develop phases) and the other for convergent thinking (Define and Deliver phases).



My Double Dimond

As my double dimond seems simple I wanted to attach another one to showcase how my project's truly went. I have used double dimond as a critical insight when studying at university



Project Time Line

First Year

David Gren
Design Management
Public Facing Product

Final year LIC

Design Management
Discourse Analysis
Narrative

Design Management
Manifesto

Final year LIC

Design Management
Pecha Kucha Presentation/
Bibliography

Final year LIC

Design Management
Interior design on boat

Final year LIC

Design Management
WHAT NEEDS TO CHANGE

Final year LIC

Design Management
3D models

Final year LIC

Design Management
Final Magazine Page

Final year LIC

Design Management
Solar Panelled Cars

Final year LIC

Design Management
500-100 words

Final year LIC

Design Management
6-10 drawings

Final year LIC

LIVING OFF GRID
In-depth analysis on living on water
David Gren

CAN IT STAND WINTER
Yes!
TO AN EXTENT

Technology and its Impact

CREATIVE INDUSTRY
Boat Builders Collingwood

A boat building company which sells boats and helps the creative industry boost awareness with interior designers and architects coming together to produce an outcome.

**Pecha Kucha Presentation/
Bibliography**
Contents Page

- Assignment Coversheet 1
- Contents Page 2
- Pecha Kucha Presentation 1-20
- Bibliography 21
- Essay 24

Interior design on boat

Modern Cozy Rustic Minimalism

WHAT NEEDS TO CHANGE

We need water laws
Conglomerate companies need to change their policies
more media attention

First Year

Second Year

Third Year

3D models

My 3D page is a mixture of a digital 3D model of a solar panelled car and a 3D physical copy made out of cardboard

All digital things done by me

6-10 drawings

Final Magazine Page

My magazine has 2 quotes and are both underlined to separate from it from main text. The cars I drew myself as a birds eye view of the solar panelled car. The main text discusses why I believe solar panelled cars will be important and about them.

Solar Panelled Cars

"The thing I really care about is the mission, making the world greener." Mark Zuckerberg

"The best thing about the future is that it's always ahead of you." Albert Einstein

Final_MG_PG_ID_DG.pdf
Double tap to open

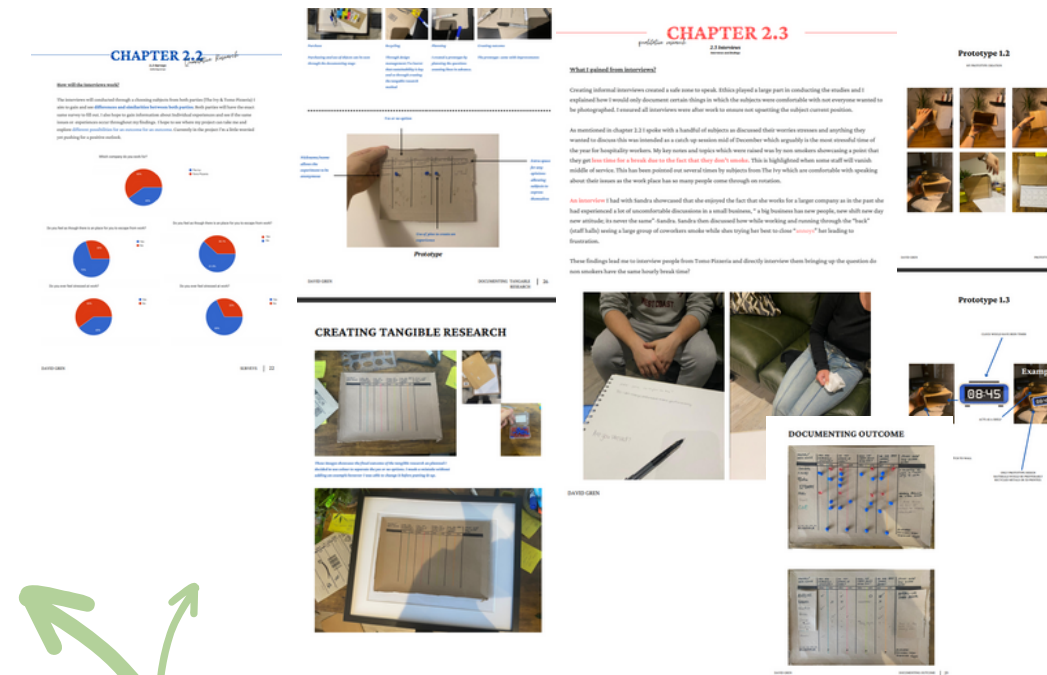
I attached a pdf because I was having issues with exporting my page as a TIF I also created another slide so the text is more visible. I went for a modern and simplistic way for my magazine page with lines around it just to connote structure.

500-100 words

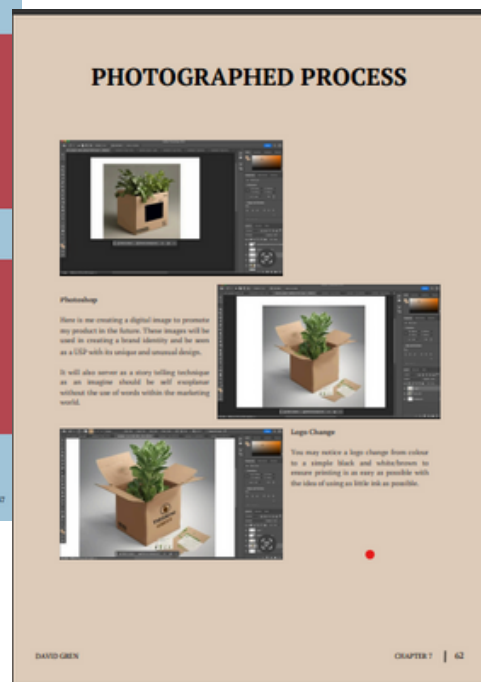
Solar panelled cars availability will only rise as technology continues to advance and as governments begin to offer incentives to encourage their use. Solar panelled cars have been around for a long time but they were only used for small boats and yachts. Now they are being used for larger boats and even for cars. This is because of the advances in solar technology and the fact that solar panelled cars are becoming more affordable. Solar panelled cars have many advantages over traditional cars. They are more environmentally friendly, they are quieter, and they are more durable. They also have a longer lifespan than traditional cars. Solar panelled cars are also more expensive than traditional cars, but they are becoming more affordable as technology advances. Solar panelled cars are a great way to reduce your carbon footprint and to help the environment. They are also a great way to save money on fuel. Solar panelled cars are a great way to live a greener lifestyle.

Project Time Line

Their Year



First Year



Second Year

Third Year

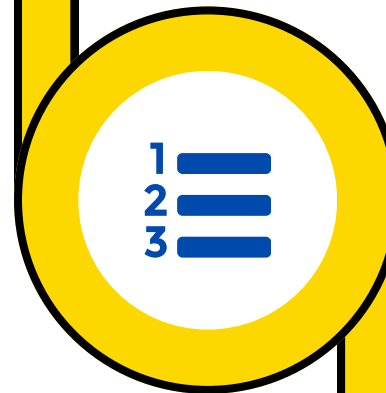


4 STEPS PROBLEM SOLVING



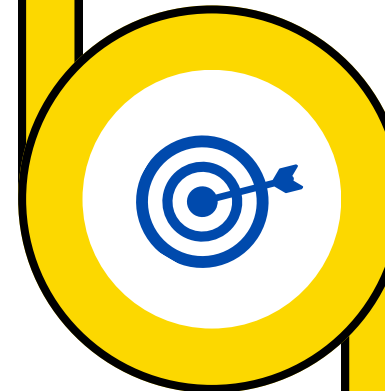
Give it time

In any awkward or uncomfortable situation at times the best option is to give it time, focus on mental health enable yourself to mentally prepare what you have to overcome.



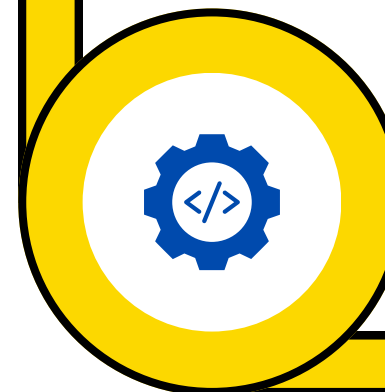
Rank Root Causes in Order of Importance

As seen and mentioned through my work I usually refer to mind maps and consistently ranking where to start from and making tough choices.



Ongoing Education and Adaptation:

Adopt a growth mentality and keep an open mind on ongoing education and adjustment. Make decisions based on prior experiences, but also be open to trying new things and learning new things if necessary to solve the problem successfully.



Seek Collaboration and Support:

Tap into professional networks built over two decades of education and work to seek collaboration and support from peers, mentors, and colleagues. Collaborative problem-solving can bring diverse perspectives to the table and lead to innovative solutions. I learned to not be scared to ask for help.

Please note these are my own personal problem solving statements in response to my current design situation and my past work.

Selecting **THREE** Projects

Specifically Selected

Major Project

Date: April 2024
Year: Third Year

- Sustainability
- Value Propositions
- User Centered Design

PPU

Date: January 2023
Year: Second Year

- Collaboration
- Leadership
- Ethics

Leadership and Futures

Date: May 2024
Year: Third Year

- Ethics
- Critical Thinking
- Ethics

Major Project

Leadership and Futures

-Sustainability -Value Propositions -User Centered Design

Project Overview

My first concept began as a simple plant container, but it evolved significantly via a process of refining and self-evaluation. This growth became clear as I went along, resulting in the development of a creative and ecologically responsible solution: a cardboard box with dual use.

This delivery not only functions as a container for plants, but it also converts into a plant pot, reducing waste and raising environmental awareness among university students.



Creating a product to tackle the wastage of delivery boxes enhancing gardening within university students.

Major Project

Leadership and Futures

HOW MIGHT WE?

How might we provide students with the necessary tools, knowledge, and support systems to embark on gardening endeavours autonomously, promoting self-initiative and resilience?

ISSUE + PROJECT IDEA = NO MORE ISSUE

The Goal

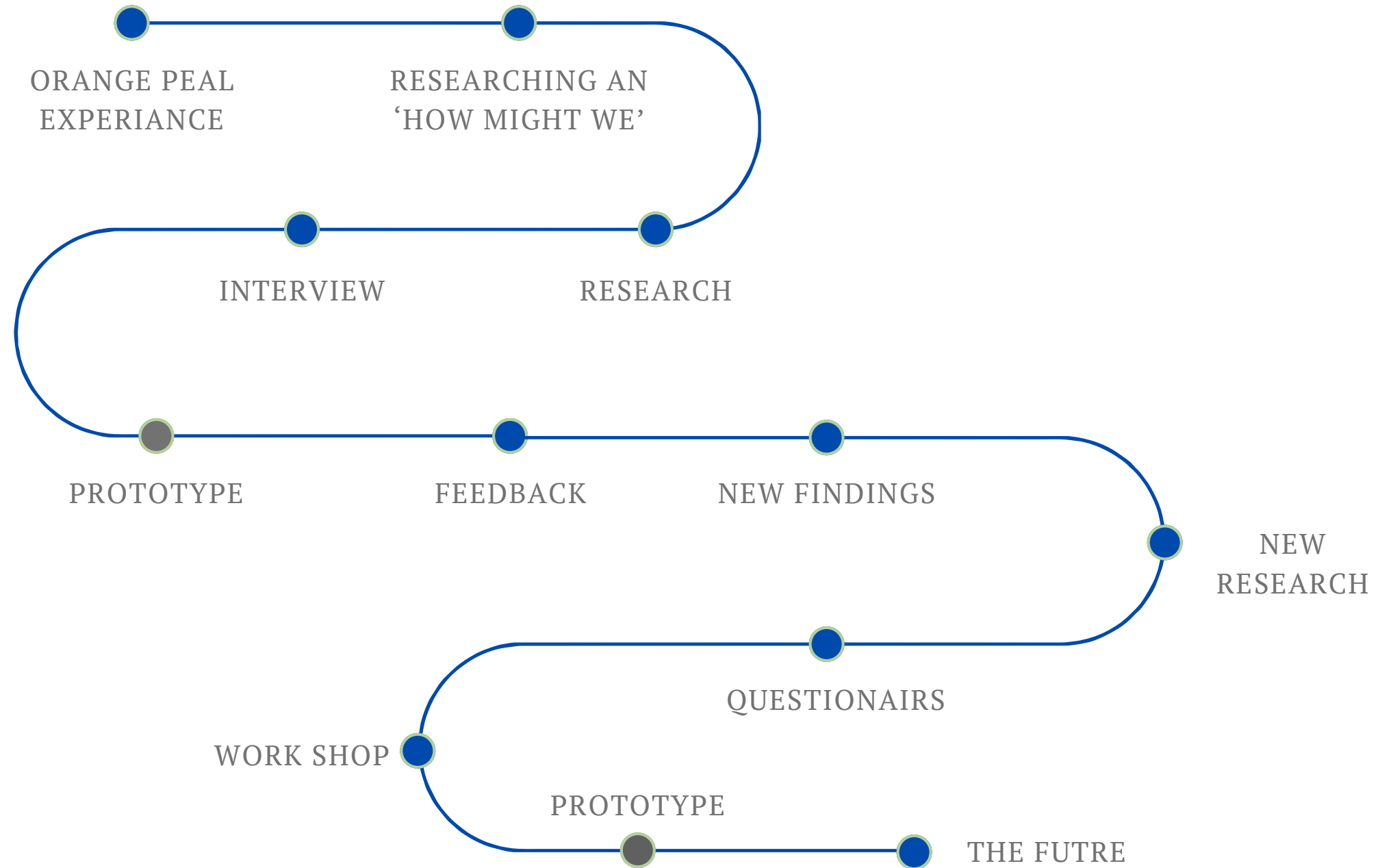
The inspiration of this creative solution stems from my desire to cater to Generation Z's growing interest in gardening while also addressing the critical need for sustainable alternatives. But how does it fulfil this dual purpose?

Delving deeper into my study, I painstakingly created a pattern on the cardboard box itself, allowing users to easily cut it out and assemble it into the ideal plant pot.

Time Line

Leadership and Futures

CATCHUP



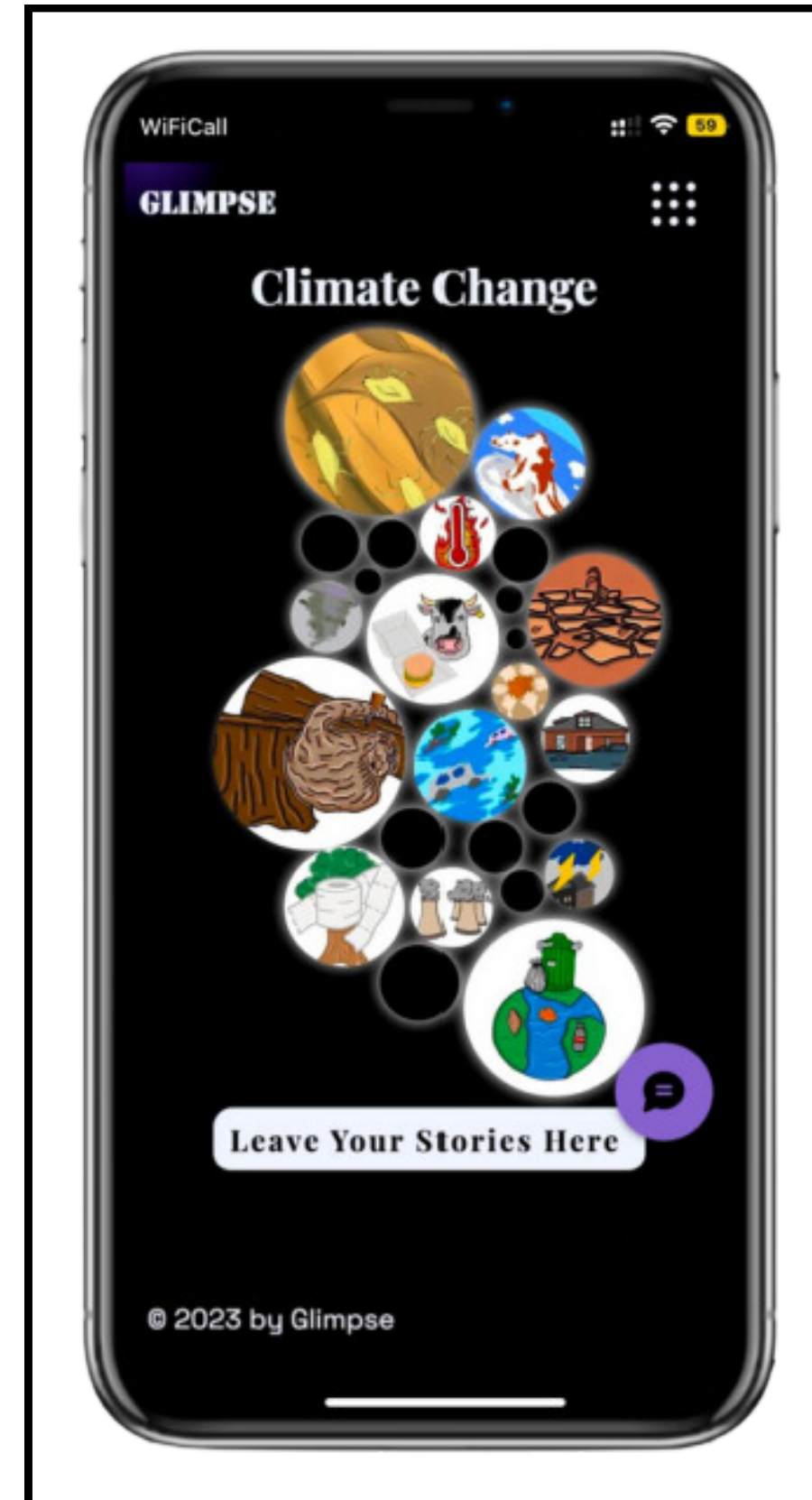
-Collaboration -Leadership -Ethics

Project Overview

It entails challenging assumptions, evaluating alternative viewpoints, and exposing biases or faults in thinking.

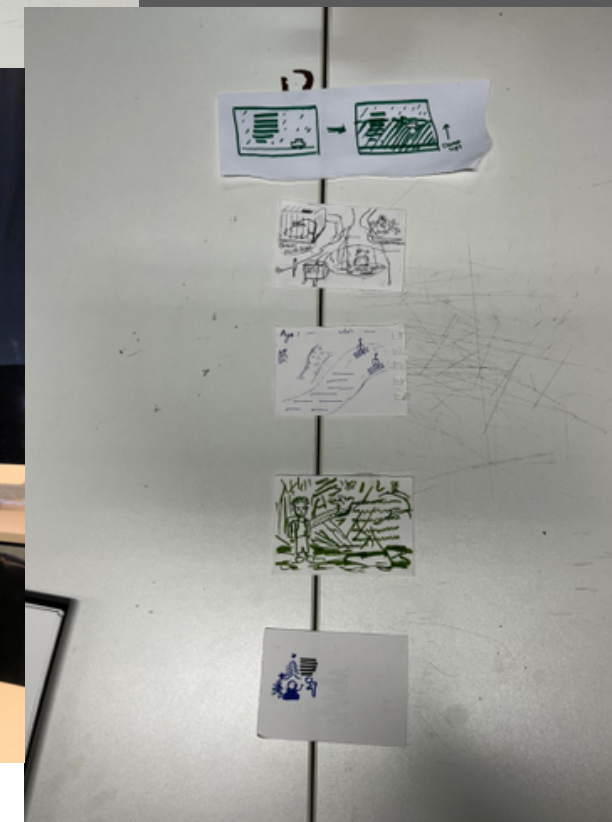
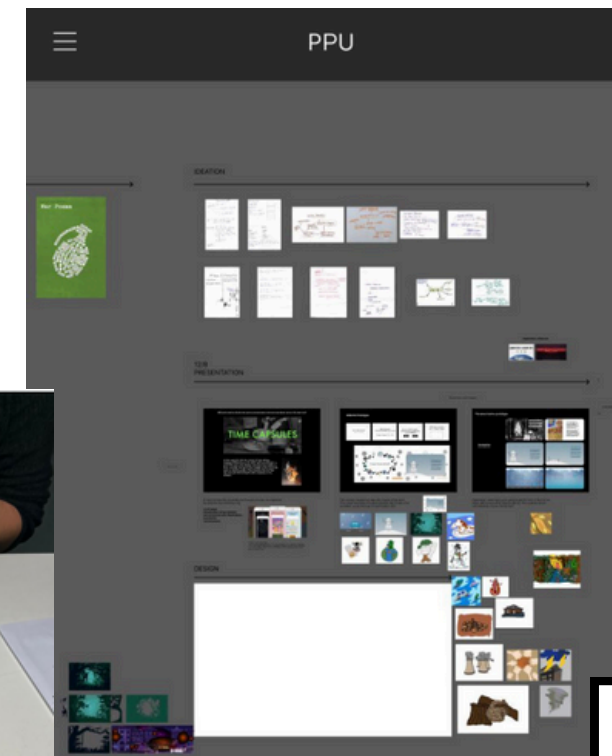
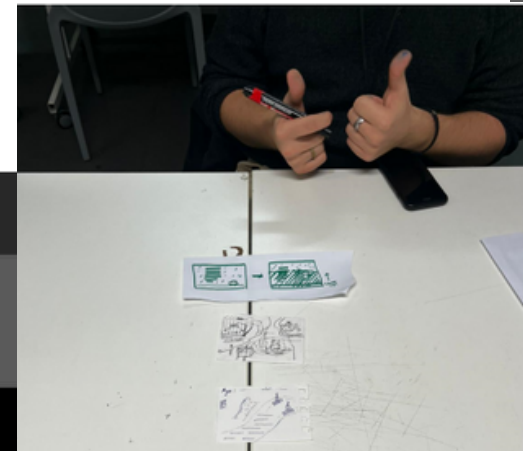
In our PPU project, I had the pleasure of working with an incredible group of second-year university students, each with their own unique set of abilities. As a design management student, I used my first-year learning experiences to efficiently conduct research and manage our joint efforts. My project management and team-building abilities were critical in bringing everyone together and creating a productive and creative atmosphere.

Our project relied heavily on ethics, which guided our decision-making processes and ensured that we maintained honesty and respect throughout our partnership. We were dedicated to honest communication, fair participation, and mutual respect, which not only improved our cooperation but also established a norm for future initiatives. Throughout the task, I focused on how we worked together a team, which was ultimately more rewarding than the final outcome itself. This experience highlighted the value of collaboration, ethical practice, and the importance of combining our strengths to achieve our goals.



Creating a app which allows people to be heard and discuss their stories.

Collage of images from team building, planning and preparation.



Skills Gained

Working with a new team and being mixed with strangers was as we can all imagine can give us anxiety however I feel as a design manager it is our duty to make everyone feel included and understood.

-Organising Time:

May seem as a simple task however getting a group of people with different ways of communicating can be tough I ensuring that we all understood our tasks and assignments.

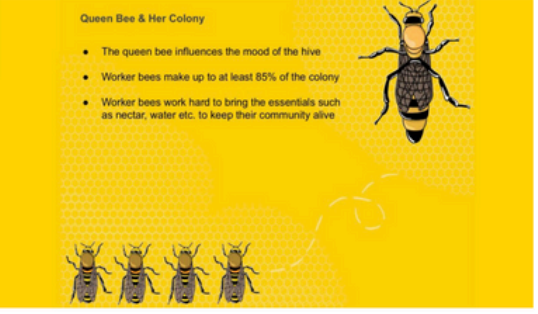
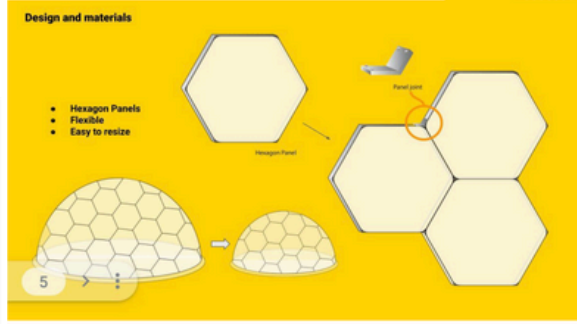
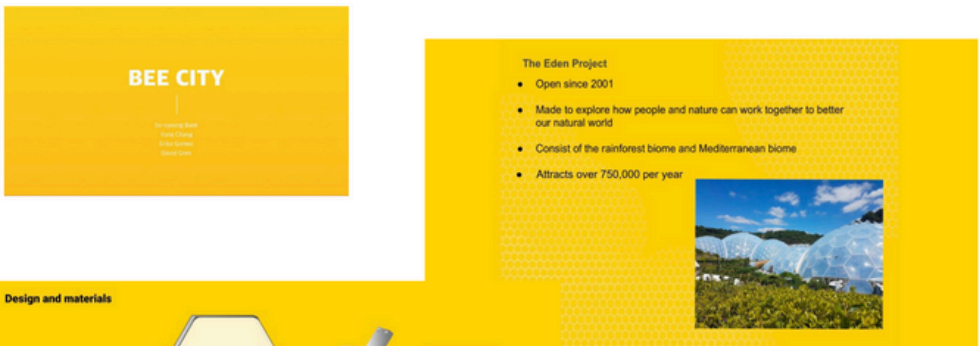
-Ethics :

A huge importance on ethics was discusses within creating our design and creating a positive enviroment within ourselves.

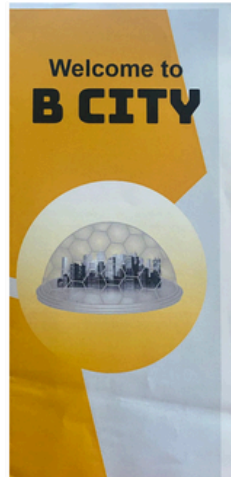
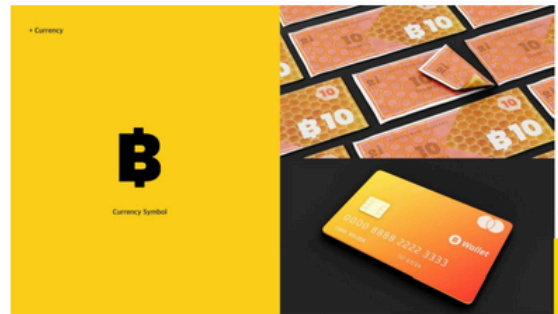
Collage of images from performance and ideas with individual work shown.



Slide in which I presented and done a pekachuka Presentation style



our groups outcome



Leadership and Futures

Leadership and Futures

-Ethics

-Critical Thinking

-Public Speaking

Project Overview

It entails challenging assumptions, evaluating alternative viewpoints, and exposing biases or faults in thinking.

The Leadership and Futures course was a transforming experience for me, marking a watershed moment in my university career.

One specific lesson inspired and motivated me to pursue a different professional path. I recall getting on stage to give a presentation, which made me nervous at first since I had always struggled with public speaking.

However, eliminating this anxiety not only strengthened my confidence, but also highlighted how useful these talents would be in the classroom. This experience demonstrated that my design management degree, with its emphasis on project leadership, strategic thinking, and creative problem-solving, is well suited to a career in teaching. I realised I could motivate young pupils and help them achieve fantastic results. by fostering their creativity and critical thinking skills. This assignment made me feel as though I had completed a significant chapter of my university life, providing a sense of fulfillment and readiness to embrace the next step in my career.

Your details

Last saved on 9 May 2024 at 3:28pm

Complete these sections so that you can start applying to courses. Your details will be shared with the training provider when you apply.

Personal details

[Personal information](#)

Completed

[Contact information](#)

Completed

Qualifications

[English GCSE or equivalent](#)

Completed

[English as a foreign language assessment](#)

Completed

[Maths GCSE or equivalent](#)

Completed

Screen shot for application process

Leadership and Futures

Leadership and Futures



Leadership and Futures

It entails challenging assumptions, evaluating alternative viewpoints, and exposing biases or faults in thinking.

The Leadership and Futures unit was a life-changing event that introduced me to a new professional path and provided me with a clear direction for my design management degree. This assignment reminded me of my PPU project, where I flourished in a team setting, utilising my talents in management, teamwork, and innovation. Overcoming my fear of public speaking throughout this unit fuelled my enthusiasm for teaching and demonstrated that my degree adequately prepares me for a career in education. This experience has helped me concentrate my future objectives, inspired me to utilise my abilities to assist young kids achieve incredible things, and given me a sense of accomplishment and ready for the next step in my career.

As I currently complete my last ever design management submission I remind myself how all these years went by, the stress and the relief of submitting. Looking back at my work I notice the beauty in change and how I've gained skills in a safe space to fail.

Design Management is a degree I am thankful I took with no regrets and a forever gratitude to the university which shaped me, my mind, my outlook on life.

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These annotations may not be directly mentioned however had a huge impact on me.

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