

Guidelines for applied assignments

with students of the Graphic Design Department Gerrit Rietveld Academie

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The graphic design department facilitates around 20 to 25 applied assignments for the academy per year. These assignments range from the campaign and sign system for the graduation year, diploma or Open Day to projects with departments such as Photography, Fashion, Fine Arts, Textile, to LAPS, Art in Context, Studium Generale, Rietveld Uncut or Oude Kerk – a broad scope of projects, in genre, complexity, production and parties involved.

All applied assignments are essentially school projects, done by students in a learning environment. The commissioner is offered the development of concept and design of their project by a designer in training.

This document is meant to provide helpful guidelines for the collaboration between student and commissioner. The guidelines are set up in order to clarify the roles and responsibilities of student, commissioner and the graphic design department and provides helpful outlines for formulating the applied assignment in the form of a brief.

General procedure:

The department facilitates applied projects from within and outside of school.

All assignments are usually assigned to third year students (graduation year) and are coordinated by the mentor of the third year. Together with a teacher of the graduation year, the mentor supervises the process and development of the applied projects. A short description of the respective project is sent out to the graduation year by mail; students can sign up for projects they find interesting and the teachers of the third year then assign each project in the best interest of student and commissioner. With bigger projects like Studium Generale, the campaign for the Graduation Show or the Fashion Show, the department usually proposes two to three teams to the commissioner.

Role and responsibilities of the commissioner:

The commissioner is offered the development of concept and design of the project by a designer in training. The commission is formulated as a clear brief in English (see page 2). The planning of the project considers the learning environment in which the projects are assigned and developed, taking into account sufficient time and space for the students to develop the work. The commissioner is in close communication with student and coordinator.

Role and responsibilities of the student:

All projects are essentially school projects, done by students in a learning environment. The student is offered a creative learning experience under professional parameters, as well as deepening their knowledge about planning, communication, budget and production. The student is not paid for his/her work. The projects are considered collaborations: each student is invited to develop both, concept and design, based on a clear brief and in communication with the commissioner.

Role and responsibilities of the Graphic Design Department:

Each commission is supervised artistically and pedagogically within the department. The coordinator of the applied assignments facilitates and communicates all applied assignments with commissioner and students. The student chooses a graduation teacher to discuss the project in a school context.

Student, commissioner, coordinator and accompanying graduation teacher are in contact about the project and its development.

Brief

In the brief, the commissioner outlines the objectives, requirements, budget and schedule of the project. It also serves as a point of reference for commissioner and student and helps to clear questions beforehand. It is advisable to double check the briefing with the coordinator of the applied assignments or to arrange the first meeting with student and coordinator.

1) Content and general information

- provide short information & background about the context of the project
- describe the purpose of the project: objectives, goals, audience...
- describe the occasion and timeframe: exhibition, event, publication...
- describe the scope of the project: is it a task for one student or a team?
- provide references of existing projects or previous commissions

2) Production

** we advise to include the student in these steps **

specify:

- all design objects (e.g. “1x poster A2” or “E-invitation, html and JPG ”)
- edition and volume of the design objects (e.g. amount of text and images, print run)
- how content and/or materials will be handed over to the student (e.g. upload, by mail...)
- how the student is expected to deliver the design products and/or files (e.g. technical requirements)
- responsibilities for production and distribution (Rietveld or outside school)
- responsibilities for calculating production costs and cost estimates
- if applicable: special conditions/requirements (e.g. short production time, developing a design template)
- if applicable: responsibilities for editing and corrections

3) Budget

- present a concrete budget
- specify an additional budget for materials and sketches
- specify how the budget can be used by the student, in the design process and for production (e.g. with/without permission up to a certain amount, with receipts only, etc.)
- specify the flexibility of the budget (e.g. meeting cheaper production costs for a poster in order to make a more expensive booklet)
- include a buffer of 10% for unforeseen costs

4) Schedule & Planning

specify:

- deadlines for delivery of all material(s) to the student
- deadlines for first version/second version and final version
- deadlines for production (e.g. invitation date, announcements, exhibition opening or launch of a website)
- if applicable: specify the deadlines for different stages and related design objects
- include a schedule for (possible) meetings
- make clear agreements of how to communicate with each other
- plan in sufficient time for editing and corrections (in agreement with the student)