affordability
Our New Home
UTS Facts and Figures

- 30,500 students & 2,576 staff
- Seven Faculties
  1. Arts and Social Sciences
  2. Business
  3. Design, Architecture and Building
  4. Engineering and Information Technology
  5. Law
  6. Nursing, Midwifery and Health
  7. Science
- About 31% of students come from a non-English speaking background, and 46% were born outside of Australia.
- 79% of UTS Australian graduates were in full-time or part-time employment 3 months after completion of their studies.
Shopfront at UTS

- Linking to UTS strategic plans
- Working with existing UTS Strengths
- Support from Senior Management
Practice-based Education at UTS

- academic profile of professionally oriented courses
- industry engagement in course design and review
- strong teaching and learning partnerships with industries, professional organisations and community groups
- the expression of a practice orientation in UTS curriculum design and execution including use of the workplace as a site of learning and work as a learning resource
- Shopfront projects and research
UTS Shopfront Statistics

- 15 years in operation
- 545 completed community projects
- 650 community organisations as partners
- 1,650 (mainly) final year or postgraduate students
- Core involvement of 60 UTS Staff
- Central Sydney, Greater Sydney & Other NSW
Shopfront Activities

- Projects
- Commissioned Research
- Partnerships
- Publications
- Forum
- Workshops
- Continuing Research
- Facilitate contacts for ARC Linkage
Community Partners
Carpentaria Ghost Nets
Muslim Women's Association
Outcomes

University
- Fulfilment of government ‘community engagement’ directives
- Reputational benefits with government, NFP sector and the public
- Developing graduates with ethical and equitable approaches to professional life

Academics
- Work with students in a range of organisational settings
- New networks and potential resources
- Opportunity to address ethical and equity issues with students

Community Clients
- Increased resources
- Targeted project outcomes appropriate to needs and capacity
- Encouragement to engage with the University
The project work was relevant to my professional development

- Strongly Agree: 52%
- Agree: 41%
- Undecided: 6%
- Disagree: 1%
‘Professional development’: what they said…

Good to work on a REAL project, with REAL clients and a REAL deadline…most academic projects are 'invented' and students do not put a real effort into them…this was community work and the motivation to complete the project was not only for grades…by having other people relying on your work…

Because of the pressure to present something real and meaningful…I was able to put into place skills that I learnt in an academic environment and to develop areas that I had not before used…skills that I will use in my profession…It’s a good experience to put in my resume…which is very valuable when we start looking for a first job…

I confidently admit that I learnt more in the 3 months than in the previous 3 years…going through the whole consultancy process from start-up through to delivering the end result was powerful…I learned about client relations…(up to this point I've only received feedback on my work from lecturers)…teamwork and project management…technical issues and DEADLINES!…workplace environments, negotiations…time management, delegating skills, communicating with key stakeholders…how to present effectively…how to write a professional report…responsibility and accountability…

It was an introduction into the world…I applaud the concept.
The project work was relevant to my personal development

- Strongly Agree: 40%
- Agree: 49%
- Undecided: 10%
- Disagree: 1%
‘Personal development’: what they said…

Such a demanding project…unparalleled with any experience one can learn in a classroom…I really learned a lot about myself and the way I work…social and personal development, both negative and positive, was paramount…what my strengths and weaknesses are…how to deal with different personalities and situations…meeting students from other faculties and being able to work with them…completely different from my personal style…taught me how to deal with different personalities and situations…we bonded over our mutual frustrations!...I learned to compromise and work harder…and increased my personal confidence overall…

Helping a disadvantaged community was very motivating and fulfilling…it opened me up to social problems that I knew about but had not had contact…I learned about a culture that I had no idea about…outside my regular sphere, which I found to be fulfilling…as well as providing a truly inspirational network of people…and a growth in understanding how I can contribute to society...

A big growing up step!...It made me realise that there are many ways of achieving the goals that I set and my place within society.
Shopfront Student Evaluations: 2006 to 2010

I would recommend a Shopfront project to other students

- Strongly Agree: 52%
- Agree: 39%
- Undecided: 9%
- Disagree or Strongly Disagree: 0%
I would recommend all students to do a community project before entering the workforce... with a warning that the project is a lot of work!... You need to be mature, responsible and capable enough to meet the challenges that will come with the project... you really put your leadership to the test and the experience is transferable... You need to be really focused on the experience you are gaining and the lessons you are learning; this is not a subject you can just turn up to and not think about...

I think its definitely integral for development during Uni - working with real-life clients but also collaborating with them using your expertise it gives you a lot of confidence in yourself to apply what you have learnt... having to USE your skills, not just write about them!... prepares you for a professional environment...

It’s a great idea because everyone benefits... and the community contribution the students can make is a great sense of achievement... important and rewarding... that their work is actually going to be used... with outcomes from hard work that would benefit real people...

More subjects should integrate a Shopfront project in their course.
You could tell by the end of semester the students who were less stressed were the ones who had the extra layer of support from Shopfront.

Student comment, 2010 evaluations
Key features of Shopfront’s process:

**Community-initiated projects**
Ensures real need (and therefore real commitment) from the community client to the work and to the student timeline.

**Diverse range of projects**
Diversity adds interest for students and they see other community projects developing through various stages to completion and demands versatility in their approaches to working for different clients and target audiences.

**Project scoping and identification of other disciplinary inputs**
Shopfront provides continuity in UTS's partnerships with communities; allowing larger, multi-disciplinary projects to be defined, planned, broken down and completed across faculties and over time. If required, students' projects are linked to other courses and students, industry expertise and technical support.

**Project breakdown and monitoring**
Shopfront's brokerage ensures that projects are student-ready and manageable within a semester timeline and that participants understand their roles and responsibilities. Additionally, we quality monitor project progress and relationships throughout the semester.
The project provided a more holistic experience than previously gained through the conceptual projects. The majority of the subjects leading to community project emphasised the development of design skills and personal growth. Community project allowed me to put these skills into use within a real life context. Here, my design decisions were challenged by the realities of the community sector and the demands of a real client. The community project was also an introduction into this sector.

Previous subjects had a heavy focus on corporate design. This allowed me to explore a new dimension to design practice. This experience has made a great contribution to my professional employment since.
Alumni Survey: memories

The top five memories of their experience on the Community Project named by alumni respondents were:

1. Working in a team
2. Presenting to the client
3. Working with the client
4. The opportunity to help the community
5. The community’s gratitude
Communication and Interpersonal Skills
90% of respondents agreed their community project had helped them develop their ability to work as a team member.

The project I worked on informed my approach to professional life by teaching me how to work with a team of different designers to a common creative goal and managing those different ideas into one collective vision - at the same time as sticking close to the client/community brief.
Alumni Survey: graduate attributes

Practical and Professional Skills

• 54% of respondents remembered their community project as their first experience working with a real client
• 76% agreed it had given them a better appreciation of the real world applications of their discipline
• 63% had used the project on their CV when they left UTS

It had informed respondents’ approach to their professional life through:
1. Working with real clients
2. Understanding the client’s perspective
3. Learning how to work in a team
4. Understanding the design process in the real world
5. Producing a real/functional product

I can say that it had an impact on the way I work with clients. My organisational skills, particularly working in a large team benefited tremendously. Showing me how hard it was to get design sensibilities to work with client wants and how to speak diplomatically.

Doing the project made me realise that I love working with Clients and steered my professional life towards a career in advertising.
Alumni Survey: graduate attributes

Attitudes and Values

• 73% agreed their experience had given them greater awareness and understanding of cultures and perspectives other than their own
• 17% of respondents were volunteering in the community and 26% had undertaken professional work in the community sector.

The aspects of my experience on the project that I remember most are the confronting nature of the social circumstances of the community itself. It not only opened our eyes about the truth behind Indigenous communities, but also the nature of human interaction and spirit. The experience was something that I still discuss today.

Working for a not-for-profit organisation gave a different spin on the design project; there was a sense of wanting to keep giving and help out, and I became very motivated and supportive of the cause that [my Client] was promoting.
Leadership

The project was a big stepping stone for me, because it gave me the skills involved in the process of a real design brief. I felt I had gained (with the support of the group, the organisation and the tutor) leadership skills, the confidence and knowledge of how to deal with clients, being able to create and meet deadlines, and to deal with problems that may occur.

Helped develop great skills that no other subject teaches, like leadership, interpersonal skills, listening and client communication.

Being put into a leadership position was something I unexpectedly enjoyed - and grew into quite well (in my opinion)
UTS Social Leader