

Student Dean Forum Term: CSM C School, Term 1, 2024-25			
Date & Time: 20.11.2024	UAL Staff: Jonathan Carson (Associate Dean of Student Experience)	Arts SU Officer: Zainab Goriawala	Arts SU Staff: Lee Anderson – Education Quality Coordinator
Number of students in attendance: 21			

### Action Log for School Dean and Students' Union

Actions for School Dean	Update on Progress	Response to students
<b>Welcome and Beginning of Academic Year:</b> Share student feedback on CV Surgery workshops with Careers and Employability Team.		
<b>Student Surveys:</b> Relay Rep feedback about improving communications around how and when surveys are circulated to student, to increase engagement in future.		
<b>Neurodiversity and Learning Methods:</b> Follow up with Disability Service to understand the causes of delays and communication issues.		
<b>Studios and Facilities:</b> Share feedback with Rebecca and investigate possible solutions for improving opening times/access to Archway campus studios on Saturdays.		
<b>Studios and Facilities:</b> Share feedback with Rebecca and consider ways to ensure studio spaces can better accommodate experimentation and mess for artists.		
<b>AOB:</b> Share feedback with Rebecca and investigate whether Technical Workshops		

maintenance day can be scheduled for Wednesday to improve to student access.		
<b>Actions for Students' Union</b>	<b>Update on Progress</b>	<b>Response to students</b>

## Minutes

[Notes for minute taker:

- Don't write out feedback verbatim – summarise what was said
  - o Group that feedback with the deans' and officers' responses.
  - o Separate out actions so they are clear
- Note down the year and course of the rep giving feedback, not the individual rep's name

E.g.

## **Canteen**

- BA Illustration Yr 1: students are feeding back prices are too high
  - o Other reps in attendance agree
  - o Dean: Acknowledges this issue. It has been raised in a number of forums
  - o **Action: Dean to share feedback with facilities manager**
- MA Publishing: MA students have classes scheduled through lunch so can't access hot food
  - o Dean: Did not know this was an issue.
  - o **Action: Dean to raise this with timetabling team ahead of next year**

## **Discussion points submitted by Deans**

### **1. Discussion points from the Dean**

Please share these topics with the students on your course to gather their feedback

Dean's Agenda Point #1:	Welcome and Beginning of Academic Year
Intro / Context:	How were the welcome events at the start of the semester? Did students attend them? What went well? What could be added to the welcome calendar or changed for next year?
Feedback:	<ul style="list-style-type: none"> <li>- Students on MA low residency didn't attend welcome events because their courses start in January.</li> <li>- Student offers negative feedback about the CV Surgery event (e.g. poor communication, rude staff, students being sent away).</li> <li>- BA Fine Art students engage more with social events organised within their academic pathway.</li> <li>- Could a CSM-wide event in first and second intensive weekend (January or March) be scheduled in future?</li> </ul>

	<ul style="list-style-type: none"> <li>- Students who are not based in London find it harder to attend events that take place in and around the campus buildings.</li> </ul>
Reply / Update:	<p>Associate Dean: We try to run a Postgraduate Community event for January starting courses to meet this need. It's a social event run by the Postgraduate community. We want this to line up with when you are already resident in the building and Chrystalle and I are currently looking into how to achieve this.</p> <p>Action: Associate Dean to share this feedback with the Careers and Employability Team to ensure it doesn't happen again in future.</p>

Dean's Agenda Point #2:	<b>Wi-Fi at CSM</b>
Intro / Context:	<b>Have you had any issues accessing the Wi-Fi at CSM?</b>
Feedback:	<ul style="list-style-type: none"> <li>- Students report Wi-Fi at Archway campus generally works well.</li> <li>- Students report issues with Wi-Fi in Granary Sq building, including at weekends.</li> <li>- Students reporting issues accessing Wi-Fi in the canteen.</li> <li>- Students report receiving updates about Wi-Fi (e.g. emails, My UAL app) from staff, but others are not receiving the information in the same way.</li> </ul>
Reply / Update:	Jonathan: Some of these issues are to do with capacity in-and-around the building, with Wi-Fi being weaker at particularly busy times. Will continue to monitor this situation and seek additional feedback throughout the term.

Dean's Agenda Point #3:	<b>Student Surveys</b>
Intro / Context:	<b>What is your awareness of the purpose of surveys conducted throughout the year? Have you heard about what has been done regarding responses you gave to surveys in the 2023/24 academic year?</b>
Feedback:	<ul style="list-style-type: none"> <li>- Students found the survey hard to engage with because their courses began a month before the survey was shared. More useful if it arrived later in year.</li> <li>- Rep reports Programme leaders visited XD seminar to share survey results and gather additional feedback</li> <li>- Rep reports that in XD3 they have noticed more tutorial time being made available in response to survey feedback.</li> <li>- Rep suggests removing the survey in Year 1 and instead engaging students with surveys at the end of Year 2 (around December) in the following calendar year.</li> <li>- Students report not seeing any tangible changes resulting from the survey, or those changes not being communicated clearly enough to students.</li> </ul>

Reply / Update:	Action: Associate Dean to relay this feedback and work on improving communications around surveys to increase engagement in future.
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**Discussion points submitted by Reps**

Reps Agenda Point #1:	Neurodiversity and Learning Methods
Intro / Context:	How can students best be supported to understand their learning styles and methods? Would you like to see this embedded into the beginning of courses?
Feedback:	<ul style="list-style-type: none"> <li>- Student suggests more of a focus on helping new students understand their learning needs before issues emerge later on (e.g. style of learning, ADHD and autism needs).</li> <li>- Sometimes students don't recognize what they need at an early stage, or even if they're autistic, because they don't have access to the relevant information.</li> <li>- Some students report that the Disability Service isn't currently providing the right level access or responsiveness for its service. There is an issue with communication and capacity within the service.</li> <li>- Student reports being sign-posted to UAL's Learning and Disability Services at the beginning of their course. Thank you to Andy and Matt, the course team, who provided clear information on the support available. However, I'm still waiting for the Disability Assessment I applied for to take place (I applied in January).</li> </ul>
Reply / Update:	<p>Associate Dean: More thinking and additional feedback needed on how an early-stage intervention on understanding learning needs work in practice would. For example, is it about understanding individual learning approaches within the context of a particular teaching environment?</p> <p>Action: Associate Dean to follow up with Disability Service to understand the roots of these delays and communication issues and resolve them.</p>

Reps Agenda Point #2:	Studios and Facilities
Intro / Context:	Have you faced any issues when using studios and facilities? Have you faced any issues with lighting in studios? Have you faced any issues with access to sinks? How has this impacted your learning?
Feedback:	<ul style="list-style-type: none"> <li>- The studios at the Archway campus close early on Saturday (4pm). They're open 8am-8pm for the rest of the week. Students have provided feedback that the closing time is too early on Saturdays. The model for our course is tailored to students who study alongside other responsibilities (e.g. caring, jobs), so greater flexibility would be appreciated.</li> </ul>

	<ul style="list-style-type: none"> <li>- The MRES cohort has a lot of practice-based work that would benefit from flexible space, studio space and access to equipment. We have individually approached specific studios, but with no results. The MA Contemporary Photography course is also experiencing similar issues.</li> <li>- Student reports that Fine Art students need to photograph and film sculpture and performances in a space where it is possible to make a mess and experiment. There is currently no space for BA Fine Art students to make a mess (with the promise to clean and reset the space afterwards). This limits students and makes them nervous.</li> </ul>
Reply / Update:	<p>Associate Dean: Access to space remains a big challenge. There's an issue around access to functional classroom space and access to specialist-technical facilities. I have signposted Reps to <a href="#">Technical Moodle site</a>, which provides info for students about what they have access to already and how they can access technical/specialist facilities beyond their course (info and links also shared in chat). Please share this with fellow students on your courses.</p> <p>Action: Associate Dean will relay this to Rebecca Wright and investigate possible solutions for improving access to Archway campus studios on Saturdays.</p> <p>Action: Associate Dean to share this feedback to Rebecca and consider ways we can ensure these spaces can better accommodate experimentation for artists.</p>

Reps Agenda Point #3:	Tutor and Contact Time
Intro / Context:	How would you describe the amount of tutor contact time you receive for your courses? Has the amount of tutor contact time this term been an improvement compared to previous terms? How has this change impacted on your learning experience?
Feedback:	<ul style="list-style-type: none"> <li>- Student reports that tutor contact time has improved, though still falls short of the fees they're paying.</li> <li>- Student reports experiencing issues with a tutor who wasn't very helpful and negatively impacted the student experience.</li> <li>- Rep reports that students they have spoken to still feel there is not enough contact time, with little to no noticeable increase in contact time between first and second year.</li> <li>- Rep reports that they have access to tutors via an 'open door' policy for 30-40 min after seminars.</li> </ul>

	<ul style="list-style-type: none"> <li>- Rep reports that students they have spoken to feel the contact time falls short and that international students feel particularly disappointed due to the higher fees they pay.</li> <li>- Report reports that students they have spoken to feel frustrated with the lack of contact time they have (e.g. one class per Unit) and that this isn't sufficient to productive.</li> </ul>
Reply / Update:	<p>Associate Dean: Both myself and the SU have conducted research and campaigning efforts to address the cost-of-study and the valuing of student's time, to ensure that we improve that sense of value for money from their courses. We will continue to do so and make this case.</p> <p>When it comes to tutor availability and time, I believe boundaries are important, but these boundaries need to be stated clearly upfront and the time they're available needs to also be clearly communicated and utilized effectively.</p>

Reps Agenda Point #3:	AOB
Feedback:	<ul style="list-style-type: none"> <li>- Students are reporting that they're struggling to access the Technical Workshops. Can the half-day that they close for maintenance be moved from Mondays to Fridays? This would help with students' access.</li> <li>- Can there also be some dedicated time for MA students to use this space?</li> </ul>
Reply / Update:	Action: Associate Dean to report back and look into the scheduling of maintenance day to help with student access.