

<b>Student Dean Forum Term: CSM S School, Term 2</b>			
<b>Date &amp; Time:</b> 05/02/2025 14:00-15:15	<b>UAL Staff:</b> Rebecca Wright (Dean of S School)  Jonathan Carson (Associate Dean of Student Experience and Enhancement)  Eva Kontidi (S school School Operations Manager)  Marion Eastwood (S School administrator)  Chrystalle Margallo (Student Experience Manager)  Adam Ladlow (Technical Resources Manager and Technical Operations)	<b>Arts SU Officer:</b> Zainab Goriawala (CSM College Officer)	<b>Arts SU Staff:</b> Natalie Nakkas (Education Quality Coordinator)
Number of students in attendance: 4 Reps + 1 Rep giving feedback before the forum due to class commitments during the meeting			

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

<b>Actions for School Dean</b>	<b>Update on Progress</b>	<b>Response to students</b>
<b>Timetabling:</b> Dean of S School: Feedback to Course Leaders that students appreciate weekly briefing email updating on timetabling.		
<b>SEATs:</b> Associate Dean to find out and clarify what SEATs will be used for i.e. attendance tool/timetabling tool. Associate Dean to bring to College		

Executive Planning Group (operational planning) and will also invite SEATs User Group to talk through the challenges/present different user experiences.		
<b>Feedback Loop:</b> Technical Resources Manager and Technical Operations will contact Product and Industrial Design Course Leader to continue to find out about 3D printers and ensure students are kept in the loop about its progress.		
<b>Feedback Loop:</b> Associate Dean to meet with CSM Officer and EQ Team to review inviting more staff to Student and Dean Forums to ensure feedback is received by the right department and dealt with in a timely manner.		
<b>Extended Time Course Structure (MA mode of delivery):</b> Associate Dean to bring forward feedback on MA extended time course structure and its positive feedback from students.		
<b>Partnerships &amp; Exchanges:</b> Associate Dean, Dean & CSM Officer to form a working group involving reps/students to gather feedback on partnerships and exchanges.		
<b>Actions for Students' Union</b>	<b>Update on Progress</b>	<b>Response to students</b>

**Minutes**

**Discussion points submitted by Deans**

<b>Agenda point 1:</b>	<b>Timetabling</b>
<b>Intro / Context:</b>	How are timetables working for students – are they timely, clear, reliable? Associate Dean added further context: there is a consultation within CSM about timetabling: communication and its efficiencies.
<b>Feedback:</b>	<p>Y3 BA Product and Industrial Design Reps: 3 different places to access the timetable through Course Leaders’ weekly briefing (email), UAL app and through SEATs app. These timetables differ, showing different timings and locations. Request for timetable to be consistent across the platforms.</p> <p>Y1 BA Product and Industrial Design Rep: My UAL app is updated but SEATs does not seem to update. My UAL gives timetables in advance, but SEATs doesn’t give beyond 2 weeks. Request for schedules to be shared with students in advance (i.e. at least 3 weeks) to give students time to plan. Suggestion: Instead of ‘nothing’/’blank’ within the timetable, some students think these could be filled with sessions, easier to mark as ‘break’ to allow students to plan their week.</p> <p>Y1 MA Graphic Communication Design Rep: timetable available through course leader updating via email, also available through the feed on My UAL’s calendar. Students find it helpful when Course Leader highlights updates/changes.</p> <p>Y1 BA Product and Industrial Design Rep: optional online language classes are not well attended as (a) 10am start is difficult for students (b) there’s mandatory engagement required in breakout rooms which makes students nervous and less likely to attend.</p>
<b>Reply/Update:</b>	<p>Dean of S School:</p> <ul style="list-style-type: none"> <li>- Acknowledged there was a need for timeliness of timetables being shared with students.</li> <li>- Timetabling for next academic year starts now. Dean gives context that it involves room bookings and worked out on a termly basis.</li> <li>- Dean acknowledged that different courses are using different softwares to show their timetable from My UAL, Moodle or combinations.</li> <li>- Dean was pleased that Course Leader correspondence on timetabling for helpful for students.</li> </ul> <p>Associate Dean:</p> <ul style="list-style-type: none"> <li>- Explained that it seems currently SEATs is used as an attendance monitoring system rather than timetabling so may be why it isn’t as updated.</li> <li>- In response to language lessons, Associate Dean explained based on feedback the optional language provision was moved online and acknowledged the feedback about the timing.</li> </ul>
<b>ACTION</b>	- <b>Dean of S School: Feedback to Course Leaders that students appreciate weekly briefing email updating on timetabling.</b>

**Discussion points submitted by Deans**

<b>Agenda point 2:</b>	<b>SEATs</b>
<b>Intro / Context:</b>	What is the student experience of how this is working? (A note for reps: this is currently being piloted across some courses in S School, but not all)
<b>Feedback:</b>	<p>Y3 BA Product and Industrial Design Reps: At the beginning of SEATs, students faced issues with downloading the app and making it work (system wise) depending on the room due to WiFi issues. Students would be on time for their lecture/seminar and sign in but due to Wi-Fi issues, students would register as late/absent. Students were frustrated as they then had to send follow-up emails about attendance to their Course Leader. Now, students seem to use the system/app easier, and people are now in the habit.</p> <p>Y1 BA Product and Industrial Design Rep: Students appreciate tutors who have a slide to remind students to check in as another issue was students would forget especially during presentation days which are fast paced!</p> <p>Y1 MA Graphic Communication Design Rep: SEATs sends notifications to remind about check-in and students find that helpful (it is sent 5 mins before the class). Rep added this may only be available with iPhone/if you give permission on the app.</p> <p>Y1 BA Product and Industrial Design Rep unaware of the SEATs notifications but Y3 BA Product and Industrial Design Reps aware of notifications.</p> <p>Y1 MA Graphic Communication Design Rep: Students on the course are either morning or afternoon based, and SEATs would send them notifications for both. This would confuse students but soon people got used to which to pay attention to.</p> <p>Y1 BA Product and Industrial Design Rep: students are unsure of how to report absence (Rep signposted them to the website). Suggestion: absence reporting could be within the SEATs app. Rep added: students' familiarity with Moodle needs to be improved – e.g. finding rooms etc.</p>
<b>Reply/Update:</b>	<p>Associate Dean:</p> <ul style="list-style-type: none"> <li>- Explained to Reps as SEATs is currently a pilot and said there is an user group who meets regularly to discuss how SEATs is working for them as students. On the user group is also a Course Leader.</li> <li>- Feedback from user group included: communications from SEATs caused students stress. International students were worried as SEATs felt directly linked with their visa status.</li> <li>- Reassured that data was being used carefully.</li> <li>- Wants to ensure SEATs work wells and focuses on how to improve user experience.</li> <li>- Acknowledged that consistent WiFi was necessary for the effectiveness of SEATs.</li> </ul>
<b>ACTION</b>	<b>Associate Dean to find out and clarify what SEATs will be used for i.e. attendance tool/timetabling tool. Associate Dean to bring to College Executive Planning Group (operational planning) and will also invite SEATs User Group to talk through the challenges/present different user experiences.</b>

### Discussion points submitted by Deans

Agenda point 3:	Feedback loop
Intro / Context:	<p>Do students feel that course teams are feeding back on what is happening in response to student feedback?</p> <p>CSM Officer added how feedback is collected: online surveys, feedback raised in course committees, Student &amp; Dean Forums. CSM Officer was curious about how feedback raised in meetings/ forums are fed-back to students e.g. actions/progress or challenges.</p> <p>SURVEY SEASON: Dean and Associate Dean added whether Student Survey findings from last academic year were communication with courses on what feedback was raised, what is being done about this feedback.</p>
Feedback:	<p>Y3 BA Product and Industrial Design Reps: At the beginning of the year the WiFi issues were frustrating for students and students were asked to fill out a survey about their experience but couldn't due to WiFi issues in the building. The WiFi was fixed and everyone was grateful though we didn't have explicit communication about the WiFi being fixed.</p> <p>Y3 BA Product and Industrial Design Reps: Students told 3D printer was going to be available for cohort and then no update given from course leader/CSM. Request: transparency in communication even if things are cancelled/delayed students prefer to know.</p> <p>Y1 BA Product and Industrial Design Rep: when feedback was given to tutor from students via Course Rep. The tutor answered with a day. Feedback: group work was unevenly distributed, and the brief wasn't clear. The tutor then changed the groupings to ensure it was fair and re-sent the brief making it clearer.</p> <p>Y1 MA Graphic Communication Design Rep: in response to survey season. Tutors had spent time including survey feedback, findings &amp; next steps within their agenda. It was clear – they went through each question from the survey and how as a department / course level they were responding to the given feedback including what could be resolved and what couldn't be.</p> <p>Y1 BA Product and Industrial Design Rep: as first years, students often don't give feedback as it is not mandatory/graded, so rep wanted to find ways to support them. Suggested that tutors/Course Leaders use QR codes within their sessions to encourage students to fill out surveys.</p>
Reply/Update:	<p>Associate Dean and Dean acknowledged WiFi issues and need for more transparent communication.</p> <p>Technical Resources Manager and Technical Operations contacted Product and Industrial Design Course Leader to find out about 3D printers. Course Leader said printers are ready to go but awaiting Estates Team to install plugs for them.</p>

	<p>Associate Dean and Dean reminded reps that survey season is coming up. Explaining the difference between the internal student surveys within course leader and 'The National Student Survey' for graduating students which is available within the public realm. They encouraged Reps to spread the word amongst students about the importance of filling out the surveys to share their feedback. Deans acknowledge the role of staff to also encourage students to fill out surveys.</p> <p>Associate Dean added sometimes as students it's hard as improvements/changes are not put in place until after they leave as change takes time. Yr 1 MA Graphic Communication Design Rep who had been a BA student 6 years before said they show how many changes were put in place since he left.</p> <p>Associate Dean said there was the highest volume of feedback last academic year, and they are keen to ensure more students engage with survey season this academic year.</p> <p>Associate Dean had invited more members of staff to the Student and Dean Forum for the feedback loop to be more effective i.e. items raised can be sorted more efficiency.</p>
<b>ACTION</b>	<p><b>Technical Resources Manager and Technical Operations will contact Product and Industrial Design Course Leader to continue to find out about 3D printers and ensure students are kept in the loop about their progress.</b></p> <p><b>Associate Dean to meet with CSM Officer and EQ Team to review inviting more staff to Student and Dean Forums.</b></p>

**AOB - Any other business**

**Discussion points submitted by Reps**

<b>Agenda point 1:</b>	<b>Extended Time for MA Course</b>
<b>Intro / Context:</b>	Appreciation of course structure for MA Graphic Communication Design
<b>Feedback:</b>	Y1 MA Graphic Communication Design Rep: Students chose CSM/UAL for this course because of its offer of extended time. Most other MAs in Graphic Communication Design are either 2 terms or 12 months. Students appreciate the 2 years allowing them to balance studying and other responsibilities.
<b>Reply/Update:</b>	Associate Dean was grateful to hear this feedback as modes of delivery for MA courses are always under scrutiny and review.
<b>ACTION</b>	<b>Associate Dean to bring forward feedback on MA extended time course structure and its positive feedback.</b>

**Discussion points submitted by Reps**

<b>Agenda point 2:</b>	<b>Workshop Spaces: Inductions</b>
<b>Intro / Context:</b>	Y1 BA Product and Industrial Design Rep: students frustrated as want to attend metal workshop induction but are told priority is Y2/Y3/MA students.
<b>Feedback:</b>	Students frustrated that they can't train in metal for example or use facilities from other course discipline to better their skill set like jewellery workshops.
<b>Reply/Update:</b>	Technical Resources Manager and Technical Operations explained metal workshop inductions are prioritised depending on the project outcome and therefore Y2/Y3 students are often prioritised. He added that metal is challenging as only 8 people can be inducted at one point rather than say 25 in wood workshops. He explained it's a constant balance between inducting people and having enough workshop time for already trained students. Associate Dean signposted reps to 'Technical Moodle' to find out which workshops/areas they can access depending on what course they are on.
<b>ACTION</b>	<b>N/A</b>

### Discussion points submitted by Reps

<b>Agenda point 3:</b>	<b>Partnerships &amp; Exchanges</b>
<b>Intro / Context:</b>	Y1 BA Product and Industrial Design Rep: students frustrated as want to attend metal workshop induction but are told priority is Y2/Y3/MA students.
<b>Feedback:</b>	Students wanted to know whether an international university exchange was possible in their time (i.e. in the next 2 years)  Student suggested using contacts of CSM MA students who did their undergraduate elsewhere to help form partnerships/exchanges.
<b>Reply/Update:</b>	Dean: Pre-covid there was a lot of exchanges, but these stopped and after covid institutions didn't rejoin exchange programmes. As CSM has restructured its school system we are keen to make new partnerships and opportunities for reps. S school inviting Course Leaders to do exchange with institutions abroad to course map to see if their courses hold similar philosophies/curriculum for the exchange to be mutually beneficial. Things to consider are: <ul style="list-style-type: none"> <li>- political situation across the world</li> <li>- carbon footprint of exchanges.</li> <li>- Eligibility of students with visa requirements, ensuring opportunities are fair and inclusive.</li> </ul> There are some collaborative projects with EU partners already. Dean was hopeful to create partnerships/connections for exchanges.  Associate Dean added best for Reps/students to manage expectations that exchanges within their course duration may not be possible.  Associate Dean wants Reps/students to be actively involved in how partnerships/exchanges are created. Associate Dean suggested a working group to gather feedback from students: what partnerships do they want, what exchanges.

<b>ACTION</b>	<b>Associate Dean, Dean &amp; CSM Officer to form a working group involving reps/students to gather feedback on partnerships and exchanges.</b>
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**Education Quality Coordinator signposted reps to:**

- Register for the Rep Conference on 19<sup>th</sup> February. [Information available here.](#)
- Nominate fellow students/staff for this year's Arts Award. [Information available here.](#)