Student Dean Forum Term: CCI			
Date & Time: 27/11/204	UAL Staff: Lawrence Zeegan	Arts SU Officer: Charmaine Chikiwa	Arts SU Staff: Rachel Wornell
Number of students in attendance: 12			

Action Log for School Dean and Students' Union

Actions for School Dean	Update on Progress	Response to students
LZ to take the idea of introducing design principles and ethics early to course teams.		
LZ to keep CC in loop on conversation with Polly McKenzie about mentoring and Industry Advisory Board		
LZ to organize a discussion with CCMSc students, course leader, programme director about managing students' experiences on the course		
LZ to speak to course leaders about including exemplars, potentially also getting second years to come in and present their work, as well as sharing a full body of work from a previous first year		
LZ to feed Creative Robotics Year 2's desire for more technical skill building to course team		
LZ to share information about strategy these workshops and how reps and other students can take part in them		

<u>**Minutes**</u>

<u>**General academic experience discussion points**</u>

Teaching

LZ: Shared that staff are always keen to get student feedback on academic content and delivery. These insights can then be used by staff during the annual course updating process.

Creative Computing year 3 Rep: Asked for clarity on what makes "creative computing" different to courses such as computer or data science.

LZ: Thinks of "creative computing" as bringing together computational technology and creativity. Notes that there have been conversations about the CCI's name as the institute has expanded and changed significantly since it was established. The CCI is part of the university's "size and shape" discussions and, over the next five years, new courses (such as music technology or wearables) could continue to expand the CCI's remit. On a course level, students should refer back to course and unit descriptions on the website to check if their experience aligns with how the course was advertised.

Creative Computing year 1 rep: Shared that design principle aspects of the course (such as user personas) aren't introduced until year 2, and ethics aren't taught until year 3. Students are encouraged to get involved with outside projects, and industry expects students to graduate having done so. This is hard as on course, projects are only taken to prototype.
  Action: LZ to take the idea of introducing design principles and ethics early to course teams.

Creative Computing Year 3: Students don't learn the fundamental skills that industry are looking for. Course covers a lot, but students neither have a deep understanding of coding, nor enough about design.

LZ: Will be putting together an "industry advisory board" for CCI. This would be a board of 10 – 12 industry leaders who would be "critical friends", meeting four times a year to advise on course content. This would allow industry to feed into the design of courses and ensure students learn the skills industry needs. It would also build connections between student and industry, supporting their career after graduation and allowing them to work on live briefs from industry as students. CCI also hoping to pilot an industry mentoring project for second or final years.
  Action: LZ to keep CC in loop on conversation with Polly McKenzie about mentoring and Industry Advisory Board

MSc Creative Computing: Students on the course come from very different backgrounds – some are from design and others engineering. Creates unevenness of experience – designers experience it as very fast paced, while engineers don't. There is also a significant language barrier on the course which makes collaboration difficult. Suggestion: build in more group work that would allow students to learn from each other's experiences

LZ: Acknowledges challenge on BSc and MSc courses – UAL is new to delivering these. Courses need to ensure that there is a framework for those with a design mindset and those with an engineering mindset to have conversations and learn from one another.

BSc Creative Robotics Year 1: Projects stop at the prototype stage, students would like the chance to develop a portfolio of what they have developed. Students have fed back that the course wasn't what they were expecting – there is less practical and group work than students expected. Students are also interested in more engagement with topics such as how AI will impact the job market.
CC: noted that there is a lot of interest in careers and employability and bringing that into students' experience.

Learning Resources

MA Creative Robotics Year 1: Masters students are keen to interact with the wider world e.g. conducting user research / interviews or collaborating with government departments or university labs. Does CCI have any connections or resources to help students do this?

LZ: Noted there is a lack of international partnerships between CCI and other universities. In the past month, there have been conversations with a number of universities as well as the International Council of Design. The hope is that there will be opportunities for joint projects later in the academic year.

MA Creative Robotics Year 1: If a student wants to independently reach out to local institutions to conduct research with them, should this be done through the CCI or directly by students?

LZ: There is no publish list of connections, but suggests reaching out to course/programme leaders and outline your interests, and they may have connections they can share.

CC: Highlighted that the CCI is very good at actioning feedback, so encouraged students to keep sharing experiences and suggestions with course leaders.

Course organization

BSc Creative Robotics Year 1: - Comms from teachers could be better – there was coding practice scattered throughout the year but students didn't realise they needed to be submitted with students' projects. This meant some had to redo weeks' worth of work as they weren't saved correctly. - Students would like exemplars to better understand what an outstanding vs an acceptable piece of work looks like. Sometimes previous students' work is shown, but their grade isn't shared so it doesn't increase students' understanding. – Pacing of teaching can feel off, somethings are rushed and others have a lot of time spent on them.
Action: LZ to speak to course leaders about including exemplars, potentially also getting second years to come in and present their work, as well as sharing a full body of work from a previous first year.
LZ: Also thinking about running mini, in-year shows to allow students to show their work in progress. This will allow students to get a better understanding of others' work.

BSc Creative Robotics Year 2: - [In response to the above point on coding practice submission]: shared that information is in the assignment brief, suggested that tutors could reiterate that to students so things aren't missed. – Course spends a lot of time on ideation but would like to gain more technical skills. This would support students' project quality and for entering industry.

Any other business

LZ: Hosting workshops across CCI about the new strategy. It would be great to have reps and other students be part of those conversations. Workshops could be held at both High Holborn and Peckham Road.