Student Dean Forum Term: LCC Screen			
Date & Time: Wednesday 20th November 2024	UAL Staff: Zey Suka-Bill	Arts SU Officer: Yvonne Yuan	Arts SU Staff: Rachel Wornell Eleanor Smith
Number of students in attendance: 12			

Action Log for School Dean and Students' Union

Actions for School Dean	Update on Progress	Response to students
Zey to share feedback on Welcome to relevant team. Mentioning students felt overwhelmed by emails, international student content was great, but students who enrolled later missed welcome and found it harder to build community.	Feedback about overwhelming emails, issues for late enrollees, and international content has been shared with the relevant team	
Zey to pick up idea of homepage which clearly lays out assignment deadlines	The suggestion to create a clear homepage for Moodle assignments and timelines has been discussed with the technical team.	
Zey to feedback students' positive responses to the academic support teams	Positive feedback from students has been relayed to academic support teams.	
Zey to share these suggestions about sending more reminders of time and locations of appointments with disability team	The suggestion to send reminders for appointments (time and location) has been communicated to the disability team.	
Zey to ask comms team to regularly circulate reminders of the wellbeing support on offer and how to access it, especially during assessment period.	Discussions with the communications team about regular reminders for wellbeing services are ongoing.	
Zey to share details on the authorised absence policy	Authorised Absence guidance can be found here: https://www.arts.ac.uk/study-at-ual/course-regulations/attendance-policy	

Zey to look into offering some wellbeing activities on campus (e.g. therapy dogs)	Exploring feasibility for activities like therapy dogs or similar initiatives. Initial ideas have been considered.	
Zey to speak to comms team about improving comms around the showcases	Conversations with the communications team to improve transparency about showcase-related disruptions have started.	
Zey to discuss with bookbinding technical staff to organise a workshop session for this cohort.	Dialogue with bookbinding technical staff to organise workshops for MA Animation students has begun.	
Zey to reshare the AI guidance (which is available on Moodle) with the BA Animation year 2.	AI guidance is found here: https://www.arts.ac.uk/about-ual/teaching-and-learning-exchange/digital-learning/ai-and-education/student-guide-to-generative-ai	
Actions for Students' Union	**Update on Progress**	**Response to students**
Yvonne to raise feedback on SU welcome activities with the communities team		

Mins

Discussion points submitted by Deans

Welcome week

Welcome Fair and welcome activities

Positives

- Partners at fair made sense – liked seeing Adobe and offers such as gym membership.
- Postgrad students had a positive response to Welcome events which helped them feel like part of a community quickly.
- Halls events were well received, especially by international students. Highlighted the significant change that international students are experiencing at the start of the year, so having events in halls makes it easier to get involved.

Areas of improvement

- Students felt overwhelmed and overcrowded at the Welcome Fayre – especially in high-traffic/ high-interest areas such as the nails stall.
    - Suggestion: Offer timed entry with capped entrance numbers for each slot.
- Staff gave conflicting information on navigation.
- Welcome events sold out quickly and were book. This was particularly highlighted for postgrad and sports club events.
    - Suggestion: Host some events that don't require booking on SU website as many students have issues accessing and using the website while they are in the process of enrolling.
- Nightlife offering was disappointing as events weren't exclusive to UAL. This meant events didn't allow students to easily meet other UAL students.
- Students living at home felt somewhat disconnected. There is a feeling that events are designed around those living in halls of residence.
- Sports clubs activities billed as "beginner" can be quite advanced and hard for genuine beginners to get involved with. Beginner activities also sell out quickly. [Examples for these issues are netball and tennis]
- It would be good if some of the information shared at the welcome fair could also be shared on campus afterwards.
    - Suggestion: make pamphlets/ information from welcome fair partners available on campus in the week following the fair
    - Action: Yvonne to raise the above feedback with the SU communities team (as they manage the welcome fair and other welcome activities)

Communications and welcome at LCC

- Email is the main way that students hear about welcome activities. This is tricky at the beginning of the year as students are having to get to grips with lots of new systems (including email, Moodle, event websites). This means communications can be missed or lack of access/ understanding of a system means you can't book event tickets.
    - Action: Zey to share this feedback with LCC's welcome team – emphasise the importance of information being shared in different ways.
- There was a great event about careers progression for international student which was well received. As there is a large international population at LCC it would be good for more content like this to be put on.
- Campus tours were great and the student ambassadors created a welcoming atmosphere and feeling of excitement about being a student at LCC.

Moodle

- Reps shared that students were struggling to navigate and book resources on ORB and Moodle and there seems to also be confusion amongst staff. There is no single place that assessment tasks are located, they scattered across different tabs. Handouts are hard to find.

- o Suggestion: students suggested Google classroom as alternative.
- o Suggestion: create a colour-coded landing page which includes information such as a calendar with key dates, upcoming events and homework deadlines, as well as lists of assignments.
- o ==Action: Zey to pick up idea of homepage which clearly lays out assignment deadlines.==
- One rep shared that they found "my blog" hard to use and restrictive in terms of coding.

Academic support services

- International students have shared really positive feedback about language support.
- Language support was originally not widely taken up on the Film and TV course. Course tutor then worked with language tutor to integrate language support into the curriculum and tailor it specifically to Film and TV language. This increased take up and students were positive about the support.
- Reps agreed students know about the support available to them.
- Student services gave introductions to their work during course time. This increased students' awareness of what's on offer at UAL.
- Students did highlight that response times from support services can be long.
    - o ==Action: Zey to feedback positive responses to support teams.==

Wellbeing

- Students who are in touch with support services are having a positive experience.
    - o Suggestion: more reminders (including time and location) to be sent to students ahead of appointments.
    - o ==Action: Zey to share these suggestions with disability and other support teams==
- Reps shared that while other students know about services available, lots of students still shy/ worried about the time and effort required to use these services. Students have various support networks instead of using UAL services.
- Students highlighted that wellbeing could decrease around busy and stressful periods such as assessment deadlines.
    - o Zey: Aware that these periods can be demanding and that it can become harder for students to prioritise their wellbeing. The School would welcome suggestions as to how to support the well-being of students during this period.
    - o ==Action: Zey to speak to comms team to ask for them to regularly circulate reminders of what's on offer and how to access it, especially during assessment period.==
- Student suggested "detox days" where students could take some time off during these busy and stressful periods.
    - o Zey: Shared there is a process for getting authorised days off if a student needs to take time off for specific reasons.

- o ==Action: Zey to share details on the authorised absence policy to clarify when students are able to take time off and how they communicate this with the university.==
- Reps said students shared a desire for more general wellbeing days/ activities on campus.
    - o A rep shared that Camberwell sometimes has pop-up wellbeing events which were nice surprises for students on campus.
    - o Reps shared that activities such as therapy dogs and puppy yoga would really help with wellbeing
    - o Yvonne: shared that the SU is planning on running art therapy sessions in term 2
    - o ==Action: Zey to look into offering some wellbeing activities on campus (e.g. therapy dogs)==
- Reps share that tutors and course leaders have been supportive of students' wellbeing.
    - o One course leaders have sent around reminders about available resources to students.
    - o Another changed an assessment into a lower-stakes group project after course reps fed back on the students' high stress levels.

Discussion points from students

1:1 with tutors

- Reps reported very positive student feedback on 1:1s with tutors. Some students reported it was their favourite aspect of the course. Others said it was so good as they allow students time to specifically speak about their work and develop ideas.
- One course tutor started the year with a five minute 1:1 with each student. This allowed students to share their specific learning needs as well as what they were excited about. This built rapport with tutor and was a good experience.

AOB

- A number of reps raised issues around space on campus. The main issue is study space (access to suitable space with tables and chairs) but greater access to technical space would also be appreciated. Libraries are so full some students have stopped trying to use them and are instead looking for empty classrooms. Chairs have been taken from the café, meaning there is reduced capacity there.
    - o Zey: acknowledges first term is busiest in the building as there are two overlapping cohorts of postgraduate students. The chairs in the café and other seating has temporarily been used for the postgrad showcase. As there are two showcases per year for each School three days set up and take down after each showcase where disruption may be.

- <mark>Action: Zey to address the need for clearer communication regarding showcases, ensuring students are informed about: the timing of space disruptions, the purpose behind them, and the expected duration.</mark>
- Reps raised difficulties in accessing music/ sound studios.
  - Yvonne: Acknowledged difficulties. These issues are hoping to be improved in the new building, but aware that is not useful in the short term.
  - Zey: Stated that current student would have graduated before the move to the new building but will be reviewing alumni support/access. Aware of the high demand for the foley studio – opening hours have already been extended to try and improve access.
- All bookbinding workshops are scheduled during MA Animation's teaching and so cannot access the skills they need for their work.
  - <mark>Action: Zey to discuss with bookbinding technical staff to organise a workshop session for this cohort.</mark>
- BA Animation year 2 are unclear of the policy on the use of AI.
  - <mark>Action: Zey confirmed policy is available on Moodle for the BA Animation Year 2.</mark>
- Students would be interested in more trips (BFI and studio trips have been received positively).
  - Zey: clarifies that more trips are organised in terms 2 and 3.
- Rep raised that opportunities for exchange are limited to two countries in BA Animation.
  - Zey: acknowledged there are currently two options; Singapore and Barcelona for BA Animation and that the School is working with the international team to explore further options that are appropriate for this cohort.