

Student Dean Forum Term: LCF Design & Technology			
Date & Time: 04.12.2024	UAL Staff: Claudine Rosseau, Dean of Design & Technology	Arts SU Officer: Katwamba Mutale	Arts SU Staff: Lee Anderson – Education Quality Coordinator
Number of students in attendance: 17			

Action Log for School Dean and Students' Union

Actions for School Dean	Update on Progress	Response to students
ACTION for Associate Dean: LCF Agency – students tell us who they want to collaborate with, and we can broker the relationship? This is a work-in-progress.		
ACTION for DEAN: Develop a guide and create more physical/visual signboards for students.		
ACTION for Dean: Investigate whether a Collaborative Unit in Year 1 for subsequent cohorts could be introduced to develop working relationships/collaborative practice.		
ACTION for Dean: I feel like machines need to be time limited because in the past I've gone to use a machine, and nobody is at the station, but the machines are threaded up. I will raise this with Anita.		
ACTION for Associate Dean: Follow up with Marcus about update re: digital screens for all rooms.		

ACTION for Dean: Feedback to Executive Group re: spaces being overcapacity due to student numbers (low expectation of action due it being a larger structural issue that goes beyond one institution, but feedback will be shared).		
ACTION for Dean: Provide Rep feedback to Course Leaders on challenges with assessment deadlines/missing hand-ins, for the purposes of future assessment planning and timetabling.		
Actions for Students' Union	Update on Progress	Response to students

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

Agenda point 1:	COMMUNITY
Intro / Context:	Do you feel a strong sense of community on your course and in your school? What could be done to develop a sense of belonging and community?
Feedback:	<ul style="list-style-type: none"> - No student bar on campus. Not many opportunities to meet students from other courses. Good sense of community within our course. - There is an expectation to travel to other campuses to socialize in community spaces. - Pool table would be good; the problem with the canteen is that it's a very large open space, so it's not clearly delineated or enclosed like other social spaces. Ground Floor or M Floor would be a good space to do this. - Keep it casual and low-key, and students would be more likely to check it out. - Drinks are too expensive; if they were a little bit cheaper, it would encourage people to socialize more. - Having a shop on campus would also help with this; it was a space to meet people and have discussions. - You can't have access to certain equipment unless you're on a specific course (e.g. photography). If we make garments, surely we should be able to take photos of outfits we're making?
Reply/Update:	<ul style="list-style-type: none"> - Dean: We do have a license here, but it's located in the canteen space. What would it look like to turn the canteen into a more social space? - Associate Dean: We're looking at what we can do within the parameters that we have; there is a committee working on this – DJ equipment, open-mic nights, poetry nights, board games – events that we can organize; but we need input from students on what to put on. - Associate Dean: Student Hub on Floor 8 and 10 – there is a noticeboard for students who are looking to collaborate/support other students with projects.
ACTION	<ul style="list-style-type: none"> - ACTION for Associate Dean: LCF Agency – students tell us who they want to collaborate with, and we can broker the relationship? This is a work-in-progress.

	<ul style="list-style-type: none"> - ACTION for DEAN: Develop a guide and create more physical/visual signboards for students.
OTHER	

Discussion points submitted by Reps

Agenda point 1:	COLLABORATIVE UNITS
Intro / Context:	What are students’ experiences of collaborative units? Are group projects well explained and facilitated for all students? Is there parity of experience across different groups?
Feedback:	<ul style="list-style-type: none"> - MA student reached out to say that the Collaborative Challenge was quite poorly planned out. More info required to follow up. - Fashion Pattern Cutting has no collaborative group projects. It would be interesting to do some collaborative work. - Bespoke Tailoring: some small group projects so far but nothing major; I don’t necessarily think it would be helpful in a graded context, but maybe in a non-graded context. - Menswear: we’re a very social course, so there's a real appetite for collaboration within our cohort and to share work/disciplines across classes. - Womenswear: Group research project – it was confusing because the research was collaborative, but the creative work was individualized? - A lot of it comes down to how the lecturers communicate it. - We had a big group and that made it logistically challenging; there needs to be systems in place to mitigate against students not contributing and still getting a good grade. - It would enhance the sense of community by introducing collaborative units/challenges earlier into Year 1. - Womanswear: This would be quite useful in Year 1 as there several projects happening at the same time on the same topic/theme.
Reply/Update:	<ul style="list-style-type: none"> - Associate Dean: Teamwork Learning Agreement – everyone has to sign-up to these at the beginning. - Claudine: Challenges with timetabling, but a Year 1 Collaborative Unit is worth looking into when it comes to connecting with others and developing these skills at an earlier stage.
ACTION	<ul style="list-style-type: none"> - ACTION for Dean: Investigate whether a Collaborative Unit in Year 1 for subsequent cohorts could be introduced to develop working relationships/collaborative practice.
OTHER	

Agenda point 2:	RESOURCES AND SPACES
Intro / Context:	Do students have adequate space and resources for their studies? What are students' experiences using LCF's resources?
Feedback:	<ul style="list-style-type: none"> - BA Contour: My course has open-access studios and we're given a timetable ahead of time so we can plan. - Have had conversations with Technicians and there is a system in place but it's poorly enforced. - Creating another system for Technicians is adding to their already heavy workload; is it not an issue of courses exceeding capacity in terms of student numbers? - It's really challenging to secure access to resources and there is anxiety around leaving your station even for a little while, because it might get taken. - The library is also a problem in terms of capacity and overcrowding.
Reply/Update:	<ul style="list-style-type: none"> - Dean: There is guidance on etiquette about respecting space, but we need to strengthen and remind students about etiquette with the use of machines. - Associate Dean: Previously, we were promised digital screens on the front of all rooms to show availability.
ACTION	<ul style="list-style-type: none"> - ACTION for Dean: I feel like machines need to be time limited because in the past I've gone to use a machine, and nobody is at the station, but the machines are threaded up. I will raise this with Anita. - ACTION for Associate Dean: Follow up with Marcus about update re: digital screens for all rooms. - ACTION for Dean: Feedback to Executive Group re: spaces being overcapacity due to student numbers (low expectation of action on this, but feedback will be shared).
OTHER	

Agenda point 3:	INDUSTRY LINKS
Intro / Context:	Are there opportunities for students on your course to meet and learn from those in the industry? What contact with industry would support your studies?
Feedback:	<ul style="list-style-type: none"> - Fashion Pattern cutting: My course was supposed to have an industry link for a project in the second year, but they couldn't secure one, so they pretended. In the final year, you have to find

	<p>your own industry link and there is next to no support for doing this. In other universities, students are given access to existing links that they can get in touch with.</p> <ul style="list-style-type: none"> - FDD: We have a list of industry links organisations, but no contact details or emails. - LCF College Officer: It's particularly difficult for students with disabilities in terms of the initial contact with industry and securing those connections. - Contour: Our Course Leader is doing well with sharing industry links; we had a guest speaker who came in to help us network, and this had a positive impact. - FPC: I know a few people who are doing Dips on our course; a student has had to find another placement because what she's been assigned was overworked; there isn't a strong enough vetting placement. I know the people who run Dips are checking this, but it continues to be a problem. Are there better ways to prevent and mitigate this happening? - Allocating more staff to Dips would help with this. Setting drop-in days with Deborah and Keiran (Dips team) would really help.
Reply/Update:	<ul style="list-style-type: none"> - Dean: There are wider structural problems with the industry that we as an organization are coming up against.
ACTION	No Actions agreed.
OTHER	

Any other business

AOB submitted by the Dean:

Agenda point 3:	SUBMISSION DEADLINES / HAND-INS FOR ASSESSED WORK
Intro / Context:	There have been issues with students not submitting work within the allocated time/to deadline.
Feedback:	<ul style="list-style-type: none"> - FPC, 3rd Year: Out hand-in date was pushed back; a lot of students felt they didn't have enough time. - 2nd Year: I have noticed a very large number of students in my year apply for Extenuating Circumstances; nearly half the class; CL's need to factor in how long it will take a student still learning the tools to complete a task and difficulty accessing dedicated spaces you need to create work; not enough information shared at an early stage also creates problems.
Reply/Update:	
ACTION	ACTION for Dean: Provide Rep feedback to Course Leaders on this for purposes of future assessment planning and timetabling.
OTHER	

AOB submitted by the Dean:

Agenda point 3:	ACCESS TO DISABILITY SERVICE
Intro / Context:	Difficulties accessing disability service and lack of information about how and what students with disabilities can access.
Feedback:	<ul style="list-style-type: none">- It would be helpful for students with disabilities for there to be a one-to-one Disability Audit either prior to or at the very start of their course in Y1; this would allow students to seek a diagnosis and/or acquire access to reasonable adjustments that they need at an earlier stage in the academic journey.- Very few students know what support is available and how to access it; it isn't clearly signposted. As a result, Disability Support is being underutilised.- Currently, students have to contact an external company to acquire the software and equipment they're entitled to after a successful diagnoses. The resources themselves are very good and helpful, but the process is difficult, time-consuming and slow- Suggestion: can there be an in-person and online lecture presentation early on in Y1 for students with disabilities that outlines in detail how students can access disability services and what support is available. This could also be recorded and shared with any students who cannot make it in-person due to a scheduling problem.- There needs to be more promotion and better signposting to opportunities for informal diagnoses for students with disability.
Reply/Update:	
ACTION	Please note: this feedback was collected from Reps after the SDF had finished; feedback has been shared with Dean and is awaiting a response.
OTHER	