



Recognising excellence in the student experience

ARTS AWARDS REPORT 2024

Arts SU Education Quality Team

ABSTRACT

The information in this report is based on the 600+ nominations submitted, by UAL staff and students, to the Arts Awards 23/24.

Nominations were submitted between February and April 2024. This report contains an overview of the key findings and recommendations based on the testimonials submitted by students and staff.

Queries

If you have any questions about this report, please contact ArtsAwards@su.arts.ac.uk

Arts Awards 2024 Report

Part 1: Purpose of this report

The purpose of this report is to provide a detailed overview of the Arts Awards nominations into the aspects of the student experience that are valued most by students and staff at UAL. The recommendations made in this report are intended to shape and encourage good practice based on the insight gained through testimonials submitted alongside the 601 nominations received.

Report Content:

[Event Overview](#)

[Data analytics](#)

[Nomination themes](#)

[Case Study: Outstanding Teaching Award](#)

[Case Study: Social Justice and Sustainability Award](#)

[Recommendations](#)

[A list of the 2024 Arts Awards winners](#)

Part 2: Event Overview

The Arts' Awards is an annual awards-ceremony that invites students and staff from across all the colleges to recognise and celebrate UAL staff and students who have made outstanding contributions to the student experience.

Here is a breakdown of the process for planning and delivering Arts Awards:

- Secure venue and date/time with college-specific events team (Oct)
- Recruit Student Designer and Event Assistant for trophy creation (Nov-Dec)
- Open nominations to students and staff (March-April)
- Shortlisting and selection of winners (April-May)
- Event delivery (May)

There are 10 award categories that give students and staff the opportunity to nominate tutors, lecturers, technical staff, support staff and other students for all their hard work over the course of the academic year. Students and staff have 5-6 weeks to nominate, with students being encouraged to nominate for both students and/or staff, while staff are encouraged to vote for students.

When nominations close, a selection panel discuss anonymised testimonials to choose winners across each category. The selection panel consists of members of the Arts SU's Education Quality Team, elected Sabbatical Officers, elected School Reps and a representative of the Teaching, Learning and Employability Exchange.

Each year the winners are given trophies designed by a student at UAL. The Education Quality team, with the help of the Arts SU HR team, recruit and support a Student Designer and Event Assistant, who designs and manufactures trophies for winners.

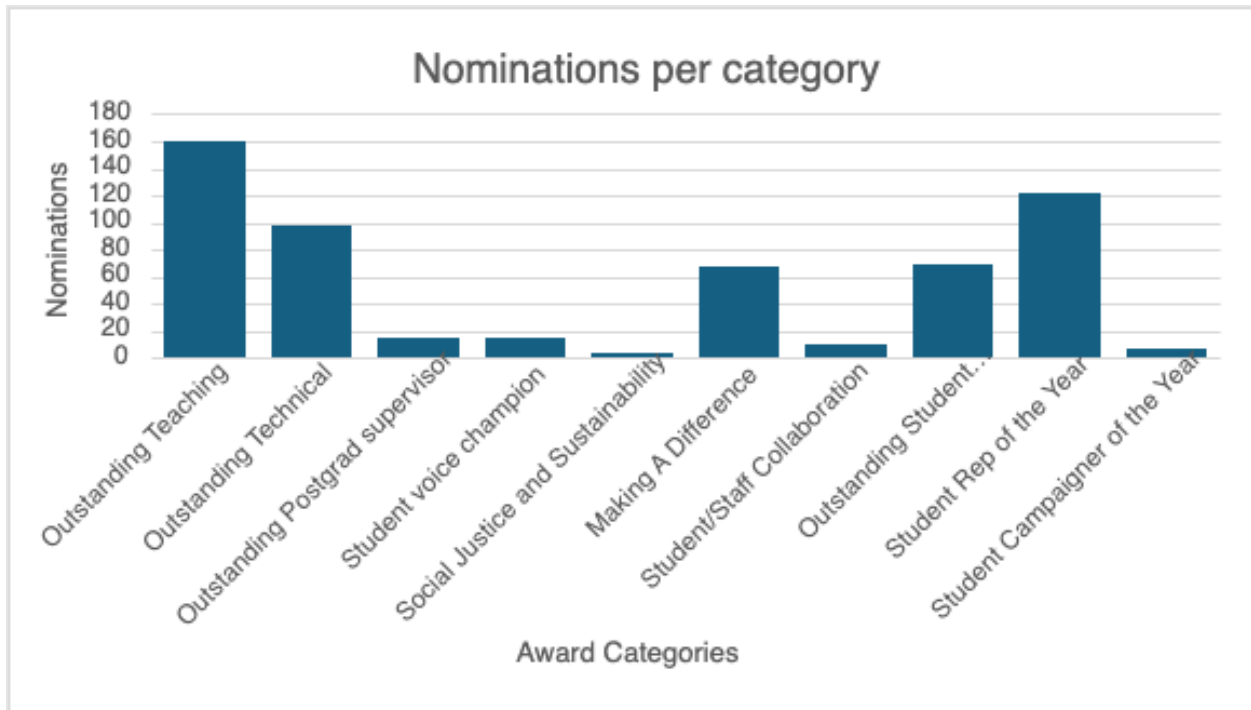
The awards event is delivered by Arts SU in collaboration with the UAL Teaching, Learning and Employability Exchange. The event consists of speakers and presenters comprised of Sabbatical Officers, Arts SU senior leadership team and senior staff and Executive Board members from across UAL.

Part 3: Data Analytics

For Arts Awards 2024, there were 10 award categories (including a Special Recognition Award category in which the winner is decided by Arts SU Sabbatical Officers without a nomination process) that received nominations from across all four colleges, including:

- London College of Fashion
- Central Saint Martin
- London College of Communication
- Camberwell College of Arts

There were 601 nominations submitted across all award categories, inclusive of both students and staff. Below is a breakdown of all the nomination votes for each award category per college.



Nominations per Students, UAL Staff and Students' Union Staff across all categories:

Please select one of the following options:

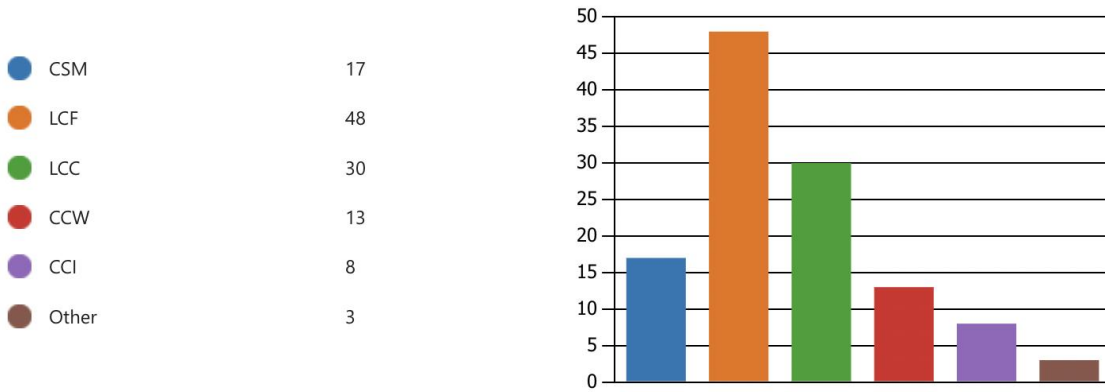
[More Details](#)



Breakdown of staff nominators for students per-college:

What college do you teach or work at?

[More Details](#)

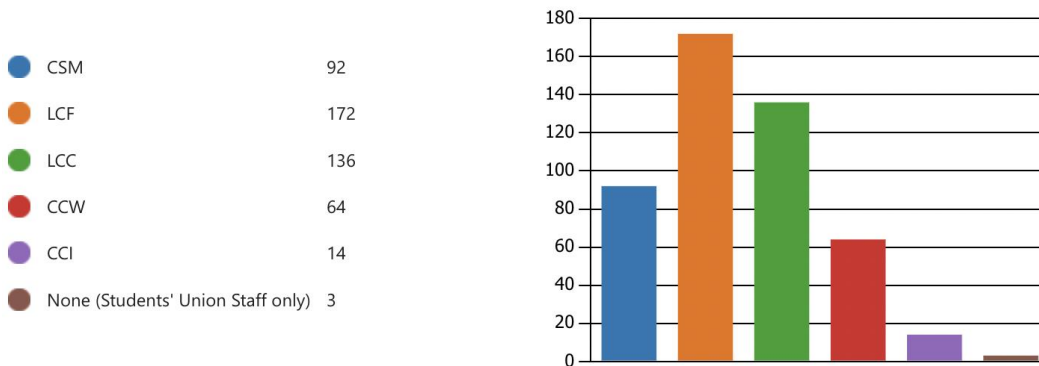


Breakdown of student nominators for staff and students, per college.

What college do you study at?

[More Details](#)

[Insights](#)



Breakdown of students nominated by UAL staff, per-award category:

Please select the award that you wish to nominate this student for.

[More Details](#)

- STUDENT AND STAFF COLLABO... 26
- OUTSTANDING STUDENT CONT... 70
- STUDENT REP OF THE YEAR - fo... 122
- STUDENT CAMPAIGNER OF THE... 16



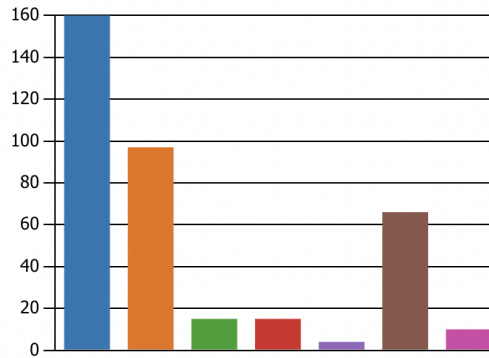
Breakdown of staff nominated by UAL students, per award category:

Please select the award that you wish to nominate this staff member for.

[More Details](#)

[Insights](#)

- OUTSTANDING TEACHING - for ... 160
- OUTSTANDING TECHNICAL / O... 97
- OUTSTANDING POSTGRADUATE... 15
- STUDENT VOICE CHAMPION - f... 15
- SOCIAL JUSTICE AND SUSTAINA... 4
- MAKING A DIFFERENCE - for a s... 66
- STAFF AND STUDENT COLLABO... 10



A total of 481 students nominated for either fellow students or staff in this year’s Arts Awards, with all students having the option to cast multiple nominations for different people. Below is a total percentage of nominations cast by students, as a percentage of population of college.

CSM	LCF	LCC	CCW/CCI
92 out of 5022 students at CSM nominated a fellow student and/or staff member for an Arts Award (1.82%)	172 out of 5705 students at LCF nominated a fellow student and/or staff member for an Arts Award (3.02%)	136 out of 5114 students at LCC nominated a fellow student and/or staff member for an Arts Award (2.66%)	78 students out of 5218 students at CCW/CCI nominated a fellow student and/or staff member (1.50%)

Below is a more detailed breakdown of nominations per-college, per award-category:

	CSM	LCF	LCC	CCW/CCI
Outstanding Teaching Award	32	57	46	25
Outstanding Technical / Operational Support Award	17	58	6	16
Outstanding Postgraduate Supervisor Award	6	1	5	3
Student Voice Champion Award	4	4	4	3
Social Justice and Sustainability Award	0	1	3	0
Making A Difference Award	14	25	15	12
Staff/Student Collaboration of the Year Award	3	1	4	2
Outstanding Student Contribution to Community Award	14	15	31	9
Student Rep of the Year Award	17	42	44	18
Student Campaigner of the Year Award	3	0	2	2

Part 4: Nomination themes

Following the 2024 Arts Awards, we examined nomination testimonials given by students and staff to better understand what themes were emerging across the various categories, in the hope that this could inform best practice for teaching and learning across all UAL's colleges in future years.

We identified 17 key themes across the 10 categories. Each theme was identified by examining testimonials, identifying reoccurring key words and/or phrases and then allocating these a theme title that encapsulates the main ideas.

The table below contains a breakdown of these themes with descriptions and key values included:

Theme	Description	Key Values
Making learning accessible	Nominators expressed appreciation for staff who adapt their teaching style to the needs of different groups and make complex ideas simple to understand through innovative teaching methods.	Adaptive, innovative, accessibility, inclusivity
Confidence and empowerment	Nominators expressed appreciation for staff and students who focused on their personal growth and took the time to encourage their individuality, equipping them with tools that can be applied to other areas of their development.	Growth, individuality, encouragement, tools
Creating safe and supportive spaces	Nominators expressed appreciation for staff and students who create mutually supportive environments and take the time to build trusting relationships with their peers.	Trust, relationship-building, mutual support, community
Going above and beyond	Nominators expressed appreciation for staff and students who create added value to the student experience, by offering them tools and guidance beyond the specific purview of their role.	Guidance, added value, initiative
Providing feedback	Nominators expressed appreciation for staff who provide tailored and detailed advice, as well as guidance and support on individual projects, and substantiated their feedback with specific examples.	Advice, guidance
Passion and enthusiasm	Students expressed appreciation for staff and/or their peers who demonstrate their energy, enthusiasm and commitment to their discipline, cause or campaign.	Energy, commitment, excitement, enthusiasm, authenticity
Knowledge sharing	Students expressed appreciation for staff and/or faculty who share industry and life experience, and draw upon their own lived experience of working in their chosen field to highlight or complement their teaching methods.	Generosity, lived experience, insights
Attentiveness	Students expressed appreciation for staff and/or faculty who find new and interesting ways to enrich their students' learning by introducing new concepts with specific examples and precedents.	Concepts, detail oriented, personalized
Building connections	Students expressed appreciation for staff and/or faculty who proactively connected them to development opportunities that can help them	Networks, community, relationships

	build careers or experiment with alternative approaches to their practice.	
Attention to detail	Students expressed appreciation for staff and/or faculty who lead by example when it comes to bringing care and attention to details in the preparation and presentation of learning materials.	Care, attention, detailed
Employment and industry connections	Students expressed appreciation for staff and/or faculty who established links and signposted students to industry networks, via events, programmes and extra-curricular opportunities.	Signposting, industry-led, value-added
Collaboration and community	Students expressed appreciation for staff and/or faculty who supported them with peer-to-peer collaboration and fostered a lively, democratic and community driven learning environment.	Relationships, democratic, community, ideas sharing, supportive, peer-to-peer learning
Centering student voice	Students expressed appreciation for staff and/or faculty who engaged constructively with student feedback and positively encouraged Course Reps in their role to represent the student voice.	Empathetic, responsiveness, dialogue
Curiosity	Students expressed appreciation for staff and/or faculty who display a willingness to engage students in broader conversations that might overlap with their discipline in an open-minded and thoughtful manner.	Cross-discipline, enquiring, open-minded
Inspirational	Students expressed appreciation for staff and/or faculty who excite and energize them, encouraging students to challenge themselves and push beyond their comfort zone within their practice.	Challenge, experimentation, motivation
Mentorship	Students expressed appreciation for staff and/or faculty who play a mentoring role, offering tailored guidance and support on an individual level and attending to students' personal growth.	Guidance, personal growth, insights, development
Making learning fun	Students expressed appreciation for staff and/or faculty who showcase a playful and imaginative approach to their teaching, encouraging participation and experimentation amongst students to communicate theories and practice.	Playful, creative, innovative, participatory

The four key values that recurred most often throughout the testimonials are **guidance, growth, community and relationship-building**.

Part 5: Case Study : Outstanding Teaching Award

The Outstanding Teaching Award was the largest award category in terms of nominations submitted by students across all four UAL colleges (160) and directly addresses students' experience of teaching and learning across all disciplines and courses.

When students nominate a faculty member for the Outstanding Teaching Award, they are invited to consider the following criteria as it pertains to teaching faculty:

- Inspire students to develop knowledge, understanding, and passion of their subject area.
- Imaginative and creative in their teaching, and empower students to be the same;
- Engaging, informative and knowledgeable, encouraging students' creative development.
- Apply cutting edge developments in their field to their teaching.
- Surpass traditional ways of teaching to make their subject accessible, diverse, inclusive, and sustainable.

Since the purpose of this report is to reflect on best practice and recommend approaches in the future to capitalize on positive student feedback, we have examined the themes and testimonials from the Outstanding Teaching Award and provided a case study for what students' value most about the teaching and learning experience at UAL.

The four themes that recurred the most throughout the Outstanding Teaching Award category were. [*Appendix 1*](#) is a sample of student testimonials organised by themes

1. Making learning accessible
2. Empowering students
3. Creating a supportive environment
4. Making learning engaging and collaborative

Part 6: Case Study : Social Justice and Sustainability Award

The Social Justice and Sustainability Award was the smallest award category in terms of nominations submitted by students for staff across all four UAL colleges (4) and directly addresses activities and campaigns taken by UAL staff to embed sustainability, anti-racism and anti-oppressive action across all colleges.

When students nominate staff for the Social Justice and Sustainability Award, they are invited to consider the following criteria:

- Demonstrate commitment to social justice and sustainability through and outside of their practice;

- Challenge the status quo in their discipline through developing accessible and inclusive methods or practices that surpass expectations;
- Exceed the threshold expectation of embedding social justice, decolonisation and sustainability into the curriculum;
- Support students to push for social justice causes and improved sustainability at their college or the university level.

Since the purpose of this report is to reflect on best practice and recommend approaches in the future to capitalize on positive student feedback, we have the testimonials from the Social Justice and Sustainability and provided a case study for what students' value most about the teaching and learning experience at UAL, in the hope of increasing nominations for this category in future years or redefining the criteria to more accurately reflect students' preferred values.

[Appendix 2](#) is a sample of student testimonials organised by themes

Part 7: Recommendations

After careful analysis of the testimonials, the following recommendations have been curated by the Arts SU Education Quality Team in the hope of using staff and student voice to promote and shape good practice:

1. Actively cultivate and incorporate student feedback into the ongoing design and delivery of course materials and lesson plans, by continuing to proactively facilitate space for the student voice to be heard, working in collaboration with Arts SU's Course Reps and Schools Reps, and across UAL to learn from best practice.
 - **How to: UAL staff and faculty to continue to support Arts SU in recruiting, training and supporting Course Reps and School Reps, in addition to facilitating Student & Dean Forums to translate feedback into tangible actions. Work with the Arts SU to create a more effective system for tracking progress on actions and communicating improvements to students via Course Reps over the course of the academic year.**
2. Place greater emphasis on encouraging students to develop their individual tastes and approaches, challenging them to experiment with new artistic methods and fostering a supportive learning environment in which they can push themselves, and realise what makes their approach unique within their cohort.
 - **How to: Work with Arts SU to implement the recommendations outlined in the [Crits and Inclusive Learning at UAL Report](#) and [Supporting inclusive and developmental Crits Report](#) across all relevant programmes; encourage staff to use opportunities for student feedback to signpost students to artists, practitioners and disciplines that could inspire and enrich their practice; find opportunities within the curriculum to create meaningful and**

challenging collaborations amongst small groups of peers within a given programme or cohort.

3. Engage with leading industry professionals to connect students with opportunities beyond their core programme, adding value to students' academic experience through knowledge sharing events, careers fairs and signposting them to opportunities for professional development beyond the university.
 - **How to: Work with the Arts SU's Arts Programme and Senior Policy and Research Officer to produce and circulate a student survey on UAL graduate destinations and the wider creative economy, working with UAL's Careers and Employability Team and Arts SU team to review the survey and implement changes to this programme of support, as well as embedding the [Creative Attributes Framework](#) into the curriculum.**
4. Continue to develop a strong sense of community amongst students in each cohort or discipline, creating frameworks for group working, collaboration and peer-to-peer learning that are properly supported, to foster a mutually supportive learning environment built on collaboration.
 - **How to: Review modules that involve collaboration and group projects to create a robust learning framework that supports students by providing techniques, methodologies and tools for *how to* collaborate effectively. Facilitate sessions at the start of group projects that enable individual students to identify mutual interests, approaches and shared interests with their peers, as well as addressing gaps in their knowledge, to build groups that can collaborate effectively. Include facilitated sessions for group reflection following the end of each group project.**
5. Make time for students who might struggle to grasp complex theoretical and design concepts by finding playful and imaginative methods to clarify these concepts, reflecting the range and breadth of students' learning styles to foster an inclusive environment in which different approaches to engaging with subject matter is encouraged and supported.
 - **How to: Review modules that include the teaching of highly theoretical concepts and technical and digital design skills (e.g. complex coding), to create a suitable learning framework that supports students' learning in this area. Facilitate inclusive sessions that accommodate students' different learning styles, finding creative, practical and group-based exercises for the teaching and learning of these concepts, ensuring that they can be applied practically in class, as well as providing contemporary and accessible examples of these theories and concepts being deployed in practice.**

Part 8: 2024 Winners

Outstanding Teaching Award

- Evan Raskob - CCW/CCI
- Jonathan Kearney – CSM
- Keir Williams – LCC
- Kirsty Nevett - LCF

Outstanding Technical and Operational Support Award

- Eddie Niles - CCW/CCI
- Frieda Munro – CSM
- Will Adams – LCC
- Jade Gellard - LCF

Outstanding Postgraduate Supervisor Award

- Victoria Ahrens - LCC

Social Justice and Sustainability Award

- Thom Kaczmarek – LCC
- Sabbina Rachimova - LCF

Student/Staff Collaboration of the Year Award

- Amrita Naraine - CCW/CCI
- Beata Jamroziak and Ariadna Gomez-Kelly - LCC

Student Campaigner of the Year Award

- Tom Costello - LCC

Student Rep of the Year Award

- Diana Milena Galindo Clavijo - CCW/CCI
- Madeleina Kay – CSM
- Meher Shiblee – LCC
- Constanta Rata - LCF

Making a Difference Award

- Hilary Jimenez – LCC
- Ronit Zilkha – LCF
- Fenella Hitchcock - LCF

Student Contribution to Community Award

- Jaycee Pang - LCC

Student Voice Champion Award

- Marsha Bradfield - CSM

Students' Union Special Recognition Award

- Jonathan Carson - CSM

Appendix 1: Student testimonial samples (anonymised):

Theme #1: Making Learning Accessible

Students valued teachers who took the time to break down complex information using clear explanations, facilitating sessions that guided them through an understanding of difficult concepts, making liberal use of visual learning aids, and adapting their learning to meet the needs of students with disabilities and reasonable adjustments.

Student testimonial samples (anonymised):

- *“They explain concepts of the digital world in ways that’s not only translated in easily digestible ways, and very intriguing.”*
- *“They explain the topic in detail and goes above and beyond to find or create interesting examples to support the theory.”*
- *“They lead by example in a quiet, gentle way which entices his students to be more curious, to go further and to embrace every possibility on a community driven manner.”*
- *“They are very skilled at encouraging and critiquing one's individual practice and vision, rather than imposing his own preferences or ideals when it comes to art-making.”*
- *“[The tutor] realized we did not understand the unit guide, so she turned a lengthy PDF file into a simple visualization. [She] always prepares class materials beforehand, creating her own lecture slides and word searches to help us grasp new design jargon taught each week.”*
- *“They embrace disabilities and highlights our differences as positives.”*
- *“They also always vocalise that if there is any adjustments that we need to let him know as he is more than happy to.”*

Theme #2: Empowering Students

Students valued teaching that equipped them with tools that they could apply beyond the parameters of the classroom or design studio, displayed patience and encouragement, clear communications and created space for students to develop their own individual interests. Moreover, students responded

positively to teaching that challenged them and instilled a sense of community and belonging within their cohort.

Student testimonial samples (anonymised):

- *“They have taught me tools that I know how to carry forth beyond graduation and helped me understand consciously how to continue growing in my practice. I feel incredibly independent thanks to him”*
- *“Patience and encouragement created a positive learning environment, empowering me to tackle challenging coding projects with confidence, especially when I was really struggling.”*
- *“Have been clear in his guidance whilst always sharing examples of the points being made. This has allowed me as someone with dyslexia to understand and have the confidence in implementing new knowledge and methods into my learning.”*
- *“They also provides us with multiples resources which can help us better develop our own interests in game design”*
- *“They have made me feel like I belong at this university and belong in the fashion industry. He constantly goes above and beyond for every student in our course. I think he deserves the award because he makes us feel included, and he reinforces that fashion is for everyone”*
- *“They practice 'radical candor', always delivering constructive feedback directly and with each student's best interest at heart.”*
- *“They offer invaluable advice on skill enhancement and achieving top-tier output quality, empowering us to continually improve and refine our abilities.”*

Theme #3: Creating a supportive environment

Students valued teachers that they described as approachable, made space for emotional support and paid attention to their wellbeing, provided stability and clarity and facilitated healthy and conducive group dynamics in the classroom. Moreover, they also responded positively to teachers who proactively advocated for students' needs, offered mentorship and incorporated student voice into their teaching.

Student testimonial samples (anonymised):

- *Their approachability, friendliness, and willingness to assist on any matter have made her an invaluable resource. Whether it's seeking clarification on coursework or advice on career prospects, they are always there to lend their expertise and support.”*
- *“They have always been sensitive towards my personal needs as I had a few serious incidents in my personal life whilst receiving academic support. Their style of support removes any barriers of power between teacher and student which I find helpful in my approach to them”.*
- *“They have been a welcome and stable teacher, offering guidance, kindness and excellent communication and support without fail for my entire time at UAL”*
- *“Wide ranging knowledge of the subject, combined with his emotional intelligence, sensitivity and creative approach in engaging the students in group discussions via an online setting is inspiring as well as impressive.”*

- *“Advocates for their students in all levels of the university where they can, and is keen for their students to be getting the best experience possible from UAL outside of just their teaching and learning.”*
- *“Mentorship extends beyond technical instruction. They offer invaluable advice on skill enhancement and achieving top-tier output quality, empowering us to continually improve and refine our abilities.”*
- *“We feel that our voices, feedback and concerns are being heard to improve the course. They are constantly around trying to sense what students struggle with while being in direct conversation with us strengthening our community of artists.”*

Theme #4: Making learning engaging and collaborative

Students’ valued teachers that demonstrated genuine passion and enthusiasm for their discipline, took an active interest in building creative communities and fostering collaborative learning practices in the classroom, and focused employability skills and building connections between students and the wider industry.

Student testimonial samples (anonymised):

- *“Their passion for the subject matter is infectious, and their dedication to nurturing our talents has truly transformed our learning experience”*
- *“They organise amazing opportunities for us students. In the way of guest lectures, trips, that help to enrich our learning further”.*
- *They go beyond traditional teaching methods by inviting speakers from various disciplines, fields, and professions to enrich our perspectives, knowledge, and awareness of journalism. No topic is left uncovered under his guidance, whether it be ethics, pay, job loss, or dilemmas – he is always prepared to provide honest insights.”*
- *“They motivated us every day with the amazing people in the photography industry she introduced us to; with her experience and knowledge she was always open to share with us; she also inspired us to believe in our work and reach high.”*

Appendix 2: Student testimonial samples (anonymised):

- *“This person is an outstanding human, educator, mentor and role model. They have helped me, as well as numerous other students. They are kind, patient, generous, and inspires change. They are the embodiment of this award.”*
- *“Before I became a UAL student they supported me through Limit Break mentorship to help me as a person of colour to pursue a career in games, they introduced me to industry events and members who feedback on my work and and expanded my network! This exposure eventually made me aspire to commit to a degree that now I do. I was impressed that one of the first sessions they delivered is on diversity in Gamedev and its history going from the beginning and demonstrating how the space was built with women and trans people about whom I never heard about! Further helped us to explore myth and folklore as not only alignment with our heritage but also commentary of social values that are important to us. I learned just recently they obtained certifications in Climate Change from BAFTA and Carbon Project which they shared on their social media, which makes sense as they runs Game Nights, where we can also design our games using recycled materials that they provided to our classrooms and can be used as tokens and similar!”*
- *“I am thrilled to nominate this person for this award - one of the most inspiring individuals I've had the privilege of encountering. Their dedication and infectious energy in class motivates us to explore new perspectives on social justice and sustainability. Their leadership extends beyond the classroom as they champion women in the industry despite juggling multiple roles. Their dedication across academia, entrepreneurship, activism, and motherhood instills admiration and determination in me, inspiring me to push beyond perceived limitations. Through their guidance and example, I've gained invaluable insights into balancing ambition with compassion and break barriers within the industry. Their support empowers us all to advocate for meaningful change, challenging societal expectations and redefining success on our terms.”*

Part 6: Partners

The Arts SU would like to thank our partners for helping us to plan and deliver the Arts Awards 2024. These include: Danielle Tran and Kris Stapleton of UAL's Teaching, Learning and Employability Exchange, Sayeed Mursad (Student Designer and Event Assistant), CSM Facilities Team, CSM Events Team, CSM Technical Team, CSM Baxterstorey and Arts SU volunteers.