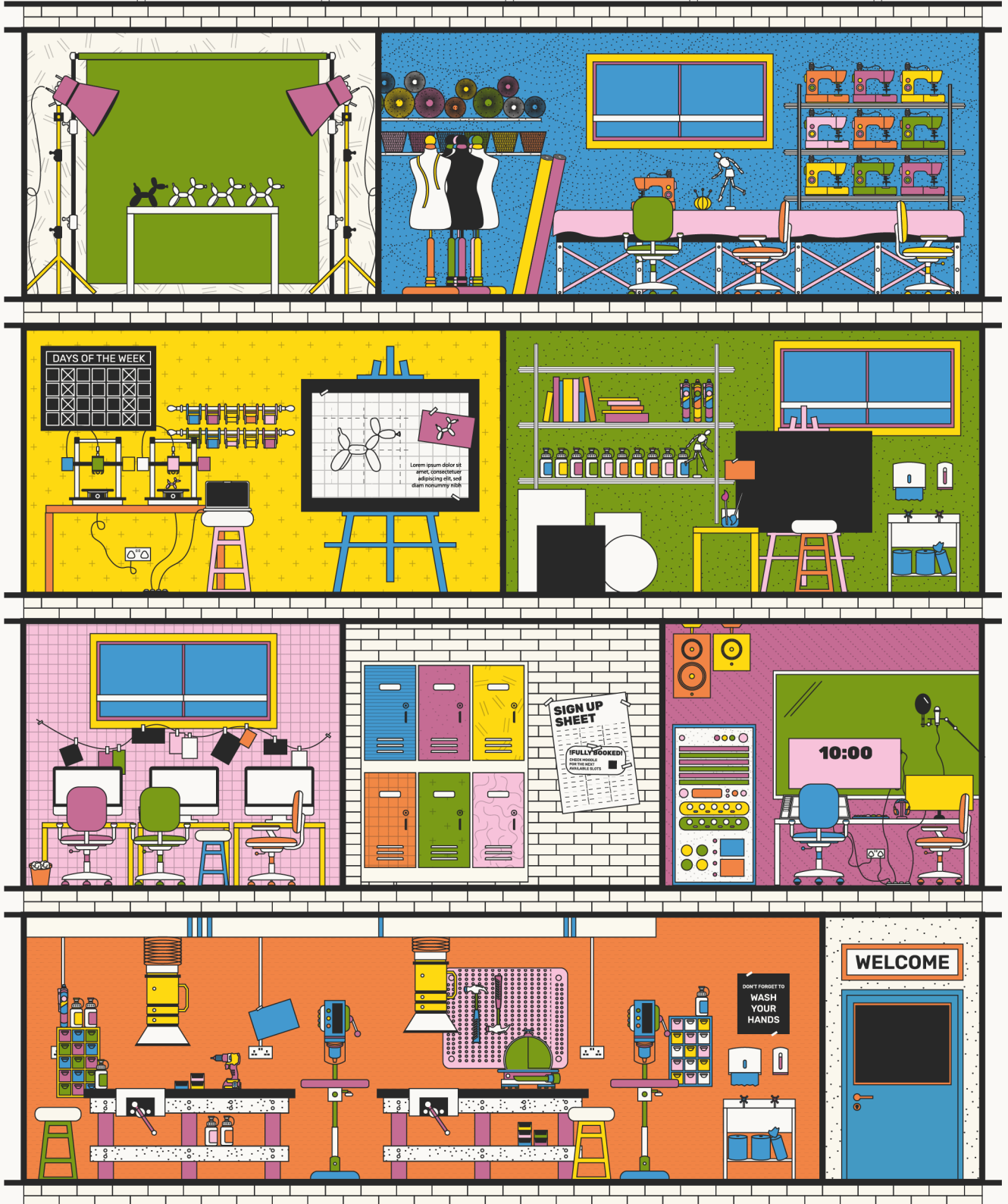




THE STUDIO & WORKSHOP REPORT

2024



METHODOLOGY

The research for this report was conducted via an electronic survey, accessible to all current UAL students. The survey was composed of a series of multiple-choice questions and open text questions. It asked students about their experiences of using studios and workshops at UAL, as well as in the private sector. It also collected demographic data to analyse trends.

The survey was open from:

19th February 2024

8th April 2024

It was promoted through the Students' Union communication channels, such as social media, weekly email newsletters and the course rep system. It was also promoted collaboratively with the UAL Comms Team, and through course teams.

The survey received 407 responses and collected an accurate sample across all UAL colleges.

The results of this survey are accurate at a 95% confidence level and a margin of error of 5%, in line with standard social research practice.

TABLE OF CONTENTS

2

METHODOLOGY

17

WORKSHOP TIME

4

FOREWORD

21

HOLIDAY CLOSURES

6

EXECUTIVE SUMMARY

25

WORKING FROM HOME

8

ACCESS TO UAL STUDIOS

27

'THE PERFECT STUDIO AND WORKSHOP'

11

STUDIO TIME

31

RECOMMENDATIONS

15

ACCESS TO UAL WORKSHOPS

35

AUTHOR

FOREWORD

As artists and designers, our artistic practice is a second body through which we live and breathe, conquering the limitations of our physical, palpable body. Ideas and innovation are the running blood in our veins, the tools we use become the very limbs used to mould the world around us.



And the workshops? They are the skeleton supporting our figure, in reaching out, and going further and further. Studios and workshops are just one element of our anatomy as artists, and yet their impact is immeasurable: they dictate the proportions and range of our practices, and support or limit our ambitions. **Attending a university has many functions, but it should offer students the opportunity to access spaces and resources which create a playground for creativity.**

As student numbers continue to increase and university buildings are struggling to keep up with the growth, students find themselves in constant competition over resources, from tutorials to materials and spaces. Supervised workshops are booked slot after slot, and students are forced to relocate their artwork and practices into their private accommodation or rented studios during the break closures. The impact cannot be denied: not only does a lack of spaces affect the quality of projects, and therefore the grades received, but further, with negative impacts on students' mental health, wellbeing and self-worth, while also drawing financial implications on students who choose to privately rent studios.

My journey as a student at UAL had many ups and downs, influenced by lockdowns and building works. One winter, heating was affected by on-site constructions, leaving my colleagues and I to work in freezing studios with radiators between us, dressed in coats and gloves when using sharp scalpels for model-making.

We were fortunate to have our own permanent studios (even cold) compared to other courses where groups of students were in one space. During the holiday closures, I moved many materials and projects from the campus to my own accommodation, travelling for

at least one hour with boxes and bags, and thankfully I had friends to help me. For most of my time in university, I was lucky enough to have a living room in my rented flat and somehow make space for all the resources needed to continue my studies when I had no access to a studio.

But I also remembered the small student halls room, working from my bed or the desk one arm's length away, and I still remember the feeling of suffocation and helplessness, not knowing if my creativity will be enough without the appropriate resources for my work.

But I also remembered the small student halls room, working from my bed or the desk one arm's length away, and I still remember the feeling of suffocation and helplessness, not knowing if my creativity will be enough without the appropriate resources for my work.

I am so thankful to have had the opportunity to work with Arts Students' Union to commission this research, and make sure that learning spaces are not an afterthought in planning the student experience, but rather a vital centrepiece.

I hope the University will value these bones of the artistic practices and engage in active conversations with students and Arts SU in improving and developing the spaces offered to students to support their learning.

Lexa Barbelscu
CCW Officer, 2023-24

EXECUTIVE SUMMARY

UAL STUDIOS

ACCESS TO UAL STUDIOS

58% Over half (58%) of respondents feel that they do not have adequate access to studios at UAL.

STUDIO TIME

75% of respondents say they use UAL studios on a Tuesday, with just under 1 in 4 respondents (23%) stating that they access studios on a Saturday.
The greatest plurality of respondents work for 6 hours at a time in the UAL studios (19%), 17% work for 8 hours at a time in the studio when they access the space.

17% Of respondents stated that they have a designated studio or workshop space at home, however 83% of respondents do not.

WORKING FROM HOME

RECOMMENDATIONS

Extend the designation of 'makers spacers' across all colleges during the university winter and spring closure periods.

Ensure timely and consistent communication around studio access, resources available, and alternative spaces to make and create.

Explore the capacity for students to access studio spaces in external venues during university closure periods, through a programme of partnerships, for no fee or low fees.

RECOMMENDATIONS PT. 2

Implement a trial of studio access during the winter and spring closure periods, monitoring the impact of this intervention on student satisfaction, attainment and retention.

Extend the ability to rent items from the Central Loan Stores (CLS) to university winter and spring closure periods.

METHODOLOGY

- 407** Responses and collected an accurate sample across all UAL colleges.
- 95%** Confidence level from the results of this survey are accurate.
- 5%** Margin of error, in line with standard social research practice.

UAL WORKSHOPS

ACCESS TO UAL WORKSHOPS

55% Over half (55%) of respondents felt that they do have adequate access to workshops at UAL, however a significant minority (45%) of respondents do not.

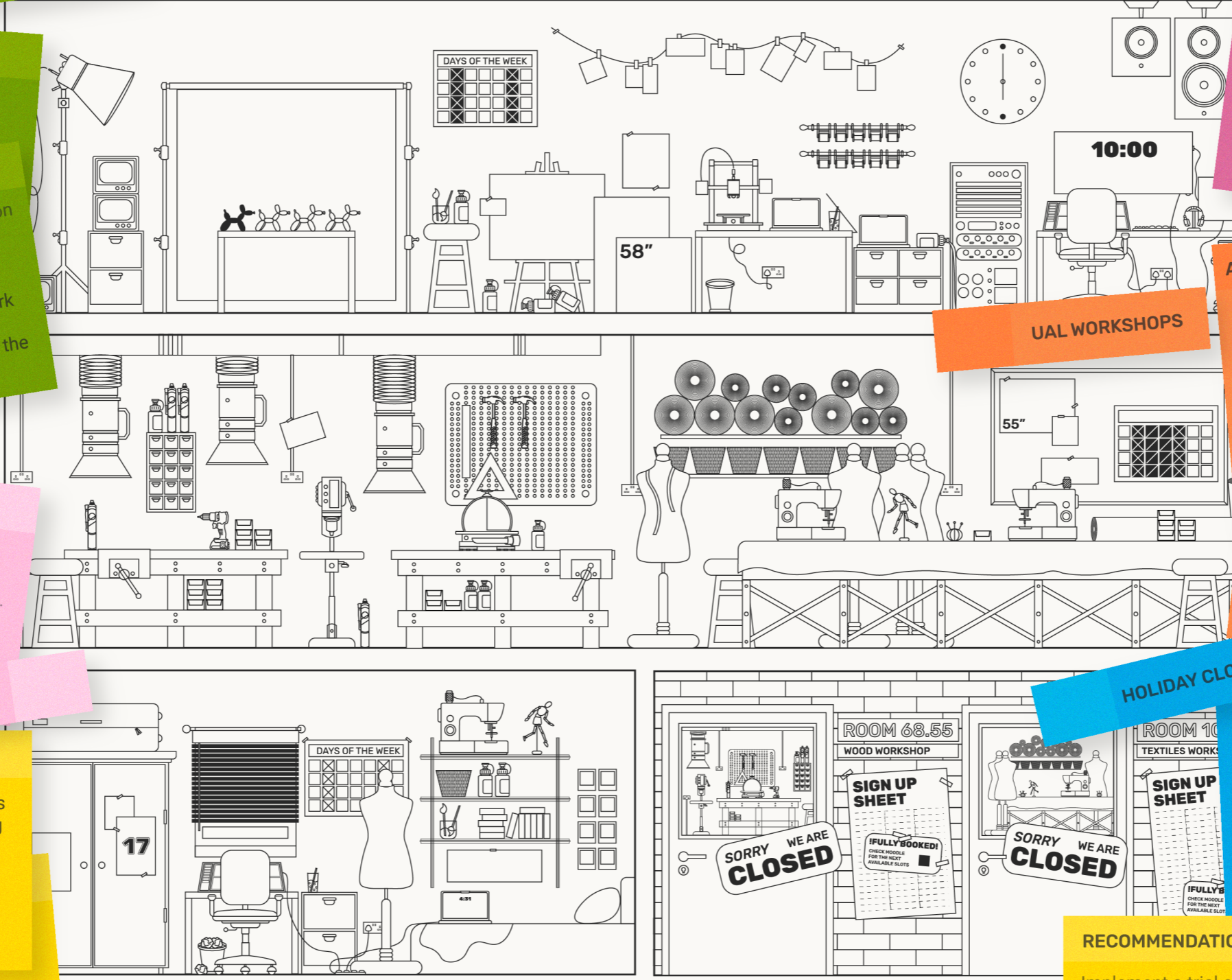
WORKSHOP TIME

The most popular days to access the workshops are Tuesdays (63%), Fridays (58%), and Wednesdays and Thursdays jointly (56%).

HOLIDAY CLOSURES

Outside of term time, most UAL studios and workshops are closed to students.

- 68%** Of respondents report these closures negatively impact on the quality of work they produce for submission.
- 55%** Of respondents report these closures negatively impact on their mental health and stress levels.



ACCESS TO UAL STUDIOS

Studios are the primary space on campus in which most students at UAL learn, particularly those students who are on ‘making’ courses. They are spaces where students are taught, can make and create, can receive feedback on their works-in-progress, as well as exhibit their work during open studio events. **They are a vital component in the successful completion of a UAL education.**

Respondents were first asked whether they feel they have adequate access to studios at UAL to successfully complete their studies.

Question: Do you feel you have adequate access to studios at UAL to successfully complete your studies?

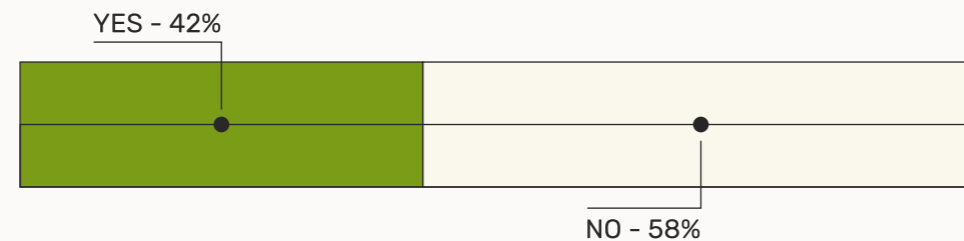


Diagram 1: Do you feel you have adequate access to studios at UAL to successfully complete your studies?

Significantly over half (58%) of respondents felt that they do not have adequate access to studios at UAL, while 42% of respondents do.

Respondents were also asked to provide examples to explain their answer as to whether they feel that they have adequate access to studios. They can be seen in the quotes to the right.

BA FINE ART CHELSEA

“We are not allowed access for three weeks over the Easter break which is often a busy term. We are then not allowed access to our studios during term 4 to help third years. Whilst I want to support third years, I am also paying for studio space and don’t have the luxury of endless workspace at home.”

- BA Fine Art, Chelsea

BA GRAPHIC BRANDING AND IDENTITY LCC

“I feel that they are very much in demand and it is hard to get a hold of studios when you want them.”

- BA Graphic Branding and Identity, LCC

MA ART AND SCIENCE

CSM

“I don’t have a fixed space in the studio for the whole of two years of my study and had moved multiple times within the course which makes it **inconvenient to settle in new space of studio every time.**”

- MA Art and Science, CSM

MA ILLUSTRATION AND VISUAL ARTS

LCC

“My course is all about visual arts and more artistic approach to the illustration - I’m working with a larger scale works. But our classroom which also counts as a studio space is very small. Even for lectures **we barely fit into the room.** Over than 30 students are studying on my course. **We have no space to practice our multi-media approach or get messy with various materials.** A lot of people say that would reconsider their choice of university if they knew how small their classroom will be and that they wouldn’t have an adequate studio space. Basically, I feel like I don’t have a space to practice or experiment with my art.”

- MA Illustration and Visual Arts, LCC

BA FINE ART

CSM

“It would be useful to have access at later times and on Sundays too. Sometimes have to work Saturdays or during the day and I could easily make up for that if I had more access to the studios.”

- BA Fine Art, CSM

BA CERAMIC DESIGN

CSM

“Only recently were we allowed to come in every day. We were banned from entering the studio on certain days because it was all timetabled to stages. It felt quite isolating because we weren’t given the opportunity to interact with other stages.”

- BA Ceramic Design, CSM

STUDIO TIME

Respondents were first asked about when in the week they access the studios on campus at UAL, as well as how long they use them for.

Question: Which days do you usually access studios during term time?

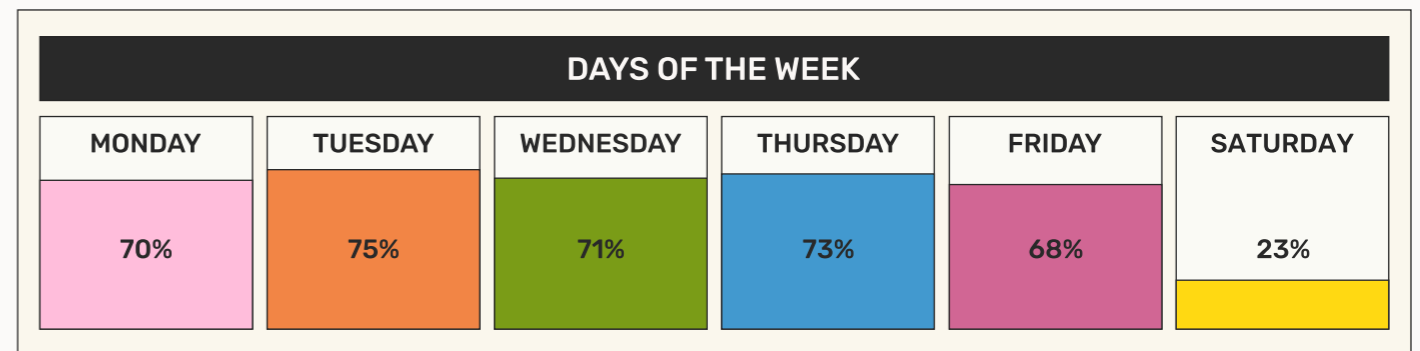


Diagram 2: Which days do you usually access studios during term time?

The most popular days are Tuesday (75% of respondents say they use studios on a Tuesday), Thursday (73%) and Wednesday (71%). There is a slight dip in studio use on Mondays and Fridays (70% and 68%, respectively).

Saturday is the least used day, with just under 1 in 4 respondents (23%) stating that they access studios on this day.

MA ILLUSTRATION AND VISUAL ARTS

LCC

“We have one small room for 35 of us. **We can barely fit in during scheduled classes. So actually trying to create something is near impossible when we’re all in there.** During independent study there is more space, but it just isn’t adequate enough to do anything more than an A4 drawing. Most of us do more than that, larger drawings/paintings, book making, sculpture, etc. **The lack of space really doesn’t support creativity, especially as a lot of our work is too messy for the library or the canteen or cafe are too crowded.**”

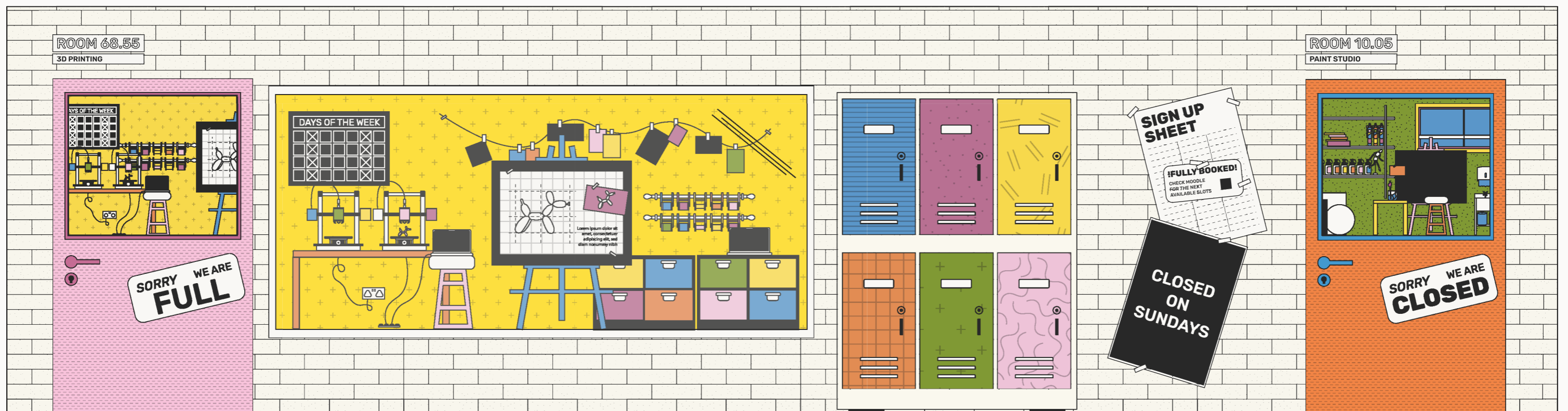
- MA Illustration and Visual Arts, LCC

MA ART AND SCIENCE

CSM

“Our studio is not accessible on Sunday, and because I work on weekdays - I can’t use studio when it is convenient for me to create art. Our studio is 11 degrees Celsius on winter days and it’s too cold to be there. **I feel ill after a day working in it.**”

- MA Art and Science, CSM



Respondents were also asked about times that they access the studios and when they leave the studios.

Question: When working in the studio at UAL, what time do you usually come in?

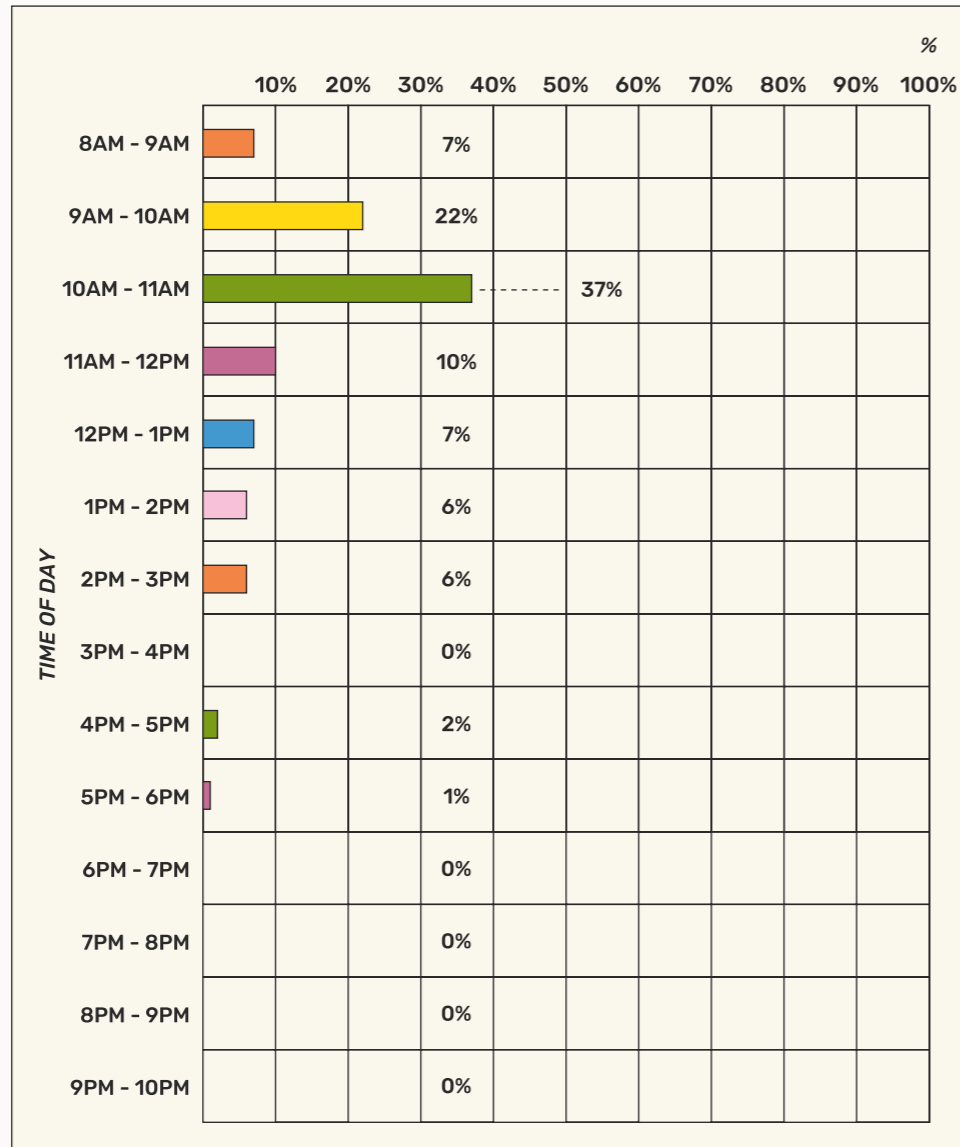


Diagram 3: When working in the studio at UAL, what time do you usually come in?

The greatest plurality of respondents (37%) access the studios between 10am and 11am, which is also the average response (median), while just under a quarter (22%) access them between 9am and 10am.

In terms of when most respondents leave the studios, **the plurality leave between 4pm and 5pm (20%)**, while just under a fifth (19%) leave between 5pm and 6pm, which is also the average response (median). Only 16% of respondents leave the studios before 4pm.

Question: When working in the studio at UAL, what time do you usually leave?

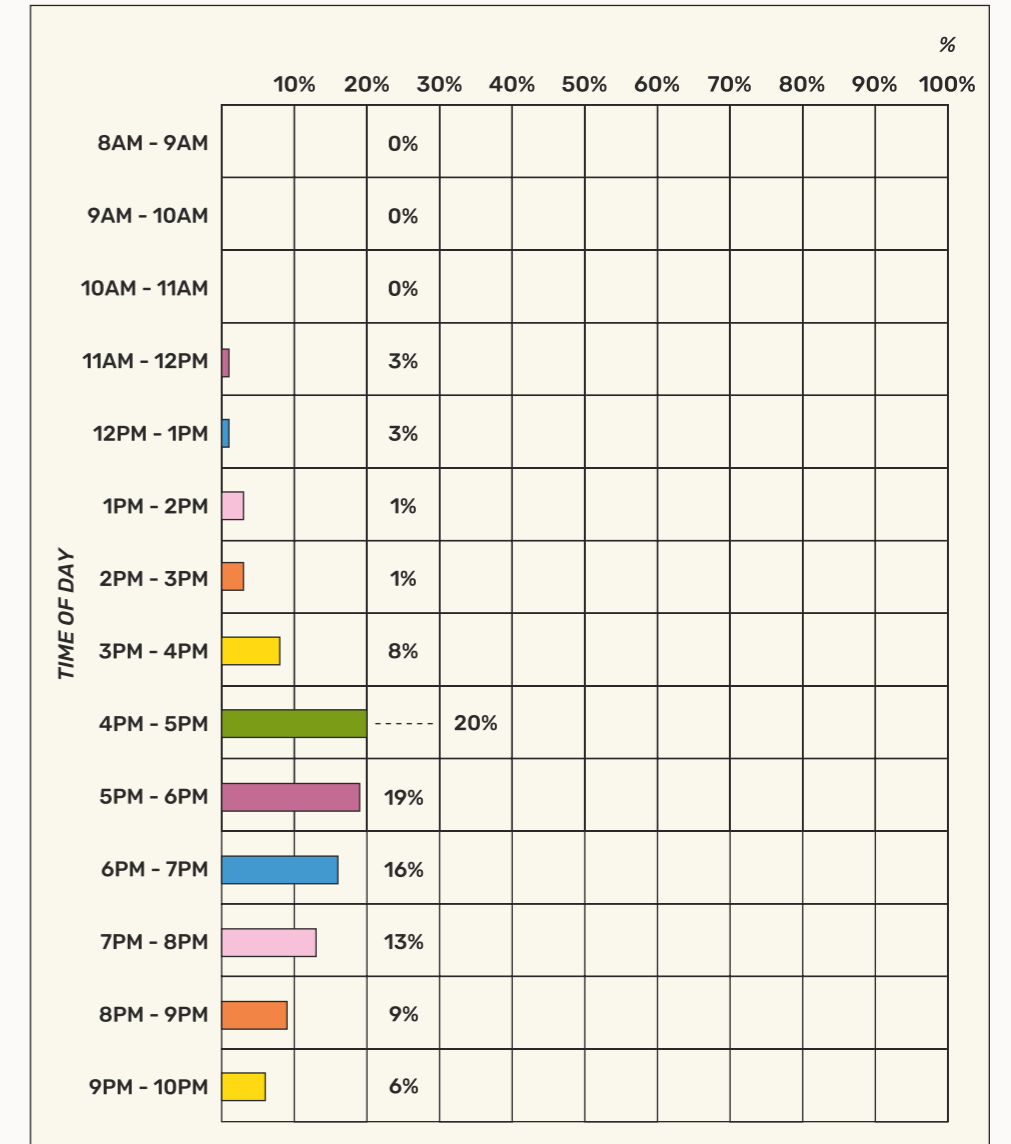


Diagram 4: When working in the studio at UAL, what time do you usually leave?

ACCESS TO UAL WORKSHOPS

Finally, respondents were asked how long (by estimation) they work in the studios for.

Question: When working in the studio at UAL, how long (roughly) are you working in there for?

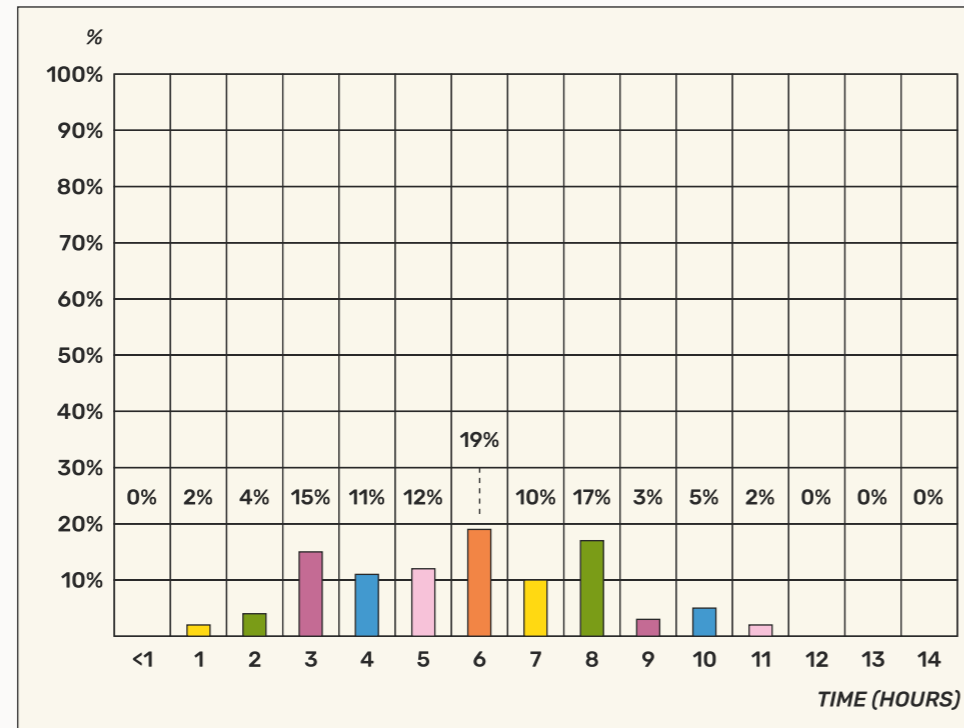


Diagram 5: When working in the studio at UAL, how long (roughly) are you working in there for?

The greatest plurality of respondents work for 6 hours at a time in the studios (19%), which is also the average response (median). Just under a fifth of respondents (17%) work 8 hours in the studio when they access the space.

Question: Do you feel you have adequate access to workshops at UAL to successfully complete your studies?

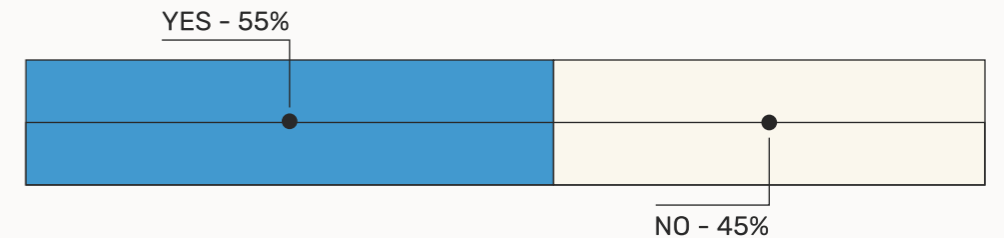


Diagram 6: Do you feel you have adequate access to workshops at UAL to successfully complete your studies?

Over half (55%) of respondents felt that they do have adequate access to workshops at UAL, while 45% of respondents do not.

Respondents were also asked to provide examples to explain their answer as to whether they feel that they have adequate access to workshops. They can be seen in the quotes to the right.

BA GRAPHIC DESIGN

CAMBERWELL

“Workshops are available for students, but I often don’t know where to find what is happening and where they are happening. Before it was on Moodle but as Moodle’s layout continues to change, it is continuously hard to keep track of what workshops I could attend and whether I am eligible to take them.”

- BA Graphic Design, Camberwell

BA FASHION DESIGN WITH MARKETING

CSM

“Often denied access to any workshop because I am a fashion student, and other courses get priority. Doesn’t align with the multidisciplinary expectations presented to me of CSM fashion. Curbs experimentation of working-class students - wealthier majority pay to outsource.”

- BA Fashion Design with Marketing

WORKSHOP TIME

Respondents were first asked about when in the week they access the workshops on campus at UAL, as well as how long they use them for.

Question: Which days do you usually access workshops during term time?

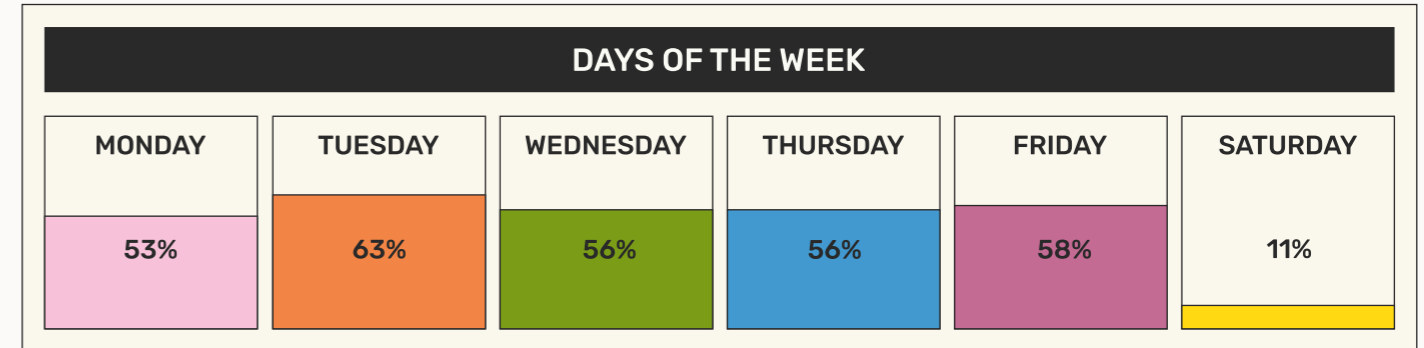


Diagram 7: Which days do you usually access workshops during term time?

The most popular days are Tuesday (63% of respondents say they use workshops on a Tuesday), Friday (58%), and Wednesday and Thursday jointly (56%).

Monday is the least used weekday, with just over half of respondents (53%) stating that they access workshops on this day.

11% of respondents state that they utilise workshops on a Saturday, however workshops are not widely open on this day across all colleges and campuses.

MA ILLUSTRATION AND VISUAL ARTS

LCC

"I would say **the access is so-so**. It was helpful that we had an induction for some of them. But we could've done more inductions for more workshops because some of them have a direct connection to my studies for example risoprinting or silk printing as I'm studying illustration but somehow, we didn't, and it is difficult to get into. Also being a Design school student, I feel like **I have a more limited access to some studios competing to screen and media students**, like I can't use filming studios - only photography one and sound studios. However, as I do visual arts I do combine many media in my work. **The course name is Illustration and Visual Arts - I don't feel like I can use enough to practice it.**"

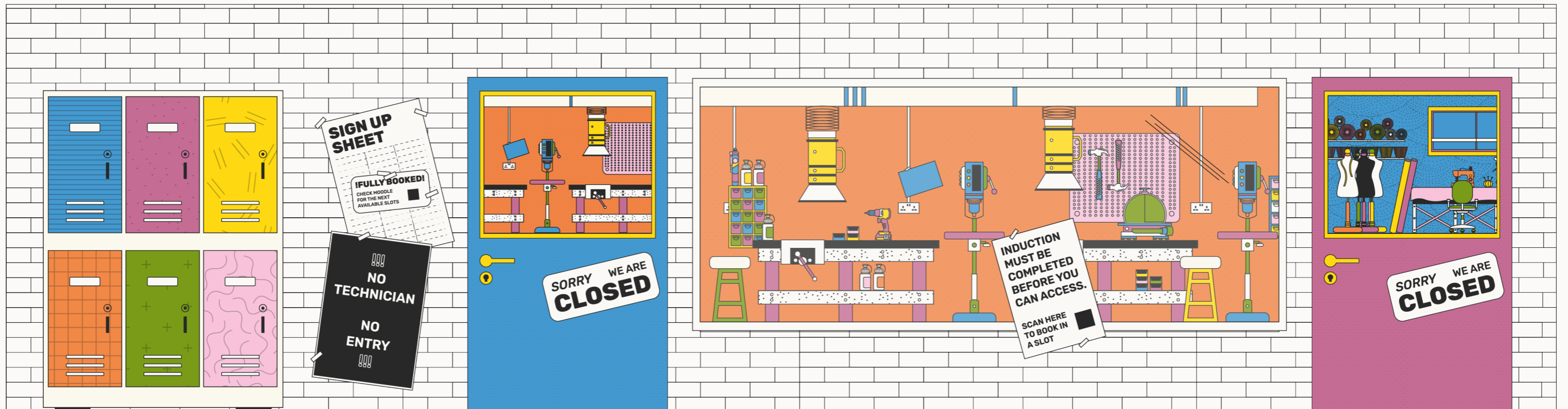
- MA Illustration and Visual Arts, LCC

BA GRAPHIC AND MEDIA DESIGN

LCC

"I use workshops less often now but I feel that workshops have always been difficult to access. Workshops spaces are always limited and at awkward times. There are long waitlists for most workshops. You have to dedicate time to doing intros to access workshops."

- BA Graphic and Media Design



Respondents were also asked about times that they access the workshops and when they leave the studios.

Question: When working in the workshops at UAL, what time do you usually come in to use them?

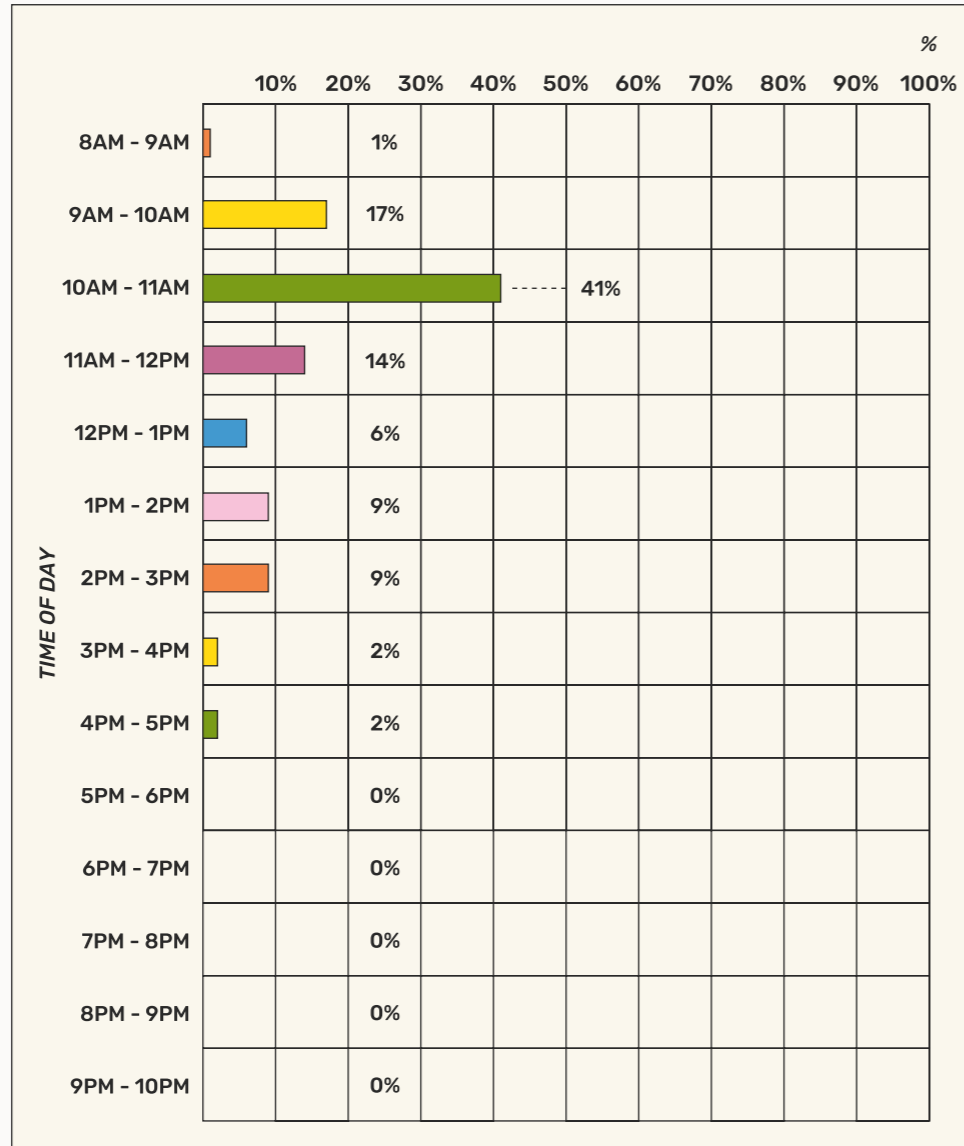


Diagram 8: When working in the workshops at UAL, what time do you usually come in to use them?

The greatest plurality of respondents (41%) access workshops between 10am and 11am, which is also the average response (median), while just under a fifth (17%) access them between 9am and 10am.

Respondents were also asked when they leave the workshops.

Question: When working in the workshops at UAL, what time do you usually leave the workshops? Note: workshops may close earlier on your campus than others.

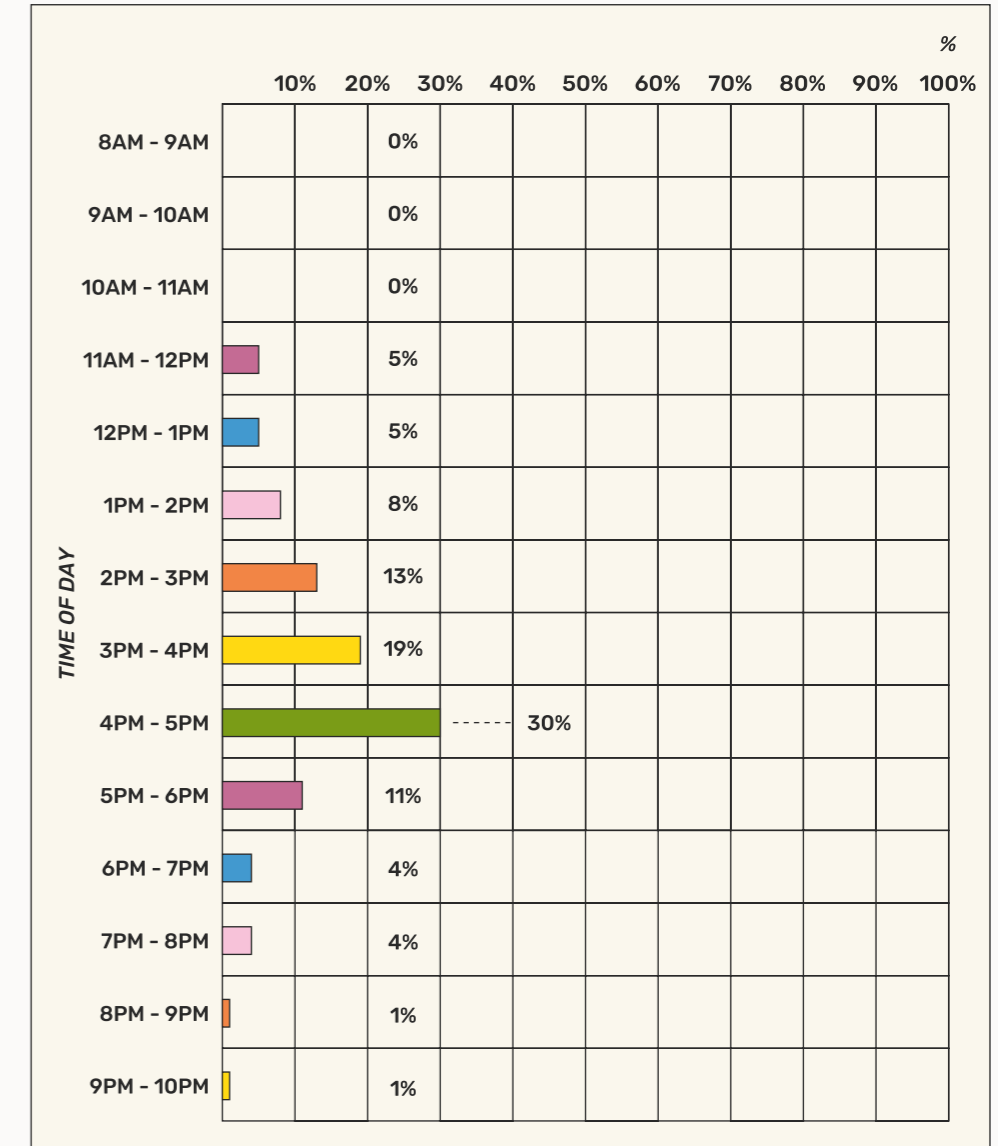


Diagram 9: When working in the workshops at UAL, what time do you usually leave the workshops? Note: workshops may close earlier on your campus than others.

The plurality leave between 4pm and 5pm (30%), while just under a fifth (19%) leave between 3pm and 4pm, which is also the average response (median).

HOLIDAY CLOSURES

Outside of term time, most UAL studios and workshops are closed to students. There are several reasons for this, including health and safety, cost, and a stated desire to allow students to switch off from their studies and enjoy their break.

Respondents were asked how the holiday closures had affected them in several ways, both positive and negative. Respondents were asked to choose from the following list, and select all that applied to them:

Question: Did lack of studio or workshop access affect you in any of the following ways?

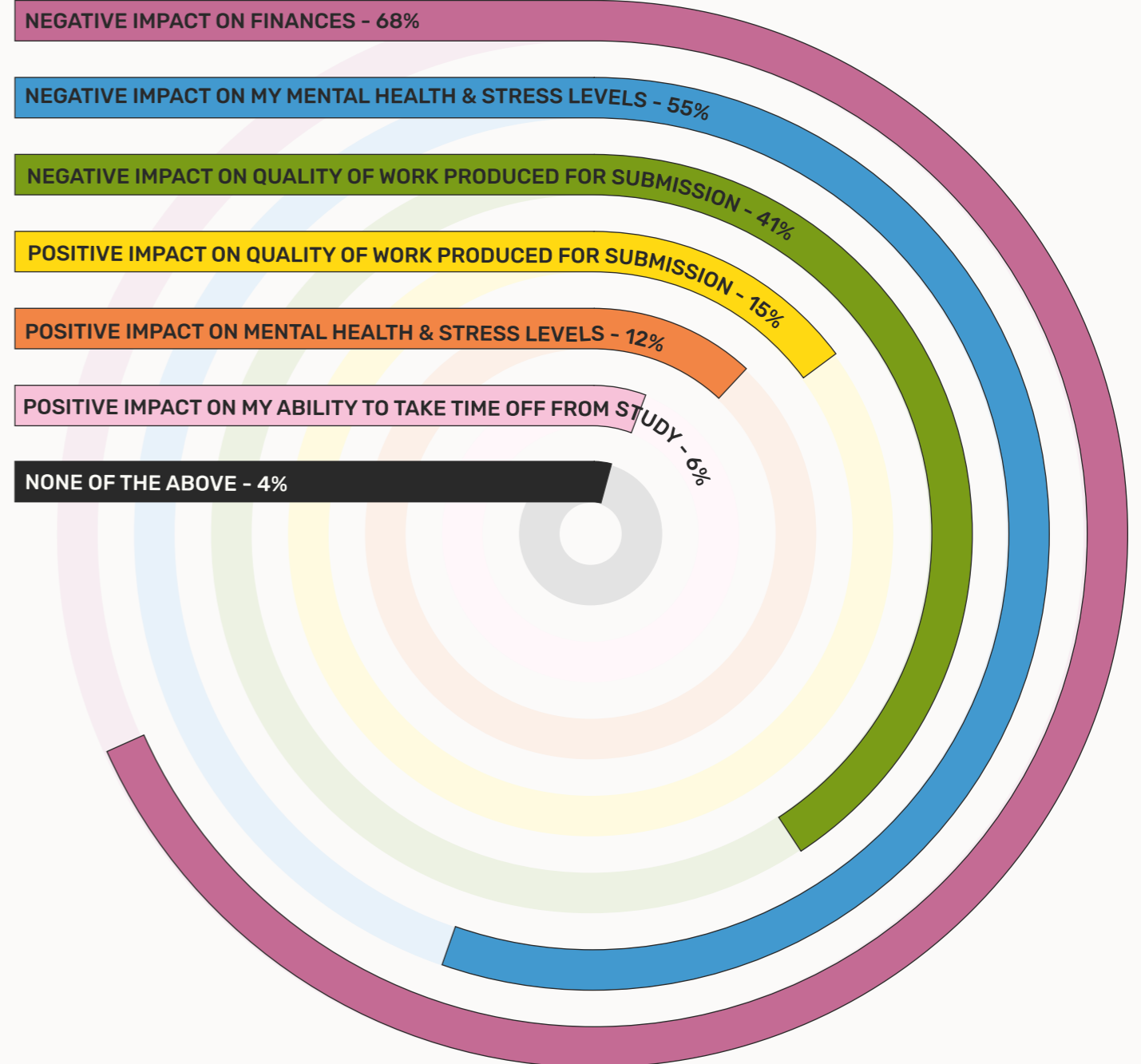


Diagram 11: Did lack of studio or workshop access affect you in any of the following ways?

Finally, respondents were asked how long (by estimation) they work in the workshops for.

Question: When working in the workshops at UAL, how long (roughly) are you working in there for?

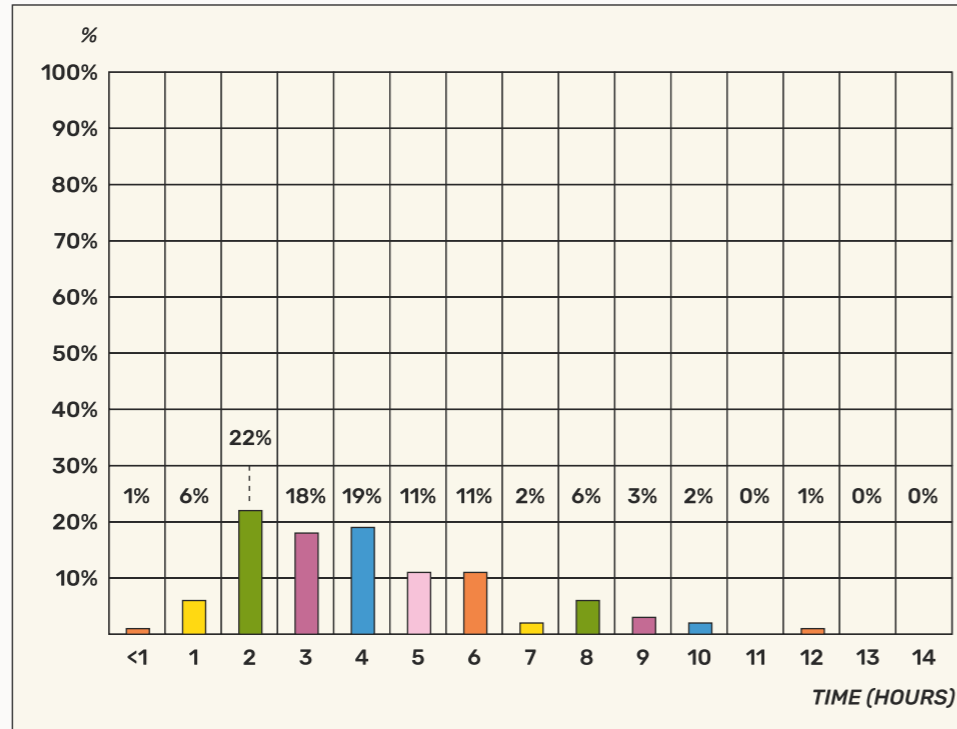


Diagram 10: When working in the workshops at UAL, how long (roughly) are you working in there for?

The greatest plurality of respondents work for 2 hours at a time in the workshops.

The average response (median) from respondents is that they work in the workshops for 4 hours.

68% of respondents felt that the holiday closure of studios and workshops had a negative impact on the quality of the work they produced for submission, while over half of respondents (55%) felt the holiday closures had a negative impact on their mental health and stress levels.

While it is often stated that the holiday closure period is intended to provide students with a time to switch off from their studies, only 15% of respondents felt that the holiday closures had a positive impact on their ability to take time off from study. Most significantly, only 4% of respondents felt that the holiday closure had a positive impact on the quality of the work they produce for submission.

Respondents were also asked how their course or college had communicated the fact that most studios and workshops will be closed during the holiday period.

Question: How did UAL communicate limited access to studios and workshops during the holiday periods?

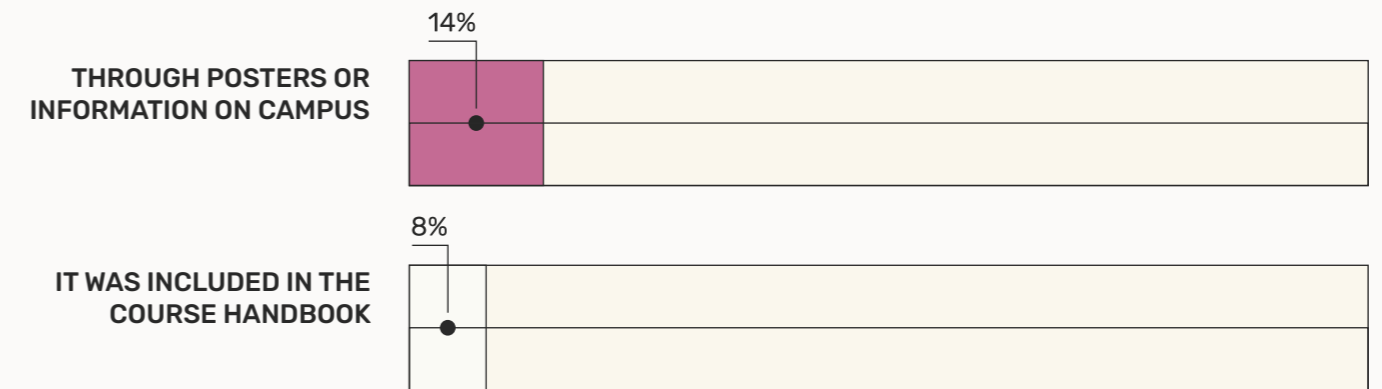
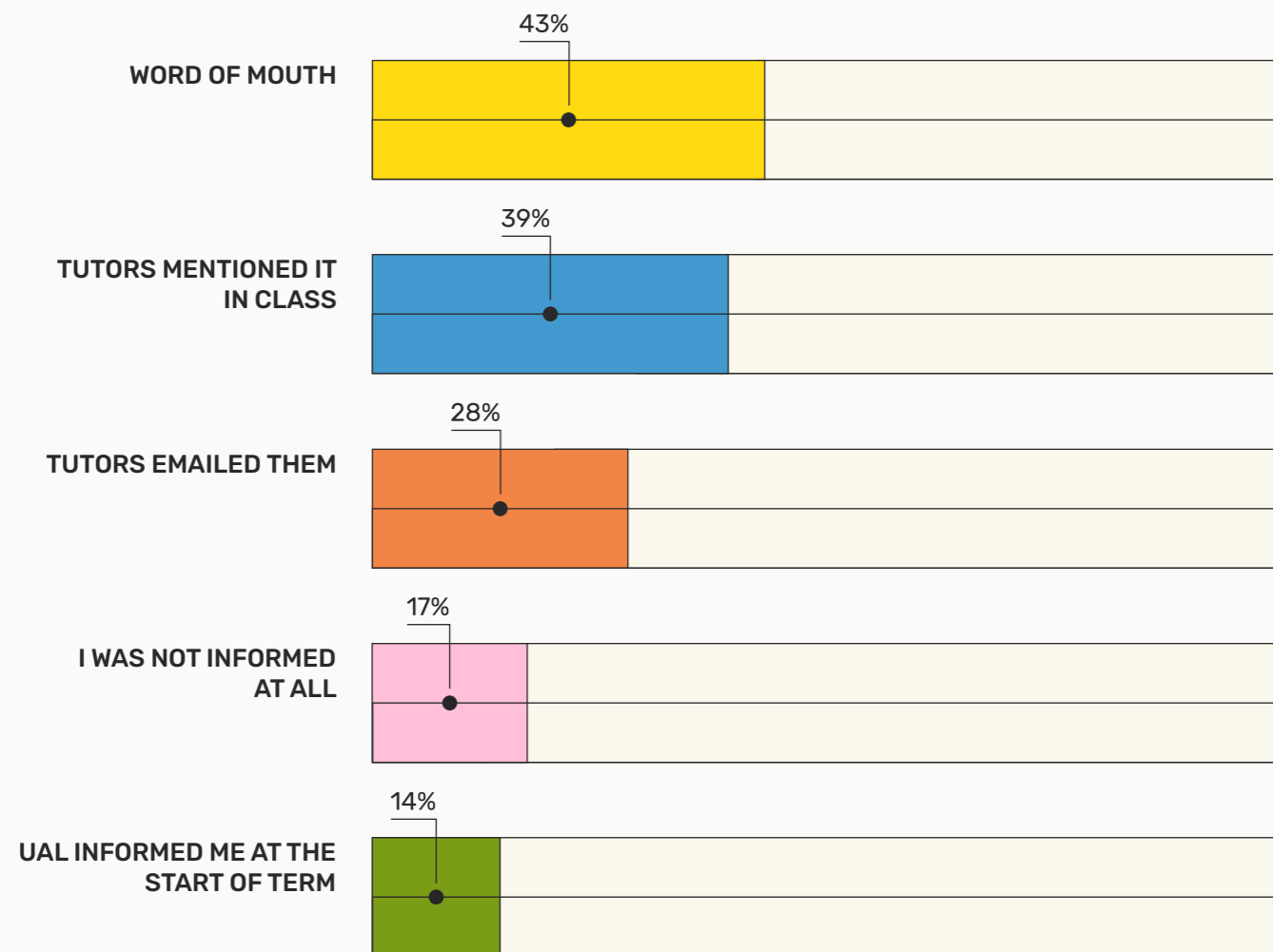
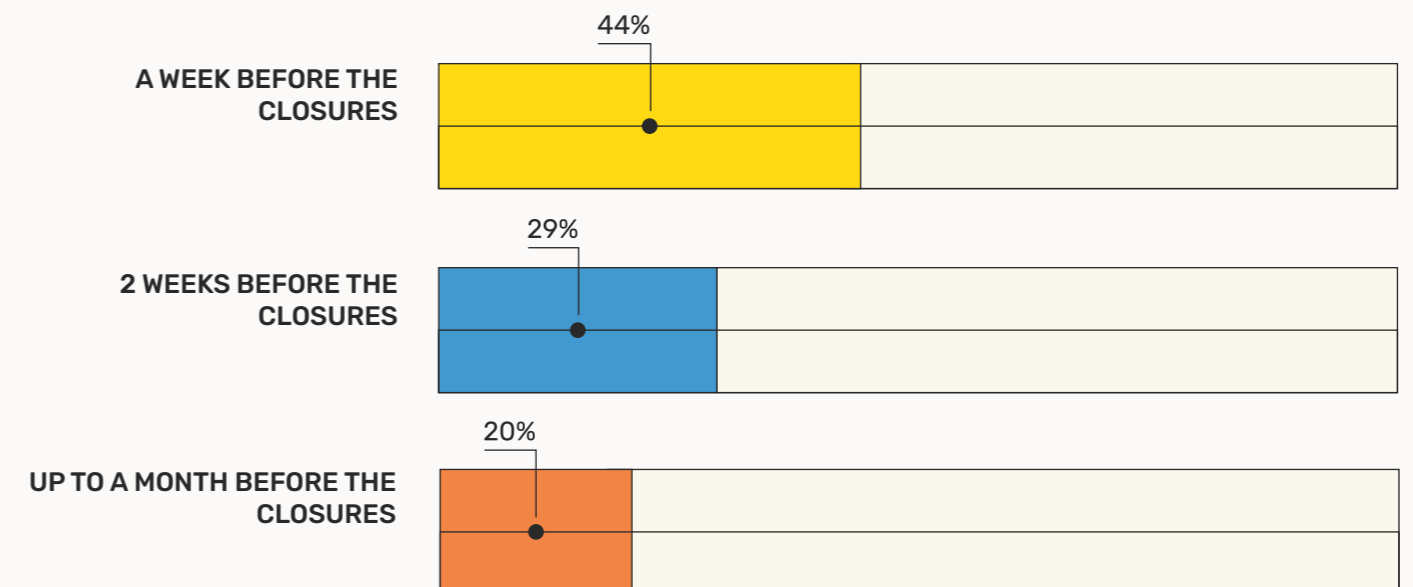


Diagram 12: How did UAL communicate limited access to studios and workshops during the holiday periods?

43% of respondents found out through word of mouth, while 39% heard when their tutors mentioned it in class. 28% of respondents stated that their tutors emailed them information about the closure, while almost a fifth (17%) responded that they were not informed at all. 14% of respondents stated that UAL informed them at the start of term, while a further 14% said they had learnt about the closures through posters or information on campus. Only 8% of respondents responded that the information was included in their course handbook.

Question: How promptly were you informed about holiday closures of studios and workshops? Choose all that apply.



WORKING FROM HOME

Respondents were asked about their capacity to make and create work for their course from home, to understand how the closures of studios and workshops may affect students.

Question: Do you have a studio or workshop space at home?

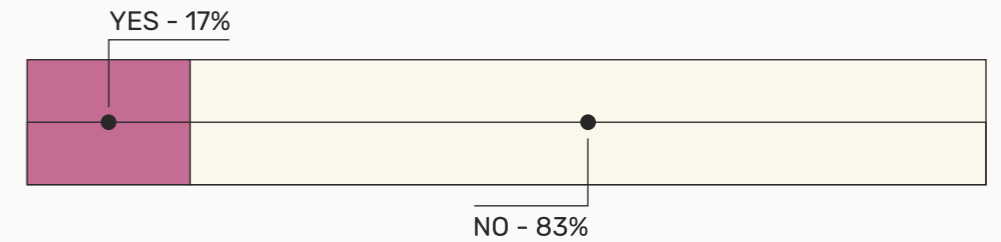


Diagram 15: Do you have a studio or workshop space at home?

17% of respondents stated that they have a designated studio or workshop space at home, however 83% of respondents do not.

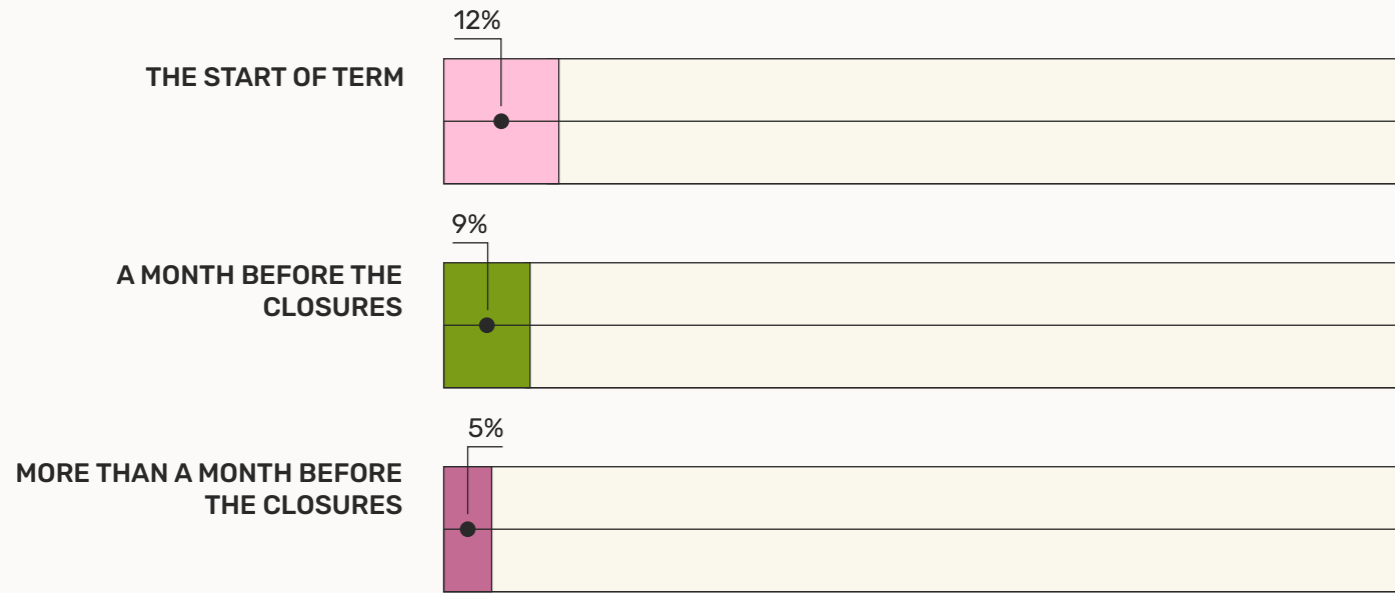


Diagram 13: How promptly were you informed about holiday closures of studios and workshops? Choose all that apply.

Respondents were asked how promptly they were informed about holiday closures of studios and workshops. **44% stated that they were informed a week before the closures**, while 29% received two weeks warning. A fifth (20%) received warning a month in advance, while only 12% received warning at the start of term. 9% received warning a month before closure, and 5% received more than a month warning.

Respondents were also asked if they received multiple reminders about the closures from UAL.

Question: Did you receive multiple reminders about the closures from UAL?

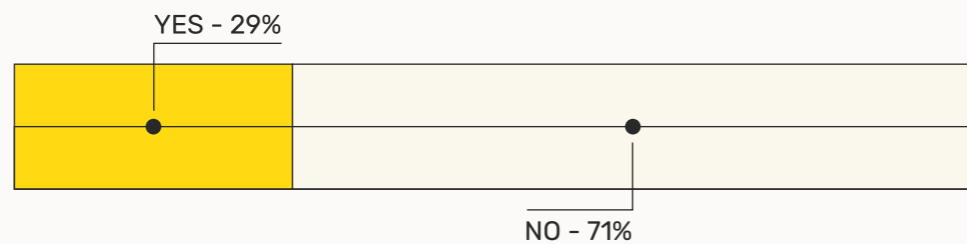


Diagram 14: Did you receive multiple reminders about the closures from UAL?

29% of respondents did, while 71% did not receive multiple reminders.



'THE PERFECT STUDIO AND WORKSHOP'

Further to this, 55% of respondents stated that they primarily need to make and create work for their studies from home, while 45% do not.

Question: Do you primarily need to make and create work for your studies at home?

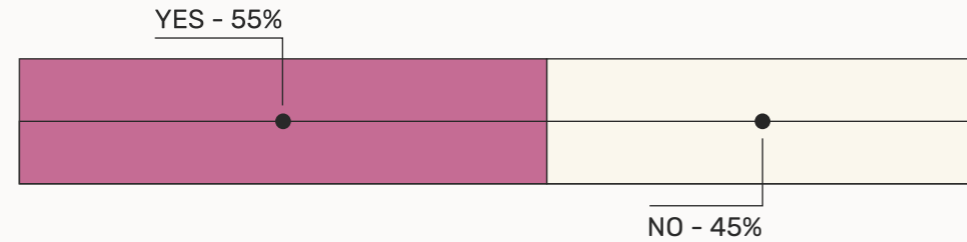


Diagram 16: Do you primarily need to make and create work for your studies at home?

Finally, respondents were asked how much of their work they conduct from home, as opposed to studios and workshops.

Question: How much of your work for your course do you conduct from home, as opposed to workshops and studios?

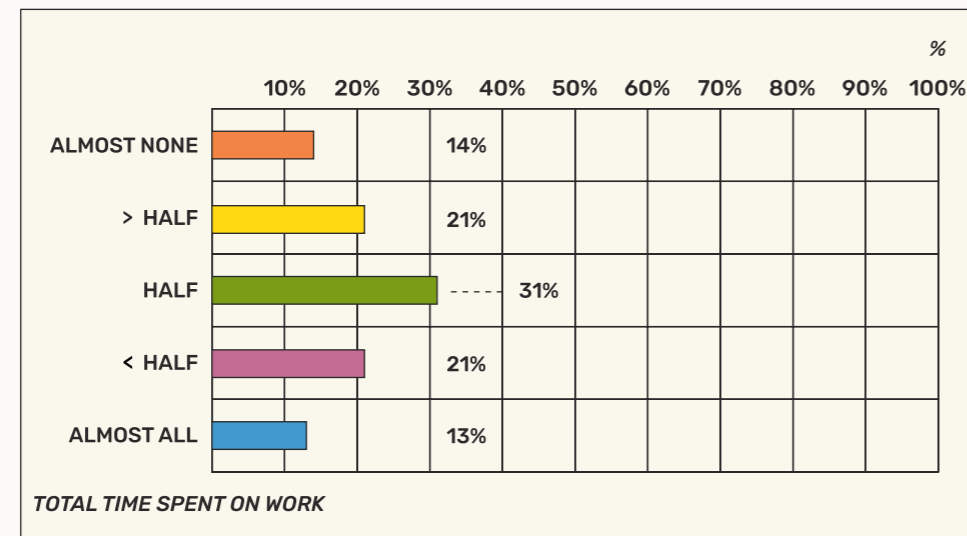
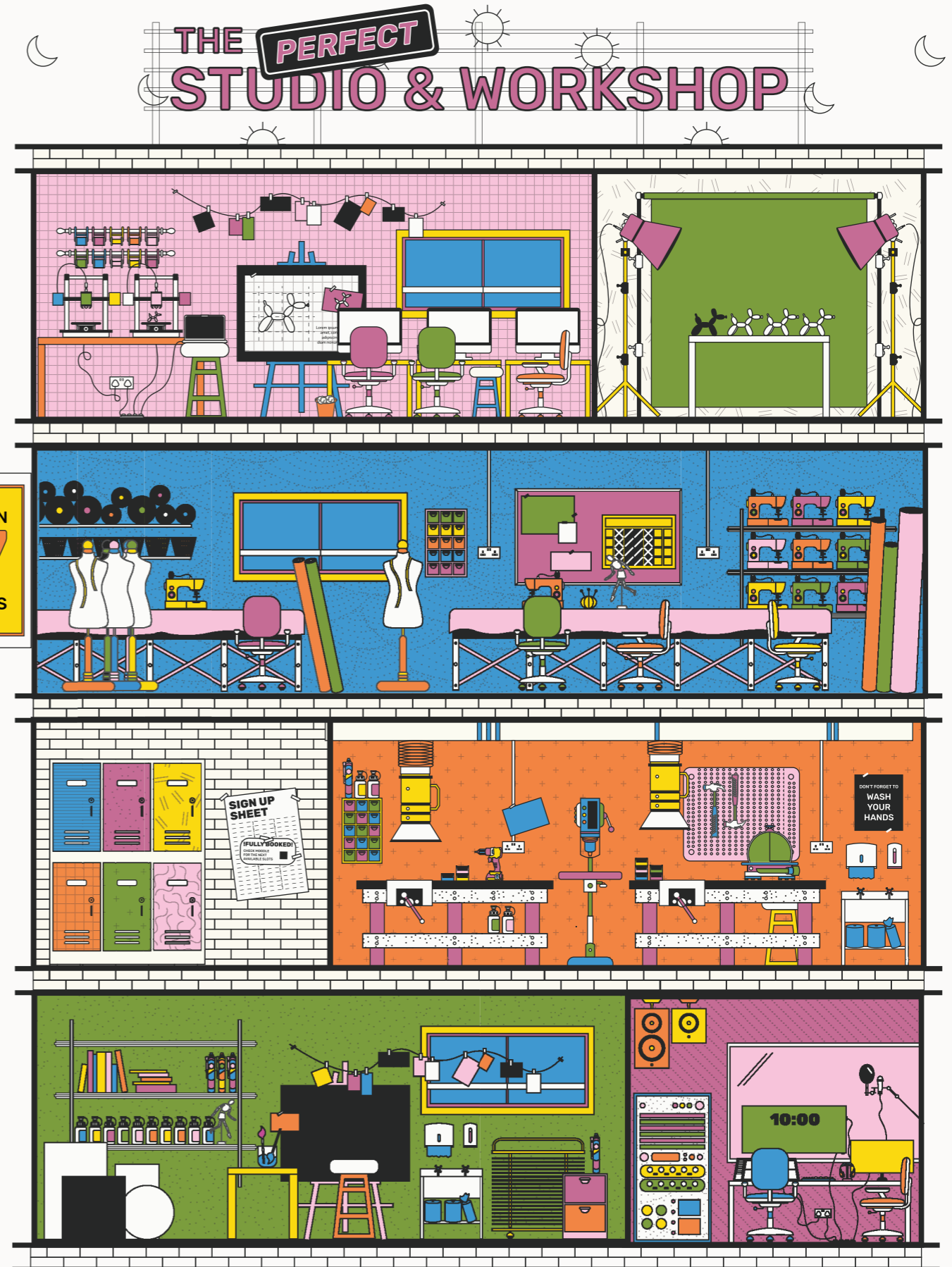


Diagram 17: How much of your work for your course do you conduct from home, as opposed to workshops and studios?

31% of respondents stated that they complete around half of their work from home, while 21% create either more than half or less than half of their work from home respectively. 13% of respondents create almost all of their work from home, while 14% create almost none.

This demonstrates the vital role studios and workshops play in providing a space for work for the vast majority of students.



Finally, respondents were asked to **describe their perfect studios and workshops at UAL**. This is to better understand, if students were designing the spaces they were creating and making in, what attributes these spaces would possess and what could be adapted to the existing spaces to bring them closer to student needs.

The following quotes give insights into the spaces they need to make and create the highest quality work:

BA COSTUME DESIGN FOR THEATRE AND SCREEN

WIMBLEDON

“Enough industrial sewing machines for the number of students in the atelier (maybe 6) all functional and serviced so we can use them. A desk per student with a locker each. **Storage places for spare mannequins and rails so that they are not in the way all the time.** More instructional posters for the industrial machines with threading instructions etc). A bookshelf with the most commonly used books on the course available for student reference. **Enough loan equipment so students can access sewing machine feet and bobbins when needed.** Free calico and thread resources for the technical sessions and pattern cutting on the stand. Enough pattern cutting space for the number of students (increased desk space would prevent students using the pattern cutting tables as desks, and **under desk lockers would allow students to keep tidy desks.** Spaces at the sides of the desk rows where each person’s larger patterns or fabric rolls can be stored to allow desk tidiness”

- BA Costume Design for Theatre and Screen, Wimbledon

BA TEXTILE DESIGN

CHELSEA

“Individual spaces with equipment for use to create effectively. **Warm, bright, peaceful.** No distractions from people entering just to look, chatter loudly. **Easily accessible Mon-Sun including evenings.**”

- Fine Art (Painting), Camberwell

BA FINE ART

CSM

“**A big desk** (which I keep during the whole term and that doesn’t change) A drawer with a lock where I can store my materials next to my desk. **Wall space to hang up images and be able to follow my process and thoughts.** So far not everyone has their own allocated space, and there wouldn’t be enough space to provide everyone with a wall space.”

- BA Fine Art, CSM

BA FASION DESIGN WITH MARKETING

CHELSEA

“Allocated table space, that others know not to try to access, either through respect of waiting their turn or through their own space. Tutors helping educate on studio etiquette, being straight forward about space limitations but also striving to do more to accommodate students.”

- BA Fasion Design with Marketing

BA GRAPHIC DESIGN

CAMBERWELL

“**Studio that is spacious, multiple students can work there even when classes are running. There is easy access to all kinds of printing** (MFD, Riso, Injket, Laser, Letterpress and more). **Comfortable tables and chairs,** the tables are at a good height where when I am working on a desk, I am not looking down to the point where I cause neck tension and become a shrimp. **A place that promotes good posture.** The chairs are comfortable when sitting on them for long periods of time with good back support. Easy access to charging stations that aren’t limited to the wall, this allows students to work and charge their devices anywhere, especially when one of the other studio spaces are being used. Not all the plug sockets in the studios are friendly to adapters and chargers limiting the spaces where students can charge their devices. **Studios with nice lighting that is inviting and warming, with good access to natural light** but also have the option to black out for screenings or editing sessions that need to happen in dark spaces. The walls to be less depressing and more colourful as the current studio space reminds me of a hospital and gives me a headache after being there for an hour. Variations of the space, it would help to **make the space feel more inviting with variation of colours and wood,** almost like a cafe but is suitable and comfortable for students to work in regardless of their major. **Access to temporary storage units where students can store their large/fragile work for a period,** students can access these storage units at any time. **Potentially a space within the studio that encourages social interaction but doesn’t interrupt the students who would like the space to be quiet.** **Free access to some materials (ex. bookbinding) which can be loaned out for a project.**”

- BA Graphic Design, Camberwell

FINE ART (PAINTING)

CAMBERWELL

“At least three blank clean walls. Many walls are poorly painted, thin and wobbly, and debris like staples are just painted over so the surface is not as smooth as it should be. **The ideal studio would have good ventilation,** fully stocked with supplies like soap tissues and rags, and clean. If I drop my jacket on the floor it comes up black, and the tables and chairs are of bad quality with legs breaking. The chair I have right now in my studio is coming apart at the hinges. Lockers are also extremely dirty, I needed to use a whole ten pack of wet wipes until the interior wasn't black with dirt and bugs. **Ideally the studios would have more space to store large, finished paintings too.”**

- Fine Art (Painting), Camberwell

MA FINE ART

CSM

“It would be open evenings and weekends. It would be friendly and staff would like students and want to help. **There would be space for everyone, not a scramble for space.”**

- MA Fine Art, CSM

RECOMMENDATIONS

We propose several potential interventions the university could take in order to improve the student experience of studios and workshops at UAL, making university more accessible for all students, as well as creating a more experimental and academically open environment for teaching and learning.

Some of these recommendations could be implemented immediately, whereas others are long-term goals Arts SU would seek to work on in collaboration with UAL.



IMPLEMENT A TRIAL OF STUDIO ACCESS DURING THE WINTER AND SPRING CLOSURE PERIODS, MONITORING THE IMPACT OF THIS INTERVENTION ON STUDENT SATISFACTION, ATTAINMENT AND RETENTION.

As can be seen throughout this report, **restricting student access to studios during the winter and spring breaks can have a negative impact on the student experience.**

58% of respondents feel they do not have adequate access to studios to successfully complete their studies, while 68% of respondents feel that holiday closures of studios and workshops have a negative impact on the quality of work produced for submissions.

In addition, 55% of respondents feel that holiday closures of studios and workshops have a negative impact on their mental health and stress levels, and only 15% of respondents feel the closures have a positive impact on their ability to take time off from study.

By implementing a trial of granting access to studios for limited hours during the first and last weeks of holiday closure periods, UAL can monitor the impact of this intervention on student satisfaction, attainment and retention. Based on the successful implementation of the trial, and observation of the corresponding metrics, UAL can decide whether to make this a permanent shift in opening hours.



EXTEND THE ABILITY TO RENT ITEMS FROM THE CENTRAL LOAN STORES (CLS) TO UNIVERSITY WINTER AND SPRING CLOSURE PERIODS.

Many students depend on Central Loan Stores across UAL for equipment to work on their projects outside of UAL workshop spaces. CLSs close during university holidays and equipment must be returned.

55% of respondents state that they primarily make and create work for their university projects from home, while only 17% of respondents have access to a studio or workshop space at home.

Extending the ability to rent items from the Central Loan Stores (CLS) to university winter and spring closure periods would allow those students who primarily work from home to continue to have access to the high-quality equipment they need during the holidays. It would also prevent students from needing to buy or privately rent expensive equipment they otherwise would have access to from the CLS. This would have a beneficial impact both on student attainment, and on student finances.

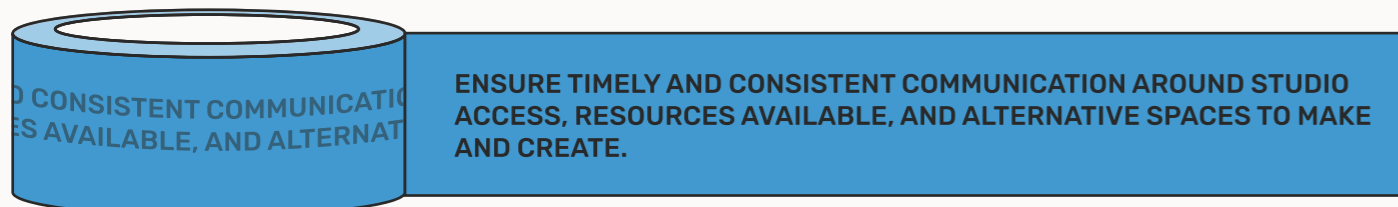


Great practice already exists within UAL to allow students greater access to spaces to make and create. 'Makers spaces' at Camberwell are workspaces for students who would otherwise need access to fully equipped and monitored workshops.

They are bite-sized workshops with tools that do not require supervision from technicians, available for students to use during term time at all hours of the college being open.

While 55% of respondents do feel they have adequate access to the workshops they need, **extended designation of makers spaces may act as a good compromise for those 45% of respondents who do not feel they have the workshop spaces they need.** These spaces can be a more cost-effective and less staff resource intensive solution to grant access to workshop space during the holiday closure periods.

Extending 'makers spaces' to all colleges would be a great example of surfacing and expanding good practice that already exists within UAL.

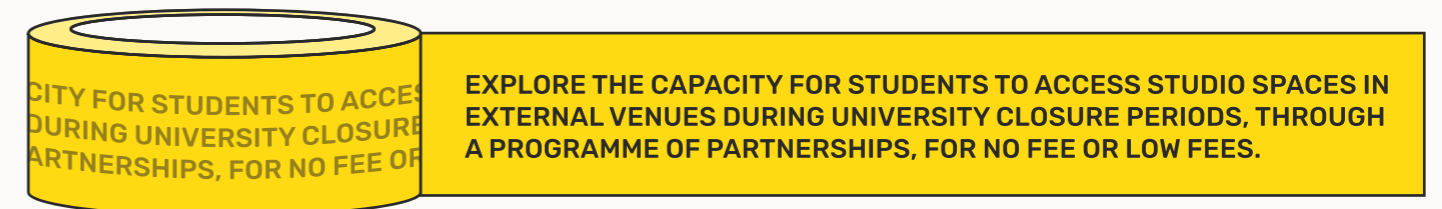


In addition to exploring widening studio access through the proposed trial above, **further work on ensuring consistent and timely messaging around current studio access is also important.**

44% of respondents reported hearing about holiday closures to studios and workshops via word of mouth, while only 29% of respondents received multiple warnings in advance about holiday access.

Communication around studio access, as well as what resources will be available, and any signposting to alternative spaces students can use, should be undertaken at several key junctures in the academic year:

- **Centrally via email** at the beginning of each term
- **On a local level**, during the briefings of the units that overlap with breaks (during teaching time and by email)
- Implementing adequate **physical signposting** in college spaces and in studios and workshops, two weeks before the breaks



In addition to extending access to UAL spaces, UAL should also **explore developing partnerships with external venues** to meet the needs of students. UAL already provides access to external venues, such as Millbank Tower and Peckham Levels, to be used as studio spaces, which acts as a model that can be replicated across all colleges.

Utilising the partnerships and connections UAL already has, and developing further partnerships with new external venues, UAL could ensure students have access to studio and workshop spaces during holiday closure periods.

These should be provided either for no fee, or for a low and accessible fee at a discounted rate for UAL students.

DIAGRAMS REFERENCE LIST

- Diagram 1: Do you feel you have adequate access to studios at UAL to successfully complete your studies?
- Diagram 2: Which days do you usually access studios during term time?
- Diagram 3: When working in the studio at UAL, what time do you usually come in?
- Diagram 4: When working in the studio at UAL, what time do you usually leave?
- Diagram 5: When working in the studio at UAL, how long (roughly) are you working in there for?
- Diagram 6: Do you feel you have adequate access to workshops at UAL to successfully complete your studies?
- Diagram 7: Which days do you usually access workshops during term time?
- Diagram 8: When working in the workshops at UAL, what time do you usually come in to use them?
- Diagram 9: When working in the workshops at UAL, what time do you usually leave the workshops? Note: workshops may close earlier on your campus than others.
- Diagram 10: When working in the workshops at UAL, how long (roughly) are you working in there for?
- Diagram 11: Did lack of studio or workshop access affect you in any of the following ways?
- Diagram 12: How did UAL communicate limited access to studios and workshops during the holiday periods?
- Diagram 13: How promptly were you informed about holiday closures of studios and workshops? Choose all that apply.
- Diagram 14: Did you receive multiple reminders about the closures from UAL?
- Diagram 15: Do you have a studio or workshop space at home?
- Diagram 16: Do you primarily need to make and create work for your studies at home?
- Diagram 17: How much of your work for your course do you conduct from home, as opposed to workshops and studios?

AUTHOR

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