

Student Dean Forum Term: CSM C School, Term 2, 2025-26			
Date & Time: 26.02.2025	UAL Staff: Jonathan Carson (Associate Dean of Student Experience) Rebecca Fortnum (Dean of C School)	Arts SU Officer: Zainab Goriawala	Arts SU Staff: Lee Anderson – Education Quality Coordinator
Number of students in attendance: 13			

Action Log for School Dean and Students' Union

Actions for School Dean	Update on Progress	Response to students
Use of multi-faith room: I will pick up the issue with the Building Operations Team. Low chance of finding another space, but I will feed it back.	Feedback relayed to Building Operations colleagues in reference to what actions we could take to improve respectful use of multi-use quiet space. Work is underway with the Communications team to improve understanding of space users of what is acceptable, including a specific point about appropriate use of prayer mats. This will incorporate improving/clarifying in-space and online information, so this is consistent. To confirm, release of additional room(s) for prayer is not possible because of pressures on space and the requirement that we prioritise teaching, learning and assessment.	
Capacity/booking process for. Theatre and Lab spaces: ADSE will take the issue to the Performance Programme Director and investigate further.	The Programme Director for Performance is investigating this issue further, which is known and being worked on. A further update will be provided when possible.	
Connect Reps to the Consultation Team re start/end time for lessons.	Feedback relayed to the Timetabling Consultation team by ADSE, including rep willingness to engage with them directly. If opportunities emerge for this this will be passed on to reps.	
Follow-up with the tutors on Collaborative Unit 2 for Fine Art to see if more teaching on this unit can happen at Archway.	This feedback has been relayed to the college's Associate Dean of Teaching and Learning, who has oversight of the working groups that deliver large-scale collaborative units at CSM, for further consideration in regard to mitigating cost, if/where this is possible. This point will be taken into account in the annual evaluation exercise that takes place in reference to cross-college collaborative units.	

<p>Bring issue re hidden course costs to attention of the Course Team and do some investigation into how costs are being advertised to students in advance of enrolment (e.g. Kit List).</p>	<p>In regard to the BACCC specific example given at SDF, ADSE picked this up with BACCC's Course Leader. The following response was received, outlining that assessments did not rely on students spending in order to complete and submit their work, although there is some flexibility and choice for students to use their discretion about what they produce:</p> <p>"As I'm not sure if the student in question is stage 2 or 3 I can only assume they are talking about Unit 6 (stage 2) or dissertations (stage 3). On the former students choose to produce a Zine or a Podcast. Guidance has been that the materiality of the zine is reflected in the content in some way but any material can be used (including recycled or discarded materials). The same applies to the podcast where we encourage the use of the Loan Store if necessary. There was a mini showcase at the end of the unit where students displayed finished work. They were encouraged to print out labels but I also saw a lot of handwritten ones. Some students brought home-made cakes or biscuits and one created a little garden display to frame their work. This was entirely voluntary and part of the celebration. However, if it was on stage 3 that may be about the practice based dissertation pathway, which had a showcase at Bishopsgate archives. I know one student in particular invested a lot of time, effort and perhaps money in their display and others almost nothing. It wasn't required but [the student] went all out."</p> <p>In the bigger picture, a new approach to communicating kit lists is underway for new students joining in September 2025 and will be reviewed after this. Arts SU's latest research relating to Cost of Study is a key driver for UAL to further develop this approach, as an opportunity to review and challenge ourselves in regard to reducing costs and minimizing or even eradicating kit lists.</p>
<p>Dean and Rep from BA Fine Art to connect and consider forming a Working Group to consider how this might work in practice.</p>	<p>The Dean of School appreciated the feedback shared and challenge/difficulties of having to share this kind of reflection. The Dean remains keen to do more work with reps interested in developing school-based approaches to furthering this discussion and taking action to address practices and improve experience in relation to this feedback. Dean and at least the School Rep to meet after SDF to discuss ways to progress positive actions in these areas.</p> <p>This work should draw on Arts SU and UAL's research into crit practices and proposals made in these bodies of work.</p>
<p>Plan staff group activities as to help raise awareness and increase knowledge around the issues students' of colour are up against in Crits.</p>	

Dean to arrange a discussion with Isa to follow-up and find out more re: students' experience of Crits.	Work is ongoing across these three, interconnected actions.	
Actions for Students' Union	Update on Progress	Response to students

Minutes

Discussion points submitted by Deans

1. Discussion points from the Dean

Please share these topics with the students on your course to gather their feedback

Rep Agenda Point #1:	Access to appropriate facilities
Intro / Context:	
Feedback:	<ul style="list-style-type: none"> - Rep from Film Practice, 1st Year: Is work being done to reduce the bureaucracy for booking theatre and lab spaces related to the Film course? - Rep from Fashion Styling and Performance, 3rd Year: Muslim Students' Union students have said that the multi-faith room between Blocks E and J is not being used appropriately (e.g. vaping, people using the Yoga mats, people carrying on conversation).
Reply / Update:	<p>Reply from Associate Dean:</p> <ul style="list-style-type: none"> - We're doing everything we can to maximise the extent to which students can use that space. Our Technical Resource Manager can follow up on this in more detail and provide some guidance. - ACTION: I will pick up the issue re: appropriate usage of multi-faith space with the Building Operations Team. Low chance of finding another space, but I will feed it back. <p>Reply from Dean:</p> <ul style="list-style-type: none"> - ACTION: I will take this to the Head of Programmes and Technical Services and investigate further. Consider raising this with your Course Leaders and/or Tutors, because this will help me to better understand the problem. We have resourced it so we can have them open for longer.

Rep Agenda Point #2:	Cost of Study
Intro / Context:	
Feedback:	<ul style="list-style-type: none"> - Rep from Fashion Styling and Performance, 1st Year: We have a lot of 9:30am starts. Some students commute from places like Northampton, and this is expensive for them in terms of “peak” travelling. I can’t speak for everyone but anecdotally the students I have spoken to have said they would prefer to start lessons later and finish later. - Rep from Fine Art: Photography, 1st Year: Re Collaborative Unit 2, some MA Art and Science and MA Fine Art students are having to travel from Kings Cross and Archway for this module and its proving costly/logistically challenging for them. - Rep from Culture, Curation and Criticism: Students on this course have encounter unexpected costs. Unit 6 project requires us to produce a portfolio and this requires us to pay for printing materials.
Reply / Update:	<p>Reply from Associate Dean:</p> <ul style="list-style-type: none"> - Internal discussions are ongoing about what the start and end times should be going forward. We’re taking on-board research about the experience of commuter students and can feed that into these discussions. We need to do more around understanding these challenges over the longer term. Currently, the start/end time is standardized and so it’s unlikely it will be changed in the short term. - ACTION: Connect Isme to the Consultation Team. There has been discussion around a later start time and the last lesson going into the early evening. But this needs to be offset against other challenges (childcare, staff teaching later etc.) <p>Reply from Dean:</p> <ul style="list-style-type: none"> - This is important because it impacts a lot of students. But the problem we have is access to space (e.g. the later we start the greater the demand on available space and this will cause other issues). I suspect that unless there is really strong advocacy from students around this, the start/end time will probably stay the same, even get earlier. This is why it’s important to get the student voice into the consultation. <p>Reply from Dean:</p> <ul style="list-style-type: none"> - Re Collaborative Unit 2, students travelling between campuses: We’re trying to address this issue but it will take time and it’s unlikely to be solved in the near future. - ACTION: Follow-up with the tutors on Collaborative Unit 2 for Fine Art to see if more teaching on this unit can happen at Archway.

	<p>Reply from Associate Dean:</p> <ul style="list-style-type: none"> - There are two categories of cost: the cost of study (materials, teaching, resources) and cost of living (everything else). There are some things that we as UAL staff have control over and there are other things that we have less control over but can help advocate for (e.g. lower transport cost). If you're encountering things in your studies that are asking you spend more money then you feel is feasible, then do let us know. We need to hold the message and repeat the message that how much students spend does not equate to a better grade. <p>Reply from Dean:</p> <ul style="list-style-type: none"> - When it comes to hidden costs, it's about providing forewarning to students in advance for any costs they are likely to face relating to their course. <p>Reply from Associate Dean:</p> <ul style="list-style-type: none"> - This might be a communication challenge. In other words, the information is out there but not in the best places or making its way effectively to students. - ACTION: Bring this the attention of the Course Team and do some investigation into how costs are being advertised to students in advance of enrolment (e.g. Kit List). - Arts SU Cost of Study research - Arts SU Cost of Living research <p>Reply from Zainab Goriawala:</p> <ul style="list-style-type: none"> - Here is the Arts SU's commuter report
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Reps Agenda Point #1:	Teaching and Learning Opportunities
Intro / Context:	
Feedback:	<ul style="list-style-type: none"> - Rep from BA Fine Art: We've received more tutorial time and more contact hours with our tutors. Additionally, students have shown interest in a series of additional lectures/seminars that explore topics tangentially related to their disciplines (e.g. philosophy, decolonizing) to support and enrich their more practice-centered training. - Rep from Fashion Styling and Performance, 1st Year: Black, South and South-East Asian students feel as though their work isn't being accurately or adequately appraised by staff in Crits (e.g. feeling as though they're having to overly explain context that staff should already be aware of). Students are finding it hard to

	<p>articulate what the issue is because they consider it to be a micro-aggression.</p> <ul style="list-style-type: none"> - College Officer: The Sabbatical Officer team has spoken with the Head of the Social Purpose Lab about this, and we were told there might be some training on the horizon. - Rep from Fashion Styling and Performance, 1st : I feel that the Crits settings is a primary format for communicating with staff. The overall feedback is that there is a general lack of representation in the organization and so there is a lack of understanding amongst the faculty. Is there support available for students impacted personally and academically about the conflict in Israel and Palestine? - Rep from BA Fine Art, Photography (1st Year): There have been multiple cases within the MA Fine Art programme where fellow students and I have experienced discrimination. The UAL's counselling service is excellent. I have been through the process of speaking with Mark Crawley and there is a big gap in communication. - Rep from BA Fine Art, 3rd Year: There seems to be an assumption that this is the way Crits are and there is resistance to change them. - Rep from BA Fine Art, Photography (1st Year): There have been reports of discrimination against Chinese students. Some Chinese students feel discriminated against by other students, comments made about their poor language abilities and rumors being spread that they had another route into the university.
Reply / Update:	<p>Reply from Dean:</p> <ul style="list-style-type: none"> - Excited to collaborate with Rep from BA Fine Art on putting together a 'symposium' of seminars and lectures that relate to students' interests/disciplines. We're currently planning an event with the various staff members who are teaching writing to bring them together to share their practice, projects and ideas. We're testing this first and then going from there. - ACTION: Dean and Rep from BA Fine Art to connect and consider forming a Working Group to consider how this might work in practice. <p>Reply from Dean:</p> <ul style="list-style-type: none"> - Re students of color and Crits: Is this an issue of consciousness raising and/or better training for staff? Or is this about

empowering students to raise and challenge issues in these critical spaces? Or is it both these things?

- If distress has been caused in Crits, then students can contact their Course Leader to raise this. There is always the possibility of something going awry in a critical space, but I do think it's good, if at all possible, to take that thinking back into the critical space.
- Dean: There is going to be some Anti-Racism Training for students (we already have it for staff).
- **ACTION:** Consider and plan some activities we might do as a staff group to help raise awareness and increase knowledge around these issues.
- **ACTION:** Arrange a discussion with Isabel to follow-up and find out more re: students' experience of Crits.

Reply from Associate Dean:

- There are multiple strands of work that need to happen to address this, including but not limited to hitting our 30% target for staff representing PoC, becoming an Anti-Racist organization and doing Crits differently.
- In terms of support for students impacted by events in Israel-Palestine, we have contacted individual students when we know they've been impacted, and we've directed them to the relevant services that exist within UAL. There is a challenge about how we connect with the most in need, who are also often the hardest to reach. Where it is Israel-Palestine related, we direct the student to Mark Crawley. Alternatively, they can contact the Counselling and Advice Team.
- For individual students to report any form of racism or other discrimination is to use the [Tell Someone](#) tool.
- Counselling, Health Advice and Chaplaincy can be contacted via the information [here](#).
- There are also [short drop-in sessions](#) as an option too.

Reply from Zainab Goriawala, CSM Sabbatical Officer:

- The SU towards the end of last academic year did do [research about crits](#) and how to make them inclusive.

Dean;s Agenda Point #1:	<ul style="list-style-type: none"> - Curation of Seeing C School: The feedback from CSM staff who supported with this was very positive; they enjoyed working with you all very much on this project. Do you have any feedback on your experience of working with them on this project?
Feedback:	<ul style="list-style-type: none"> - Rep from BA Fine Art, 3rd Year: We had a lot of fun and thought it was a great project. We wish we had more time as it felt quite rushed at times.
Reply / Update:	<ul style="list-style-type: none"> - Dean: Acknowledge that the project was put together quite quickly and at the last minute.