

— 2025 —

ARTS AWARD REPORT



Arts Awards Report 2025

ABSTRACT

The information in this report is based on the 456 nominations submitted, by UAL staff and students, to the Arts Awards 2025. Nominations were submitted between January and March 2025. This report contains an overview of the key findings and recommendations based on the testimonials submitted by students.

The intention of this report is:

- Qualitative: To explore best practice at UAL using insights from student nomination testimonials, and to use this evidence to create recommendations for enhancing the quality of teaching, technical, and support services across the university.
- Quantitative: To analyse trends and gaps in Arts Awards engagement across UAL's with the aim of achieving more consistent and equitable participation in future years.

QUERIES

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

EVENT OVERVIEW

The Arts' Awards is an annual awards-ceremony that invites students and staff from pre-degree to postgraduate across all colleges and academic institutes 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 (January-March)
- Shortlisting and selection of winners (March)
- Event delivery (May)

There are 12 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 7 weeks to nominate, with students being encouraged to nominate for both students and/or staff, while staff are encouraged to vote for students.

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. Yasmin Acar, MA Industrial Design student at CSM, was this year's trophy designer.

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.

METHODOLOGY

The insights detailed in this report are gathered from the Arts Awards 2025 nomination form which was accessible to all current UAL staff and students. The nomination form asked nominators to select an award to nominate for and provide details of why they were nominating that individual. The form encouraged nominators to consider the award category criteria when submitting their nomination. The form was open from 14th January 2025 – 7th March 2025. There were 456 total nominations. Arts SU with support from UAL's Teaching, Learning and Employability Exchange promoted the nomination process in the following ways:

- Promotion to Arts SU student networks including Course Reps.
- Arts SU social media.
- Digital screens across campuses.
- Promotion to UAL staff networks.
- Canvas articles.
- UAL news articles.

When nominations close, a selection panel discuss anonymised testimonials to choose winners across each category. The selection panel consisted of members elected Sabbatical Officers and a representative of the Teaching, Learning and Employability Exchange. Arts SU ensured an equitable and inclusive winner selection process and panel that mitigated bias. In addition, Arts SU consulted with UAL's Equality, Diversity and Inclusion team on the nomination promotion, panel and winner selection processes.

The nomination form provides quantitative data that can be compared to last year's nomination form to identify any trends in nominations across categories and colleges. The analysis in this report focuses on qualitative analysis of nomination testimonies written by students for staff to identify key themes. Conventional qualitative coding has been used to identify key themes and insights.

Coding is a commonly used process in qualitative research and forms a crucial part of the analytical process by coding (categorising) and labelling textual data to identify themes, patterns and insights. This report utilises a conventional content analysis approach. Conventional content analysis avoids using preconceived codes. Instead, codes and categories emerge from the data and analysis of it, allowing new insights to develop.

NOMINATION QUANTITATIVE DATA

For Arts Awards 2025, there were 12 award categories that received nominations from across colleges and institutes, including:

- London College of Fashion
- Central Saint Martins
- London College of Communication
- Chelsea, Camberwell and Wimbledon College of Arts
- Creative Computing Institute

The three additional award categories for Arts Awards 2025 included splitting the Outstanding Contribution to Sustainability and Social Justice Award into two separate award categories – Outstanding Contribution to Sustainability Award and Outstanding Contribution to Social Justice Award, respectively. This year also saw the introduction of an entirely new award category, Excellence in Student Services Award, focused on recognising and celebrating the contributions of individuals and teams working at UAL in student facing roles within non-academic and non-technical teams (e.g. Career Development, Advice and Counselling, Chaplaincy, Hospitality staff).

There were 456 nominations submitted across all award categories, compared to 600 in Arts Awards 2024. For this year's Arts Awards nomination process, our team took the decision to begin the nomination period for students and staff earlier in the term, with nominations opening on 14th January and closing on 7th March. For Arts Awards 2024, the nomination period lasted from 19th February – 10th April. Arts SU took several additional steps to promote nominations this academic year.

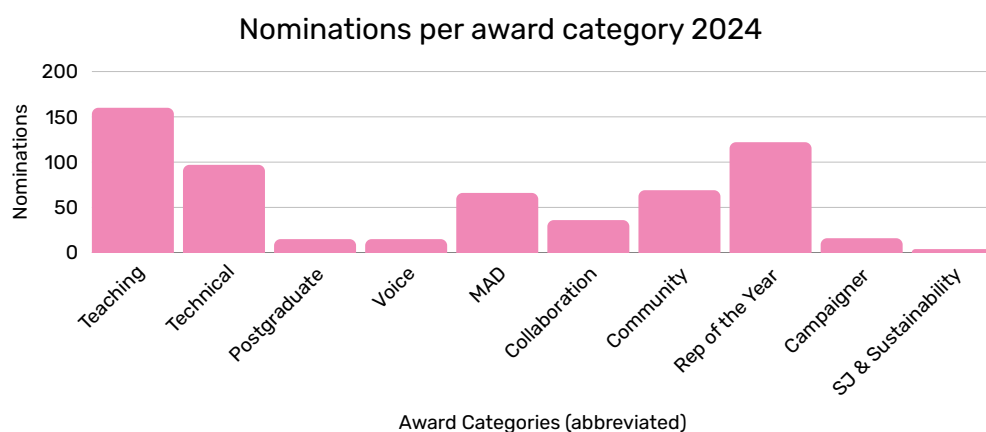
In future years, further collaborating with UAL staff to promote the Arts Awards nominations will be crucial in ensuring an increase in nominations from students and staff. By increasing the number of nominations from students and staff across UAL year-on-year, this will:

- Lead to greater parity across all colleges in terms of levels of engagement and representation of the student experience.
- Promote greater recognition of key achievements of teaching and technical staff across the UAL community to students in terms of examples of best practice and outstanding projects.
- Promote greater recognition of key achievements of Course Reps, student campaigners and student advocates to staff in terms of examples of best practice and meaningful interventions.
- Develop a more durable, sustainable and collaborative UAL community built on tangible examples of students and staff working together in collaboration to improve the student experience.
- Expand and refine our dataset of student testimonials for subsequent Arts Awards Report Recommendations to improve best practice across all colleges.

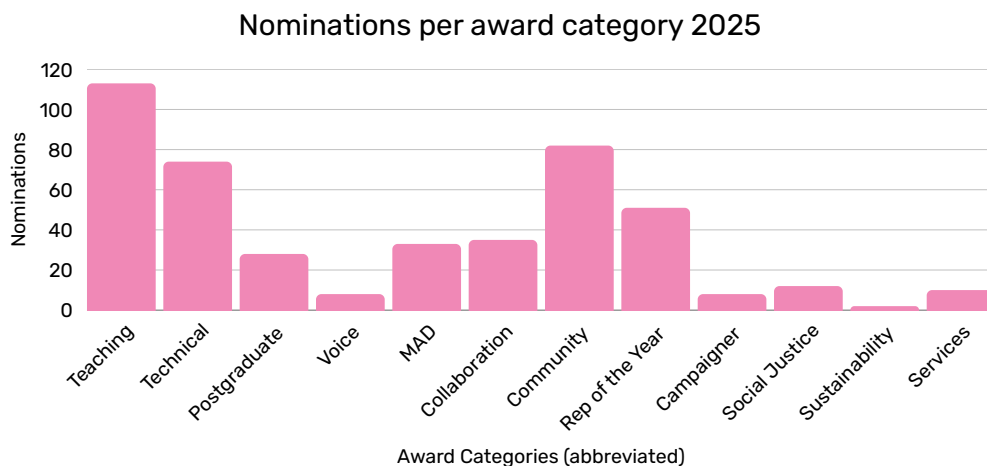
Comparative Analysis 2024-2025

The following section quantitatively compares the Arts Awards 2025 nominations with Arts Awards 2024 nominations. The category that saw the most significant increase in nominations was the Outstanding Postgraduate Support Award. Nominations for this category increased from 15 to 28 in 2025, an 86% increase. The most significant decrease in nominations was the Student Rep of the Year category which dropped from 122 nominations in 2024 to 52 nominations in 2025, a nearly 58% decrease. Arts SU promoted this category to Course Reps and Course Leaders in newsletters to raise awareness. In future years, Arts SU will require support from Course Leaders to promote this award category to students to highlight the work of Course Reps and for themselves ensure they nominate any Course Reps that excell in their role.

2024: Nominations per award-category:



2025: Nominations per award-category:

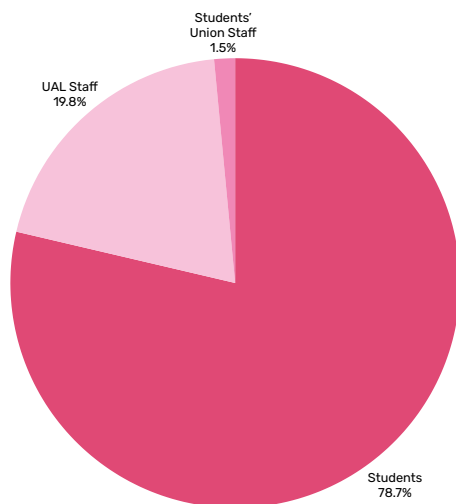


Using a traffic light system, the below table shows those award categories with high engagement (green), medium engagement (amber) and low engagement (red).

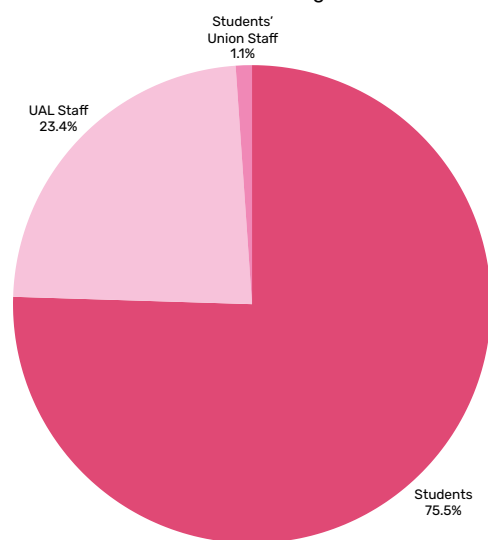
Award Categories	2024 Nominations	2025 Nominations	Difference	% Change
Outstanding Teaching	160	113	-47	-29.375%
Outstanding Technical/Operational Support	97	74	-23	-23.71%
Outstanding Postgraduate Support	15	28	+13	+86.00%
Student Voice Champion	15	8	-7	-46.67%
Making A Difference	66	33	-33	-50%
Staff & Student Collaboration of the Year	36	35	-1	-2.7%
Outstanding Student Contribution to Community	69	82	+13	+18.84
Student Rep of the Year	122	51	-71	-57.38%
Student Campaigner of the Year	16	8	-8	-50.00%
Social Justice and Sustainability	4	Social Justice: 12 Sustainability: 2	+12 +2	-
Excellence in Student Services	-	10	+10	-

Nominations per students, UAL staff and Arts SU staff across categories:

2024: Nominations per student, UAL staff and SU staff across all categories

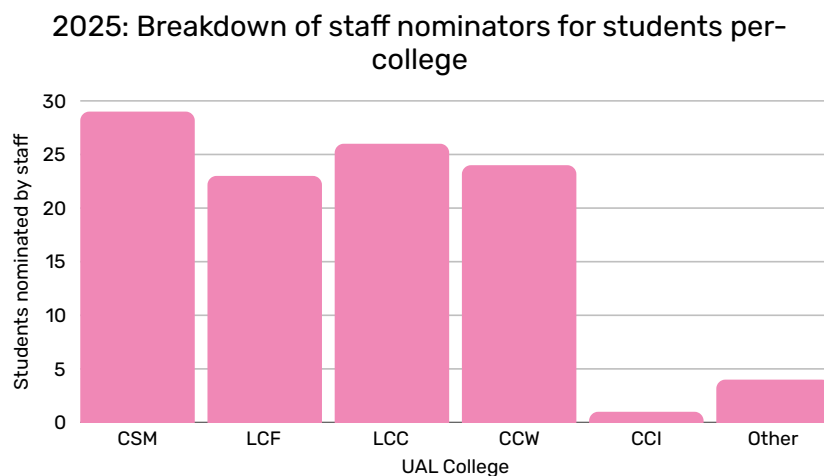
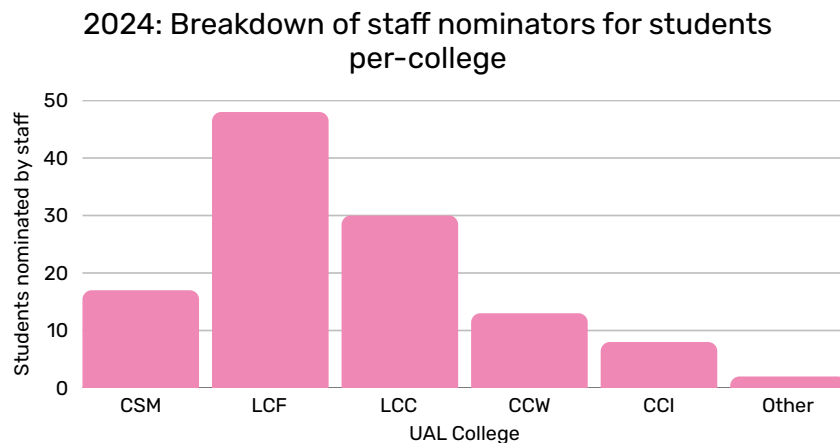


2025: Nominations per student, UAL staff and SU staff across all categories



Nominee group:	2024	2025	% Change
Students	472	345	-26.91%
UAL staff	119	107	-10.08%
Arts SU staff	9	5	-44.44%

Breakdown of staff nominators for students per-college:

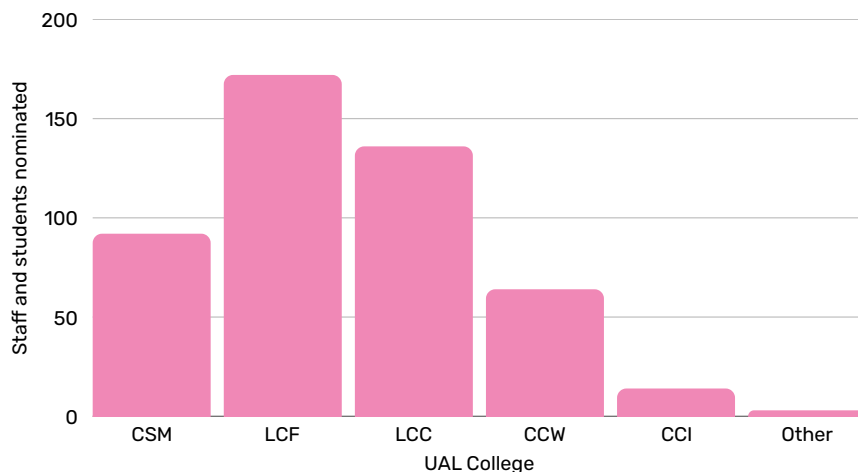


**Other includes UAL staff across all colleges and ArtsSU staff but were not registered within the typical categories due to technical problem with the nomination form.*

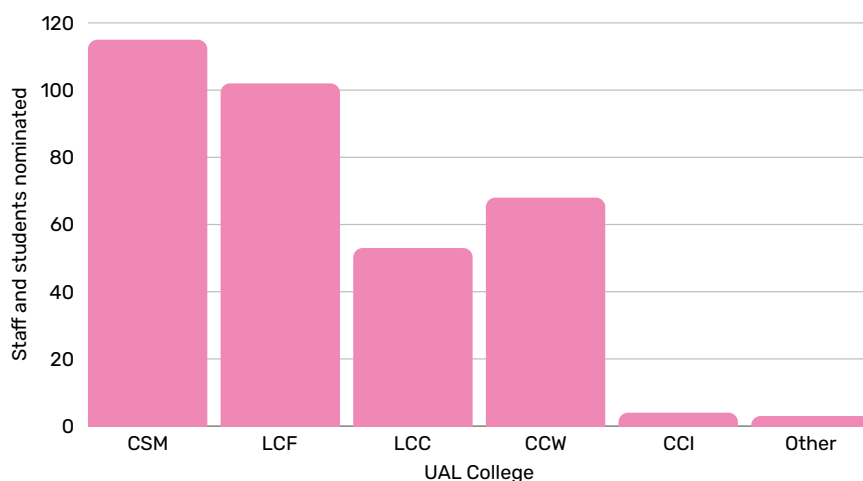
College	2024	2025	% Change
CSM	17	29	+70.59%
LCF	48	23	-52.08%
LCC	30	26	-13.33%
CCW	13	24	+84.62%
CCI	8	1	-87.50%
Other	2	4	+100.00%

Breakdown of student nominators for staff and students per-college:

2024: Breakdown of student nominators for staff and students per-college



2025: Breakdown of student nominators for staff and students per-college

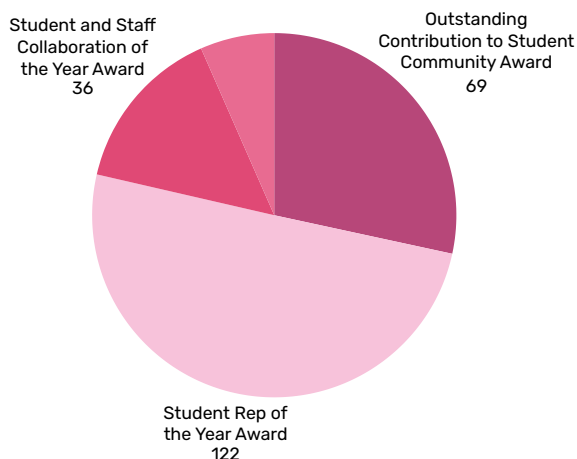


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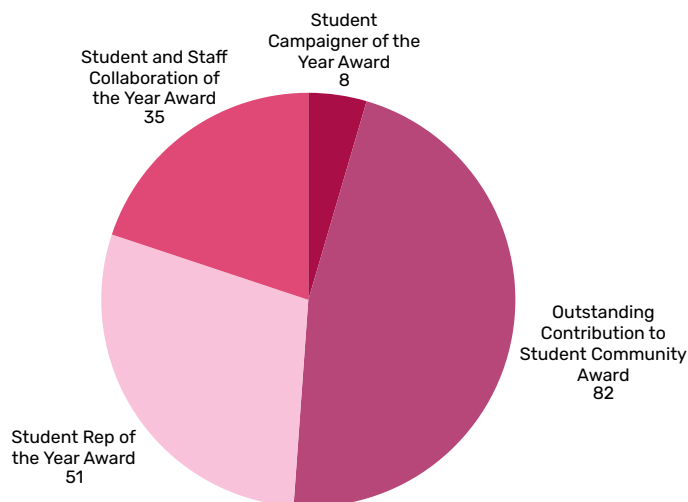
College	2024	2025	% Change
CSM	92	115	+25.00%
LCF	172	102	-40.00%
LCC	137	53	-61.03%
CCW	64	68	+6.25
CCI	14	4	-71.43%
Other	3	3	0.00%

Breakdown of students nominated by UAL staff per award category:

2024: Breakdown of student nominations by UAL staff per award category



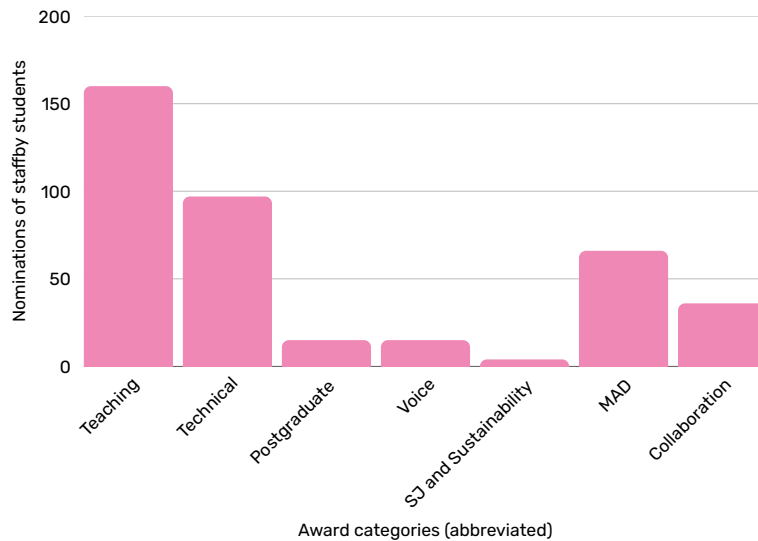
2025: Breakdown of student nominations by UAL staff per award category



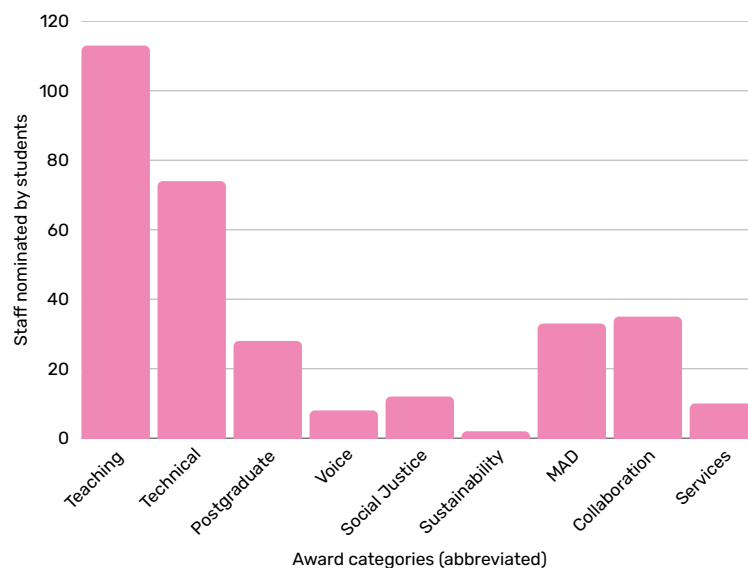
Award categories	2024	2025	% Change
Student & Staff Collaboration of the Year Award	36	35	-2.7%
Outstanding Student Contribution to Community Award	69	82	+15.71%
Student Rep of the Year Award	122	51	-57.38%
Student Campaigner of the Year Award	16	8	-50.00%

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

2024: Breakdown of staff nominated by UAL students per award category



2025: Breakdown of staff nominated by UAL students per award category



Award Categories	2024	2025	% Change
Outstanding Teaching Award	160	113	-28.75%
Outstanding Technical/Operational Support Award	97	74	-23.71%
Outstanding Postgraduate Support Award	15	28	+80.00%
Student Voice Champion / Advocate for Student Voice Award	15	8	-46.67%
Social Justice and Sustainability	4	14* *12 nominations for Social Justice, 2 nominations for Sustainability	+250.00%
Making A Difference Award	66	33	-51.52%
Staff and Student Collaboration of the Year Award	36	35	2.7%
Excellence in Student Services	-	10	New category

NOMINATION THEMES & QUALITATIVE ANALYSIS

Following the 2025 Arts Awards, we examined nomination testimonials given by students 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 and academic institutes in future years. The below table explores the themes that emerged from student nominations for staff. The purpose of this thematic exploration is to understand the areas that students choose to champion and value.

Theme	Description
Empathetic & Responsive Support	This theme was the most significant in the analysis and appeared most frequently across the nominations received from students. Students highlighted the value of the support they receive, and relationships built with staff across teaching, technical, housing, counselling, career and advice services. Across all categories, the support valued by students was tailored to individual students' needs and goals. Students praised support and guidance that was considerate, reliable and kind. Across UAL, students shared the importance of empathetic & responsive support in ensuring an uplifting and empowering sense of community inside and outside learning spaces.
Personal, Academic & Creative Development	Development has been a new crucial area highlighted by students across all staff categories in the Arts Awards 2025. Students championed the role that staff play in furthering their personal, academic & creative development. Students shared the positive experiences they had with staff that pushed them towards new ideas, new approaches and new opportunities inside and outside the classroom. Development occurred through experimentation, exploring the wider picture and individual guidance. Students shared that they value when staff encourage them to stretch their thinking. The important role staff play in development has increased student's confidence, improved skills and facilitated opportunities.
Accessible Teaching and Learning	Students shared that they value teaching and technical staff that ensure complex concepts and processes are explained in an accessible way. Students emphasised the importance of staff using straight forward language and finding relatable examples to support students' understanding of concepts. Students appreciated when staff adapt their teaching styles to the requirements of different groups. Using innovative and creative teaching methods was a key element of making learning accessible according to student nominators.
Specialist Knowledge	Students valued the specialist knowledge they received from staff across UAL. The exchange of knowledge in a significant enriching experience for students that shapes their academic and creative development. Technical knowledge and academic expertise & guidance were appreciated by students in their nomination testimonies.
Engaging Approaches	Students found that staff who used new and innovative approaches to teaching, learning and technical support were significant in enhancing their academic and creative experience. Students found staff that focused on interactivity and encouraging students to ask questions created an engaging learning environment.

	Engaging approaches enabled students to develop new ideas, feel inspired and further their creative practice. Engaging approaches included facilitating class debate & discussion, encouraging critical thinking and themed lectures.
Proactive Feedback	Feedback was a crucial theme across many categories in the nomination process. Students focused nomination testimonies on the exchange of feedback between students and staff. Students praised staff who share constructive and insightful feedback on student work. Students valued when feedback was clear, honest and tailored to individuals.
Continuous Engagement with Student Voice	Students shared the importance of staff carefully considering and implementing student feedback. Staff that worked closely with Course Reps and facilitated opportunities for student feedback were championed for amplifying student voice. Students appreciated when there was an ongoing and open dialogue between students and staff on the ways their course and learning could be improved.
Shared Passion	Passion and enthusiasm across categories were consistently highlighted by students. Students were motivated by the passion of academics, teaching and technical staff. Students found that shared passion cultivated a positive academic experience that motivated them in their studies and looking forward to their future career.
Inclusive Approaches, Initiatives & Spaces	Staff efforts to consider inclusivity in their interactions with and initiatives for students was appreciated in nomination testimonies. Students highlighted the vital work staff had done to ensure space for diverse experiences & viewpoints, platform & recognise marginalised voices and deliver initiatives to promote inclusivity.
Careers & Employability	Students valued when staff embed careers, employability and building industry connections in their learning. Students highlighted the importance of industry guest speakers, tailored mentoring, industry knowledge and career advice. Students found useful when staff share reflections and guidance from their own professional experience and share expertise. Staff that shared job opportunities and ways for students to develop their professional experience were praised.

CASE STUDY – OUTSTANDING TEACHING AWARD

This section presents two case studies and provides a thematic analysis of the nominations, supported by anonymised excerpts from student testimonials.

The Outstanding Teaching Award was the largest award category in terms of nominations submitted by students across all UAL colleges and directly addresses students' experience of teaching and learning across all disciplines and courses. There were 114 nominations submitted for this award category. Students were asked to nominate teaching staff using the following criteria as a guide:

- *'Inspire students to develop their knowledge, understanding, and passion of their subject area.'*
- *'Are imaginative and creative in their teaching and empower students to be the same.'*
- *'Are engaging, informative and knowledgeable, and encourage 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.'*

The themes that were identified most in this category were **personal, academic & creative development, accessible teaching & learning and empathetic & responsive support**. In last year's case study of the Outstanding Teaching Award 2024, making learning accessible, making learning engaging, empowering students and creating a supportive environment were highlighted as key themes. This year's emphasis on personal, academic and creative development is a notable new key theme to emerge.

Personal, Academic & Creative Development

Students valued staff who prioritised student's personal, academic & creative development. Staff who encouraged students to push themselves and think in new innovative ways were praised by students nominating in this category. Students emphasised the importance of this approach in building their confidence and refining their creative process. Below are sample testimonies that were included in the analysis of this theme.

'NAME was able to identify my skillset and really pushed me to develop my work utilising my skillset to a level I would not have otherwise, for which I am really grateful. Having worked him for nearly 6 months gave me the confidence to take on projects that I would have not felt confident of doing. They were really dedicated and has definitely had a positive impact on my learning journey.'

'Before meeting them, my focus was solely on enhancing my skills to produce aesthetically pleasing projects. However, after getting to know them, I feel my design thinking has profoundly evolved. During the tutorials in the first semester, they consistently encouraged me to find my own position within my projects. This prompted me to contemplate how graphic designers could change the world, the problems graphic design could solve, and the new perspectives it could offer. They never dictated what I should do, but under their guidance, I'm gradually discovering the answers to these questions and beginning to express my own voice through graphic design.'

'I am nominating [NAME] for his remarkable support and guidance in my artistic journey. Their approach to teaching is both insightful and encouraging, creating a space for growth and exploration. [NAME]'s ability to inspire and nurture creativity has had a positive impact not only on my work but also on many of my peers. Their dedication to the arts and mentorship makes them a deserving candidate for this award.'

'They believe in her students in a way that makes us believe in ourselves, pushing us to think critically and embrace change. Their passion isn't just about teaching—it's about uplifting and empowering everyone around them, and I'm incredibly grateful to have learned from them.'

Accessible Teaching and Learning

Students valued staff that ensured teaching materials, explanations and assessment criteria were shared with students in an accessible way. Students praised staff who found new and innovative ways to teach & explore complex ideas & discussions. Nominations highlighted that staff who break down complicated language or use relatable examples in their teaching ensure an accessible learning environment that enables them to succeed. Below are sample testimonies that were included in the analysis of this theme.

'A lot of us CCI students are new and have little to no experience in coding, however, [NAME] makes understanding these concepts very easy and they work hard to deliver their lesson in the most clear and flawless way possible.'

'They simplify complex ideas, making learning accessible and stimulating, while always offering practical advice on using available resources.'

Their workshops and the patience they have for people who don't have the slightest idea of what they are getting into is unbelievable, and their commitment to support them throughout the way and introduce changes to make the teaching process more accessible makes them the most suitable person for the Teaching Award.'

'They effortlessly translate intricate concepts into relatable, everyday examples, making them accessible and thought-provoking.'

Empathetic & Responsive Support

Outside formal teaching students highlighted the importance of day-to-day interactions with teaching staff in their learning experience. Support and encouragement from teaching staff is crucial to student academic success. Thoughtful, empathetic and consideration interactions were highlighted many times throughout this category. The positive working relationships built between academics and students are crucial in student's academic and wider university experience. Below are sample testimonies that were included in the analysis of this theme.

'[NAME] is an outstanding mentor who genuinely cares about each of his students and always provides sincere advice. Even if they don't fully get your ideas at the first moment, they take the time to think of them and brings them up again later with their insights.'

'On a personal note, I had some family issues which affected my study for a month or so and they were very understanding of that but still encouraged me to push through and do what I could in that season. I honestly think I may have left the course if they hadn't been so thoughtful and caring in that period.'

'Beyond the classroom, [NAME] has taken the time to build meaningful connections with their students, including myself. Their warmth, support, and willingness to share their expertise have made a significant impact on my UAL experience. I'm grateful for their guidance, knowledge, and friendship.'

CASE STUDY – EXCELLENCE IN STUDENT SERVICES AWARD

The Excellence in Student Services Award was newly introduced to Arts Awards 2025 and aimed to highlight & platform the work of staff outside of formal teaching spaces, in particular, staff working to provide specialist support services to students (e.g. Careers Advice, Library, Counselling, Chaplaincy) and staff providing frontline services in a commercial or facilities capacity (e.g. cafe staff, reception staff).

This new award category, introduced for the 2025 event, seeks to recognise, understand, and celebrate the contributions of non-academic and non-technical staff to the student experience across all UAL colleges. It acknowledges the impact of staff working in both specialist support services, such as Disability Support, Chaplaincy, and Counselling, and front-line roles within commercial and student-facing spaces, including hospitality and other service areas.

There were 10 nominations submitted to this new category. Students were asked to consider the following criteria when nominating staff for this award:

For the staff member or team who:

- *'Make a positive impact on students' daily experience by providing insightful, practical and/or empathetic support, either digitally or in-person.'*
- *'Respond to students and/or student representatives feedback, to review and adapt university services to improve the student experience.'*
- *'Communicate with students by proactively signposting them to opportunities, services and systems of support that add value to their university experience.'*
- *'Are friendly and welcoming, making students feel comfortable to approach them.'*
- *'Empathetic to the challenges and pressures students face and/or recognising students' individual needs.'*

While acknowledging the low number of nominations and small dataset received for this new award category introduced for the Arts Awards 2025, the themes that appeared most frequently in the nomination testimonies for Excellence in Student Services were **empathetic & responsive support, careers & employability and inclusive approaches & spaces**. Staff from across UAL were nominated for this award including Counselling Services, Housing Services, UAL Greenhouse Incubator Programme, Career Services, hospitality and facilities staff. Students nominating in this category highlighted the importance of building a supportive community at UAL through interactions with non-teaching staff, confidence building to pursue industry opportunities and the role of student services in creating inclusive spaces and initiatives that allow all students to thrive. Below are anonymised quotes from testimonies organised by theme.

Empathetic & Responsive Support

'They are a wonderful, supportive presence at Wimbledon, approaching each student with friendliness and compassion, as well as being a fantastic resource for any questions we might have.'

'As one of the first people I interact with each morning, they set the tone for a great day. The security guards, baristas, and tech staff all contribute to a positive school experience, and I'm grateful for the kind people at LCF.'

'Ever since I moved to London in September of last year, I had difficulty finding a place to live. I had many issues with my first landlord, and when I sought advice from accommodation services, [NAME] was invaluable and gave me practical advice that helped me sort the issue'

Career & Employability

'They made me feel confident enough to follow through with the interview, presentation and assessment centre.'

'[NAME] has provided me with invaluable support through the Greenhouse Incubator programme, which has allowed me to turn my ideas into a business. They have assured every student has tailored support, connecting us with appropriate industry specialists and checking in with us regularly. They are conscientious and hard working and we can see their genuine care for each of our projects. They are very encouraging and has created the opportunity for me to pitch for funding and win awards.'

Inclusive Approaches & Spaces

'As a multilingual counsellor, they create a welcoming and inclusive space, making it easier for me to open up and express in my first language. This level of understanding and comfort is invaluable. UAL is incredibly fortunate to have them on the team.'

'In winter, they organised clothing swaps to support students with financial difficulties and enable them to obtain "new to them" pieces of clothing ranging from high quality and expensive coats (like Hugo Boss) to scarves, gloves and hats. There was much disbelief, a lot of happy tears, and hugs as students appreciated the gesture and helped resolve some of their financial worries in those challenging times.'

RECCOMENDATIONS

These recommendations are informed by key themes and insights drawn from student testimonials submitted across all UAL colleges as part of the 2025 Arts Awards nominations. They offer proposals for how senior, frontline teaching and support service staff can build on existing examples of best practice and enhance the student experience at UAL. Arts SU will use these recommendations as a foundation for ongoing dialogue with UAL staff.

Several of these recommendations demonstrate continuity with those outlined in the Arts Awards 2024 Report, reflecting recurring themes in student perceptions of best practice. The consistency of these themes points to areas of sustained excellence. However, it also highlights the importance of increasing engagement across UAL with the Arts Awards nominations process.

In future years, Arts SU will look to increase collaboration with UAL staff to expand participation in the Arts Awards to grow the visibility of the nomination process. Increasing Arts Awards nominations will support the development of an increasingly comprehensive and nuanced evidence based and help shape refinements to the award categories in future years.

To ensure transparency and rigour, all recommendations have been grounded in the student insight collected through the nomination process.

Review and strengthen opportunities for students to develop practical, industry-ready skills. Develop a culture of continuous professional development to enable students to build confidence and competencies aligned with current industry demands and expectations.

How to achieve this?

- Encourage students to build confidence and skills relevant for their future careers and professional industry. Read [Arts SU's Craft Your Future Report](#) to gain insight into student's views on skills, graduate preparedness and the creative economy. The report details students' perceptions of their skills gaps. Identify skills gaps that could be addressed within your area of work with students.
- Implement recommendations from Arts SU's Craft Your Future Report. Arts Awards nomination testimonies and Craft Your Future Report research emphasise the importance of localising and embedding career support within courses and colleges. Students value when career support is embedded in their learning.
- Further expand on tutor feedback and towards professional guidance. Students highlighted that they valued feedback and developmental pushes that were focused on their professional development.
- Promote leadership and development opportunities with Arts SU to students. Students can gain soft skills and leadership experience by becoming a School Rep, Course Rep, Sabbatical Officer, Society Committee Member.
- Signpost students to [Arts SU's Arts Programme team](#). Arts Programme exist to provide students with the chance to showcase their work, access new experiences, collaborate with organisations across London and help students to develop professionally during their time studying at UAL. Arts Programme team offer a range of events and opportunities including workshops, panel discussions with creative professionals, the chance to apply for mentorships and bursaries or the chance to showcase their work through an exhibition.
- Explore opportunities for increased collaboration with Arts SU's Arts Programme Team. UAL should work with the team to identify ways to further embed professional development in students' learning time. Contact the team on artsprogramme@su.arts.ac.uk

Explore opportunities to enhance accessibility and inclusivity in teaching and learning spaces. Consider all elements of inclusivity and accessibility when designing learning resources and facilitating group discussions. Encourage students to explore opportunities to learn together.

How to achieve this?

- Review modules that include the teaching of highly theoretical concepts and complex technical skills. Facilitate inclusive sessions that accommodate students' different learning styles and aim to embed interactivity where possible. Take the opportunity to use real world examples to explain theories and concepts so that students can understand the practical application.
- Demonstrate a commitment to enhancing accessible and inclusive teaching and learning by including a stream at UAL's Education Conference focusing on this area.
- [Read Arts SU's Crits and Inclusive Learning at UAL Report](#). The report seeks to better understand student's experiences of crits. Following the report Arts SU and UAL created a [guidance document around safe and inclusive crits](#). Implement this guidance when facilitating crits or other group discussions that require feedback and balancing viewpoints.
- UAL should share and demonstrate the ways in which inclusive crit guidance has been implemented across the institution. Provide examples of good practice in the implementation of inclusive crit guidance.
- A key part of accessible teaching and learning is students having access to the spaces they need. [Read Arts SU's Studios and Workshops Report](#) to explore student's experiences accessing spaces at UAL. Not all students feel their access is equitable, consistent, or sufficient.
- Ensure students have the access to spaces that they need for success by implementing a trial of studio access during winter and spring breaks.

Commit to a long-term strategy to develop and maintain bilingual and multilingual resources within Student Services (e.g. UAL Counselling and Wellbeing services) and Professional Services (Careers, Registry etc). This strategy will strengthen the University's capacity to support the complex personal, wellbeing and professional needs of international students.

How to achieve this?

- Conduct a review to identify essential resources that support improved accessibility for multilingual students and ensure ongoing accessibility as student demographics evolve. Establish partnerships with external translation and interpreting services that specialize in advice, counselling and wellbeing contexts.
- Implement continuous monitoring and evaluation of language support effectiveness to ensure that the recruitment and training of bilingual staff remain aligned with evolving student needs and changing demographics. For example, by introducing annual or biannual reviews of Student Services' language support capacity, including student satisfaction, service usage data and case resolution times.

PARTNERS

Arts SU would like to thank our partners for helping us to plan and deliver the Arts Awards 2025. These include: Catherine George, Kris Stapleton and Elvira Vedelago of UAL's Teaching, Learning and Employability Exchange, Yasmin Acar (Student Trophy Designer and Event Assistant), CSM Facilities Team, CSM Events Team, CSM Technical Team, CSM Baxterstorey and Arts SU volunteers.

APPENDIXES

Appendix 1 – Arts Awards 2025 Winners

Award Categories	Winner
Outstanding Teaching Award	Cai Tuomivaara (CSM), Keren Brat (LCF), Max Houghton (LCC), Colin Priest (CCW & CCI)
Outstanding Technical/Operational Support Award	Barbara Paes (CSM), Aiyana Phokeerdoss (LCF), Thom Kaczmarek (LCC), Hester Woodward (CCW & CCI), Eddie Niles (CCW & CCI)
Outstanding Postgraduate Support Award	Alyssa Becht and Mia Taylor
Excellence in Student Services Award	Betty Wong
Advocate for Student Voice	Alix Hanson

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Making A Difference Award	Ronit Zilkha and Jessica Chan
Outstanding Contribution to Social Justice	Alejandro Martínez
Outstanding Contribution to Sustainability	George Barker
Student and Staff Collaboration Award	Fotis Begklis, Eliza Salnikova & Heather Jarek
Outstanding Student Contribution to Community	Ramma Pande, Jolyn Jiaying Jin
Student Campaigner of the Year	Beatriz de Sousa Mendes Costa
Student Rep of the Year	Madeleina Kay (CSM), Alix Damar (LCF), Crystal Zhang (LCC), Pranith Yasa (CCW & CCI), Sunhui Ye (CCW & CCI), Yifan Xu (CCW & CCI)
Students' Union Special Recognition Award	Creative Shift Team (Tessa Read, Lora Ghany, Sat Sehmbe, Decarla Phillip-Riley, Charline Caceres)

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

