

Student Dean Forum Term 2 23/24: LCF Fashion Business School

Reps in attendance: 24

<p>Date & Time: 30 November 15:00 – 16:00 PM</p>	<p>UAL Staff in Attendance:</p> <p>Liz Gee, Dean of Fashion Business School</p> <p>Annamarie McKee, Associate Dean of Student Experience</p> <p>Gavin Jenkins, LCF Director of Technical Resources and Learning Environments.</p>	<p>Arts SU Officer in Attendance:</p> <p>Katwamba Mutale, LCF College Officer.</p>	<p>Arts SU Staff in attendance:</p> <p>Lee Anderson, EQC Emily Sellon, EQC</p>
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Theme:

Course Reps and School Reps were asked to feedback on students experience of the new East Bank campus building and the extent to which Decolonising the Curriculum is understood by students across the curriculum.

Topic	Feedback from Course Reps	Response and/or Suggested Solution
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<p>Students' feedback on the LCF East Bank campus building.</p>	<ul style="list-style-type: none"> • Rep shared feedback that the building is quite cold. Students are showing up in winter coats and blankets to get through the day. • Rep shared feedback that classrooms contain three tables each equipped with two charging points. One is located near one of the table, another one is located near a window. Sometimes there are some plugs on the walls or near the teacher, but they are not really comfortable to use. Usually only one table has access to the plugs and other students struggle with that. Maybe it would be nice to have some extension leads. This applies mainly to Floors 4-6 • Rep shared feedback that overall, it is a beautiful, modern building with a great view with lots of study and lounge areas. It is generally very clean. Some of the issues: Air ventilation/ noise especially on the 5th floor classroom EB 519 has been an issue. If we open the windows, we cannot hear our lecturers. Sometimes, the lifts do not respond effectively, especially during peak hours • Rep shared feedback that they would like to see lunch start later (11:50?), as currently their morning classes overrun and they miss lunch. • Rep shared feedback that there have been a few complaints about the printers recently from students and teachers in my course. • Rep shared feedback on the MAFE&I classroom is in M03. It is small so we need to split our class 	<p>Gavin responded that this has been ongoing problem with the commissioning of the building. The contractor we were working with went into administration after reopening building. We're working hard to re-engage the sub-contractors to address this. Over the next couple of weeks, we anticipate the environment controls working more consistently throughout the rest of building. The same is true of the issues students are experiencing with lighting etc.</p> <p>Gavin responded that some Air Handling Units have been overperforming or set at the wrong temperature, which is contributing to the noise pollution or cold temperatures. We anticipate that these units will work as intended in the new year. We've put in as many power outlets as possible, so they are accessible and safe. In terms of lifts, I understand the frustration at the lack of timeliness and unreliability of the lifts. We now have the engineers on-site to focus on analysing the data and optimise the operation of these lifts.</p> <p>Liz responded that they are currently speaking to catering to resolve issued with</p>
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	<p>into two groups seminar class (which is pity as we didn't have opportunity to meet other students), but recently the room is freezing. Last Monday and Tuesday we really struggled to concentrate.</p> <p>Rep shared feedback to suggest that there is clearer dietary information regarding the catering. There are many students who are intolerant to gluten etc.</p> <p>Rep shared feedback on the Seats App for logging attendance. Students have noticed that some students are still having issues with seats app and there seems to be students who are taking advantage of the situation and asking to be marked present when they haven't showed up. On a similar note, there are also students who has friends present in class to log them in on seats and mark themselves present, so I am not sure how effective the seats system is.</p>	<p>scheduling and move lunch time so it's more convenient. As of last night, the issue with printers has been resolved.</p> <p>Liz responded that they are aware of the ongoing problems with M03. The splitting of the seminars is purposeful, but we appreciate your need to come together at times for learning purposes. We're going to try and move you out of there when we can for certain classes.</p> <p>Gavin responded that M03 is one of the spaces that is particularly adverse effected by the Air Handling Units. As we resolve this issue over the coming weeks, we hope you will return to a much more conducive space for learning with better temperature.</p> <p>Liz responded to confirm that this is ongoing and that they will follow up to make sure it is progressing and share an update with students.</p> <p>Liz responded that there have also been issues with some students not being able to log-in properly, or having not downloaded the app, in addition to the issue you've raised.</p> <p>Annamarie responded that they've been in touch with each of the three schools to</p>
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	<p>Rep shared on feedback that some International students are struggling to download the app because it isn't available in the App store on their non-UK phones.</p> <p>Katwamba, LCF OFFICER, asked: Have there been calls for a 24hr Library access across FBS?</p> <p>Rep shared feedback that there are a lot of Design students who have been calling for a 24-hour Library because the nature of their course means this would greatly help their studies and assignments.</p>	<p>gauge the issues with the Seats app across the board. We're aware of the issues and will be reporting on the problem shortly. As a result of this pilot, we will be revising our Attendance Policy.</p> <p>Liz and Annamarie responded that they will add this to their research and take into consideration.</p> <p>Liz responded that there might be an advantage to opening the library 24-hour at certain times throughout the year, for example, in the lead-up to major assignment deadlines etc, but there is a question as to whether it would be required all year around.</p>
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<p>Decolonising the Curriculum.</p> <p>Questions to students from Katwamba Mutale, LCF College Officer:</p> <p>Q1. Do you know what is decolonising the curriculum? Q2. Do you know about the attainment gap? Q3. Has decolonising the curriculum been mentioned in your units or courses?</p>	<p>Q1 Feedback from individual Course Reps:</p> <p>Rep Feedback (each dash denotes an individual's Rep response to the questions).</p> <ul style="list-style-type: none"> - Yes - Not in great detail : Examining the limitations and biases Confronting and challenging colonising practices - No - No - No - Yes - No - No <p>Q2 Feedback from individual Course Reps:</p> <p>Rep Feedback (each dash denotes an individual's Rep response to the questions).</p> <ul style="list-style-type: none"> - Does it mean to create a more inclusive and equitable educational experience? - No - The gap in educational performance or achievement between subgroups especially about socioeconomic status, ethnicity, race, nationality, gender, special education needs - Yes - Yes <p>Q3 Feedback from individual Course Reps:</p> <p>Rep Feedback (each dash denotes an individual's Rep response to the questions).</p> <ul style="list-style-type: none"> - Yes - It was discussed based on how our lectures were trained; they explained that they had extensive training to ensure fair treatment of students on their course, and that if anyone feels they are at a disadvantage, they can offer a mentor 1-to-1 experience; for someone like myself, who studies part-time and has younger son, this is particular helpful because it 	<p>KATWAMBA offers explanation to Course Reps on the Attainment Gap, particularly the Black-Home Student's Attainment Gap.</p>
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	<p>engages us in a supportive and flexible way to ensure we can keep up with workload.</p> <ul style="list-style-type: none"> - The tutors mention diverse examples and keep asking for feedback. Classmates don't have a problem with this and are happy. - Our cohort is diverse and multicultural – Australia, South Africa, Greek, Italian, Philippines, South Korea, and China. Our first individual assessment was about comparing the consumer behaviour of the Gen Z generation with the UK and their Home country. - We had a quite detailed lecture about it. - It's not particularly been mentioned during lectures, but I have been part of talks and focus groups about it in collaboration with Liz. - Speaking on behalf of the MBA course, it hasn't been discussed. We did just have a lecture with Ranjit Thind who left us with the question, what if we were taught to complete business for Co-operative advantage (positive-sum) vs Competitive advantage (zero-sum) based on the African philosophy of Ubuntu " I am, because we are". - It's not mentioned in the course but practically we are doing it in MAFE&I. We learn as a team and learn from all student's perspective by sharing our lived experiences and resources. We love it. - On behalf of Psychology of Fashion: we had a 2-hour lecture on this subject, and it was very interesting. We looked at Decolonising Psychology and Science, examined case studies and there was lots of reading shared with us. - We haven't specifically discussed decolonizing, but we can certainly feel its impact. At MAFE&I, our tutor 	<p>LIZ responds that she's really pleased to hear that Reps/students feel they're achieving their aims by drawing on lived experiences during classes, bringing different cultures together, without students necessarily noticing it in an overt or distracting manner.</p> <p>Liz responded on the subject of the Attainment Gap. They've just completed my Doctorate that focused extensively on the attainment gap in UK education for Black Students. They have put in place specific tutorial support for Int'l students who feel they need extra support. They're trying to use the language of Awarding Gaps instead of Attainment Gap, because this feels like more inclusive language. They can connect after this to share resources and spread the word to relevant students.</p>
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	<p>employs a coaching approach, emphasizing team learning, providing opportunities to learn from one another. Additionally, our course boasts considerable diversity. Regarding the attainment gap in our summative assessment, we've been given options on delivering creative outputs as well.</p>	
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<p>Additional feedback from Course Reps:</p>	<p>Rep shared feedback to suggest an "Artist Fair/ Artist Market" once per term for students to be able to sell some of their works like graphic designs, illustrations or some items they can manufacture.</p> <p>Rep asks a questions about the process students can go through if they're unhappy about the supervisor they are assigned for final projects?</p>	<p>Annmarie responded by proposing that Katie Hughes in the Arts' SU Arts Programme team is worth reaching out to about this. In the New Year, there will be a new East Bank Committee that will enable students to showcase their work throughout the building; there is a call-out now to encourage students to come forward so do join the committee if you want to get in involved.</p> <p>Liz responded that generally, they don't move supervisors unless there is a particular problem. It's more about the process so it doesn't matter that much about who the supervisor is per-se. It's about working with someone who is going to guide you through the process. She proposes that they see how it plays out first and then we can have a dialogue about it. They're open to conversations.</p>
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Action Log for School Dean & Students' Union

Actions for School Dean /UAL Staff	Update on Progress
<p>Catering/Lunch Hour: Liz Gee to follow-up about re-scheduling lunch time to avoid class conflicts, and follow-up with Reps/students on progress.</p>	
<p>Room M03 / Seminar Splitting: Liz to investigate alternative classrooms for certain classes and report back on progress to Reps/students.</p>	

<p>Dietary information: Liz to follow up with catering re: clearer dietary information on food and refreshments and report back to Reps/students.</p>	
<p>24-HR library: Liz to investigate whether temporary 24-hr opening windows for the library (e.g. close to project deadlines) is viable for students, and report back to Reps/Students.</p>	
<p>Awarding Gap: Liz to follow-up with Katwamba, LCF Officer, to share resources about framing and measuring the Awarding Gap, and share relevant information with Reps and students alongside this.</p>	
<p>Actions for Students' Union</p>	<p>Update on Progress</p>
<p>Decolonizing the Curriculum/Awarding Gap Research: Katwamba, LCF Officer, to document Rep feedback on these topics and incorporate into wider campaign project.</p>	