

## Write up of 'what' and 'how' workshop 16<sup>th</sup> September 2022



In this workshop we created a mind map in the studio exploring 'what' we wanted to learn about artist development in School Fine Art, History of Art & Cultural Studies and 'how' we might find that information out. Once we did the initial surfacing of questions; we sorted them into broad themes. This was displayed in our studio in the fine art building for several weeks for people to see.

Below is a summary of the mind map organised into the themes.

### **Admissions**

- What qualifications do you need?
- Is the university flexible about admissions and qualifications, if so, how? (No such things as GCSE's in SEND schools!)
- What support is there to work through the various barriers? Getting the right info is hard and often SEND schools/colleges are not equipped to help or think you can pursue higher education (attitudinal barrier).
- Is the university willing to further change admissions processes to better include learning disabled people?
- It can feel that admissions are designed to exclude people considered not worthy or fit easily into traditional study. Are admissions processes designed to create competition?
- How would student loans work with social care? Would loans be acceptable for people who have a financial deputy? Would social care charge for a person's support out of the loan?

### **Actions**

- Talk to students about their experiences.
- Talk to fine art team about admissions onto courses
- Contact Access to Leeds
- Speak to Admission Lead Dr Elspeth Mitchell
- Speak to Widening Participation Lead Dr Rebecca Star
- Katie to explore social care implications re student loans

### **Support/independence**

- There is a lack of support workers (care crisis). It would be very difficult to find support staff able to support arts practice and learning within a university environment. Can this be solved with the help of art students? (paid work)

- What kind of face-to-face welfare does the university offer? Who do students speak to if they don't know what to do or where to go?
- Pyramid is very structured, but the university seems to value being more self-led. What does it mean to be self-led to staff and students?
- Do students get independent access to facilities in the art school? This feels exciting to be able to have more independence as to when facilities can be used.

#### **Actions**

- Meet Disability Services.
- Meet Alison Martin
- Check with Robert Smith access to building
- Discuss with students their feelings on independence/support
- Discuss with staff how they see their role in supporting independence

#### **Assessment**

- What support is there for assessment?
- What flexibility is there? Verbal/written/portfolio/video?
- Public speaking – what if I don't want to or can't do it?
- Who decides on the marking criteria?
- What does it mean to be 'academic'? How does this link to assessment?

#### **Actions**

- Design our own crit
- Design our own marking criteria or manifesto for marking
- Talk to inclusive assessment leads