

| Course | Comment | N. of responses |
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| 2023/2024 | | |
| DfAD | "We definitely didn't have any theoretical lessons, which made the course feel like we could do anything without making much sense, mostly if they are supposed to be preparing you to face the outside industry world. It is a shame since the projects are exciting, but there is no base or no logic to sustain all of it. [...] There is no reading list or encouragement to do so. All were very independent and figuring things ourselves." | 18 (21) |
| DM | "CTS do not make sense" | 3 (15) |
| DM | "During third year, the way in which the dissertation and the final project are organised is very poor. The overlapping of the two makes it difficult to accomplish both projects well. I was not able to finish writing my dissertation due to this." | 4 (15) |
| DM | I do agree that Final Major Project and Dissertation from CTS runs simultaneously Collective feeling from students is that it is extremely stressful and they cannot dedicate appropriate time to the Final Major Project. Mental health was drastically impacted after the submission of CTS, thus reinforcing the inappropriate simultaneous projects. CTS2 was terrible and badly organised. I hate the atmos[phere] that the department and unit created for students. Lack of support and universal materials. I complained to the department and they answered that it was up to each tutor's pedagogy. Tutors should provide the same level of teaching and materials to students; otherwise some students have a perceived unfair advantage. CTS department does not acknowledge feedback and sweep student complaints under the carpet. | 5 (15) |
| DM | "The markings are not done with consideration to those who engage more with the course than others. The CTS course is extremely biased and non-conclusive to the brief. Feedback and marking is largely contradicting the tutorials done with professors. The criteria marking are inconsistent with the final feedback. The CTS course should be reassessed and re-evaluated as it is largely effective for one's final grade. The subjects explored in this unit are either done on the subjects that students would like to explore or the subjects of which the tutors would like to hear/read about; it is never both." | 13 (15) |
| DM | "The teachers are definitely the best part. And the freedom of choice for choosing topics of research." | 15 (15) |
| GBI | "Not much support for CTS, very independent which I think would've been difficult for international students whose first language isn't English and/or haven't studied these theories or topic before." | 25 (45) |
| GBI | "Wished to be taught the technical (using software) and more theory history background on the topics." | 45 (45) |
| GMD | Positive: "The dissertation course" | 4 (60) |
| GMD | "I wish the university taught some more in terms of hard skills, like software and I think also some of the basics, like diving into some of the history and some stuff like calissery [sic]." | 22 (60) |
| GMD | "Adding course specific theoretical framework should drastically increase the quality of the student's engagement, satisfaction, learning and overall course quality." "the course gives no historical, cultural or theoretical classes regarding the topic of study. It only encourages experimentation and curiosity, which, although extremely important and appreciated, do not serve to give a complete picture of the study." | 42 (60) |

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| IVM | "More contact hours/scheduled classes could have enhanced the course. In particular, lectures on illustration & art history could have been interesting and given more attention to notable artists worth referencing and drawing inspiration from." | 18 (39) |
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| UXD | "The university itself can be quite disorganised, and the CTS course is not very clear on what is wanted. Similarly, when writing your dissertation, you are only provided feedback once which is not very useful." | 16 (16) |
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2022/2023

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| GBI | "Knowledge and content are repeated each year. There is not enough theory provided. Lessons are not intellectually stimulating (i.e. lots of collage making). [...] Should teach more about laws of design, core principles and key figures, which have shaped and influenced design." | 9 (24) |
| GBI | "Lacking a bit in specific theory. It has been replaced with practice, but it gets a bit repetitive." | 10 (24) |
| GBI | "Not enough technical or theoretical lessons. [...] Design Theory is not well explained (grids/layouts/artistic styles and movements)." | 15 (24) |
| GBI | "In terms of CTS, from the moment I joined UAL it has been awful. Lack of communication and the disconnect from the studio practice. I honestly do not understand why anyone would actively want to go to UAL." | 20 (24) |
| GBI | CTS so boring. Online learning are mega boring and not engaging. | 24 (24) |

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| GMD | "I think the course is too open, on many occasions, it is so much that it makes me wonder if I am learning. There is a huge gap in technical learning and theory. To some extent, this is good for the freedom it gives you, but it turns counterproductive." | 17 (38) |
| GMD | Theory completely falls off after second year. Academic learning is essentially not supported by staff. This is especially problematic during our final dissertations where our tutors didn't even read half of our final word count. | 35 (38) |

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| IVM | Have more lectures and better teaching." | 12 (43) |
| IVM | Learned some critical thinking and creative thinking. | 13 (43) |
| IVM | "I think the course needs more theory and context on how to be an illustrator after university." | 16 (43) |
| IVM | Tutors can provide very different recommendation for our research. | 29 (43) |
| IVM | "The contextual and theoretical studies side of my course is very positive. I've learnt a lot, which has helped my work become deeper thinking and well researched." | 36 (43) |
| IVM | "I have learned many ways of thinking, which makes my thinking more flexible. Critical thinking has helped me a lot" | 42 (43) |

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| IDA | I also appreciate how design thinking is incorporated into every brief which allows us to get used to and apply it in our individual practice beyond academic studies." | 2 (12) |
| IDA | Lectures are inspired. | 7 (12) |

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| IDA | Throughout my studies at IDA felt supported not just with my work but also on a personal level in order to achieve and create to my potential. Whether that be having conversations and tips from ??? About how to manage my dyslexia when approaching my dissertation (a conversation never offered to me in the past by tutors) or ??? making time to have tutorials with me about projects and generally checking in despite not being my assigned tutor. [...] I have also found CTS difficult this year. In my diss proposal, it was clear my focus was in cinema. I was assigned a ??? tutor with little knowledge in film and could not provide related support or suggestions." | 11 (12) |
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| UXD | Although theory is important, there needs to be tangible work to be able to express said theories and I didn't feel like I learnt how to do what I'll be employed for in the future. | 3 (14) |
| UXD | Not enough examples and references supporting and helping understand the theoretical and academic knowledge. | 8 (14) |
| UXD | CTS freedom was good. | 9 (14) |