

Wednesday 14 January 2026

**SUMMATIVE ASSESSMENT PRESENTATION**  
**Danny Treacy**  
Course Leader, BA (Hons) Fashion Styling and Production

# Concept

The intention of this project is to generate a greater sense of **wellbeing** and **belonging** among the students on the BA (Hons) Fashion Styling and Production course, thereby building on the courses' commitment of investing in **social purpose**.

**“No space to experiment or make something”** – Free text comment from CSS 23/24.

At present there appears to be a distinct **lack of making spaces** at LCF East Bank.

- I am conducting an enquiry to discover if there is a need for a ‘**breakout space**’, external from teaching spaces.
- This space would function as a **workspace**, where projects that **could not be undertaken in the classroom** can happen.
- Another function would be a place to sit and gather one’s thoughts, particularly at times when a person may feel **overwhelmed**.
- In this instance, the space may be of particular benefit to students whose **individual learning requirements** specify that they might **need to leave classes intermittently**.

# STEP 1 - DEFINING THE PROBLEM, A LACK OF SPACE

## 1. Belonging/Ownership:

- There is a '**zoned not owned**' culture at LCF East Bank, meaning no classrooms are course owned; when one course is not teaching in a certain space, another course can book the space if it is free.
- Therefore, students do not have a space where they can make work over a period longer than a teaching session.
- I believe this has the effect of students lacking a sense of belonging and ownership in teaching spaces.

## 2. No space to go to:

- Currently, **13.7%** of the students on the course have an **Individual Support Agreement (ISA)** in place.
- Every ISA states that the individual student is “**allowed to leave the room if they need to**”.
- However, none of the ISA’s suggest where the student can go.
- LCF East Bank is “home”<sup>1</sup> to **6,500** students.
- However, there is currently only **one** room designated a ‘wellbeing room’, on the 10<sup>th</sup> floor of a 13-storey building.

- I conducted image-based research into the current 'wellbeing' room at East Bank.



- Following this research, I found the space to be **unwelcoming**, while as the room is located on the **10<sup>th</sup> floor**, it is **too far from the teaching spaces** (**our classrooms are located on the 6<sup>th</sup> floor**) to be of any practical benefit to students whose learning requirements specify that they might need to leave classes intermittently.

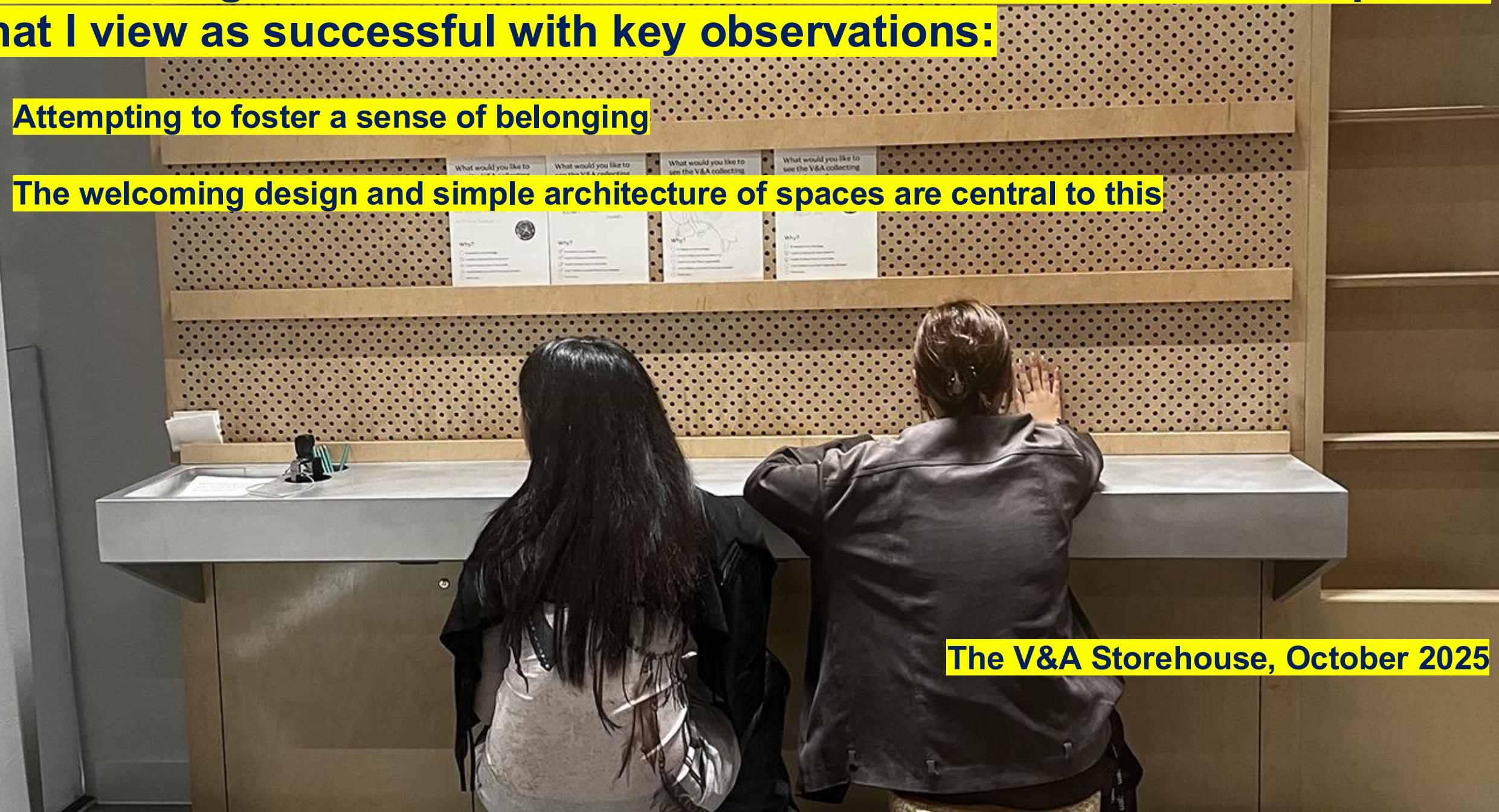
# I conducted qualitative research via a meeting and discussion with Hannah Leddy, Disability Advisor at LCF.

Hannah summarised her professional perspective on the proposal, extracts are below:

- **As a disability adviser through talking with students, it is clear that having a space where they can go to rest in a quiet space close to where their classes are taught if they are feeling overwhelmed would be very beneficial to their wellbeing.**
- **Creating a flexible breakout space where students have more influence over the function of this space would support students to be able to build their own inclusive communities within our college building in line with UAL's commitment to embedding social purpose into our academic and environmental design.**

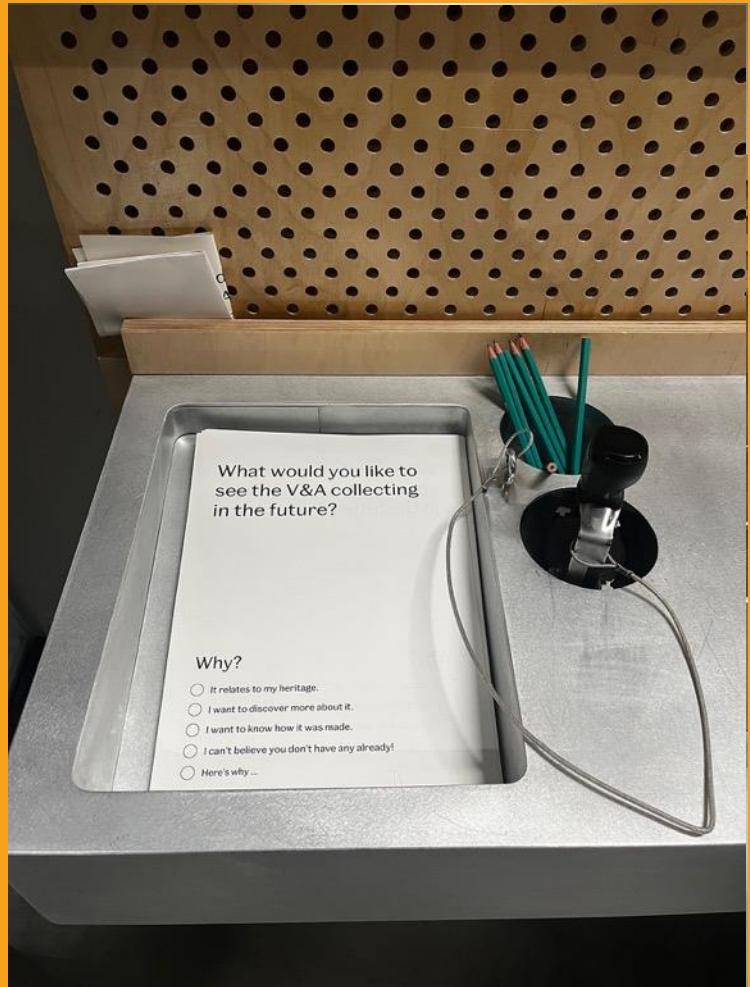
# Further image-based research and observational research into spaces that I view as successful with key observations:

- Attempting to foster a sense of belonging
- The welcoming design and simple architecture of spaces are central to this



The V&A Storehouse, October 2025

# Key Observations



- The importance of free mark making materials and items that may be borrowed, on a trust basis
- The ability to record one's perspective

- Following this observational research - Mark making and creating a welcoming space that invites individual perspectives to be heard is central to generating a sense of belonging

What would you like to see the V&A collecting in the future?

more Design Classics  
furniture  
and more about Graphic Design and its Origins  
→ Mucha, Warhol ...

Why?

- It relates to my heritage.
- I want to discover more about it.
- I want to know how it was made.
- I can't believe you don't have any already!
- Here's why ...



What would you like to see the V&A collecting in the future?

Pieces From Film & Television  
MOMI - Museum of Moving  
Image

Why?

- It relates to my heritage.
- I want to discover more about it.
- I want to know how it was made.
- I can't believe you don't have any already!
- Here's why ...

What would you like to see the V&A collecting in the future?

Rowan would like to see Peter Rabbit here.

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What would you like to see the V&A collecting in the future?

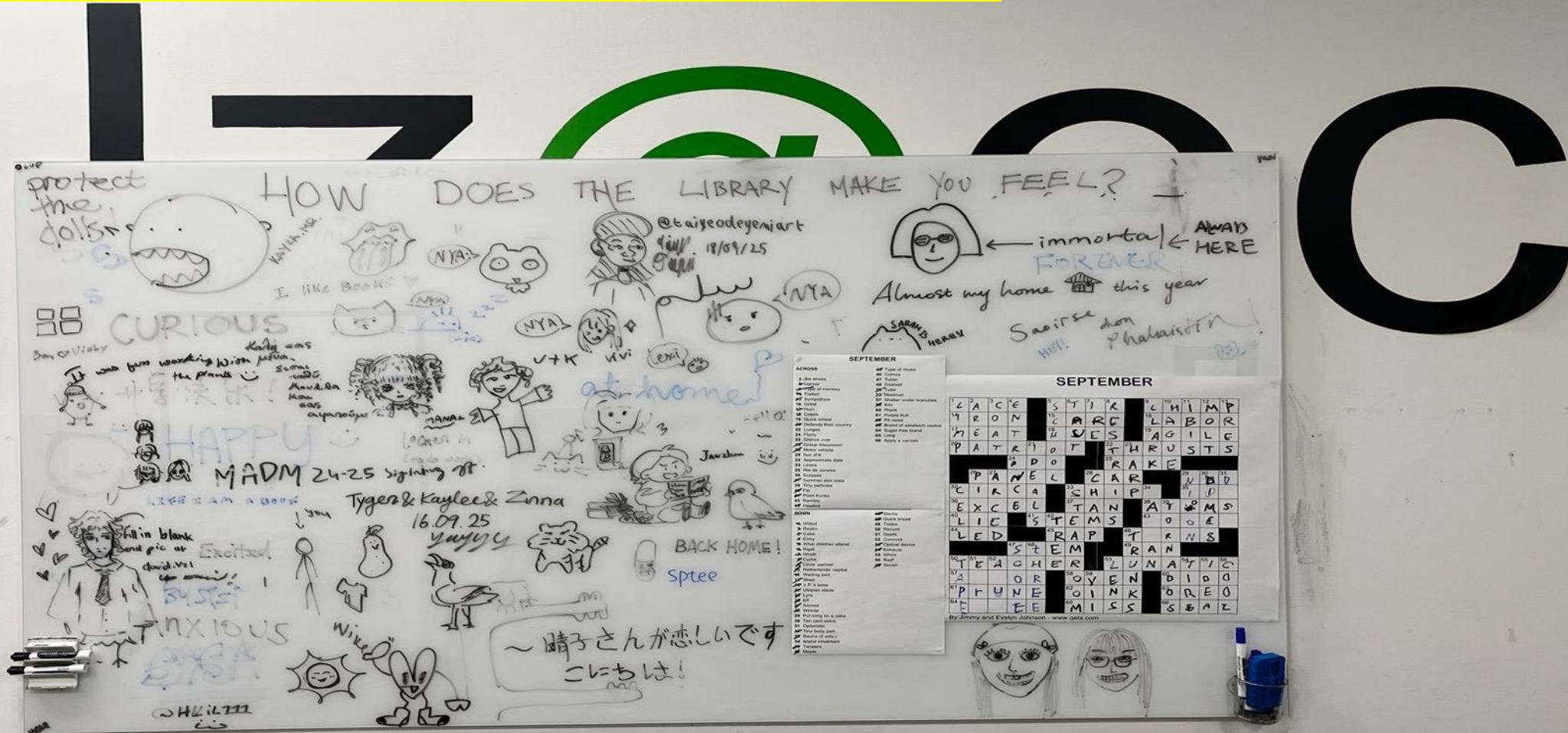
MOME  
Graffiti  
MOME  
PAINTING

Why?

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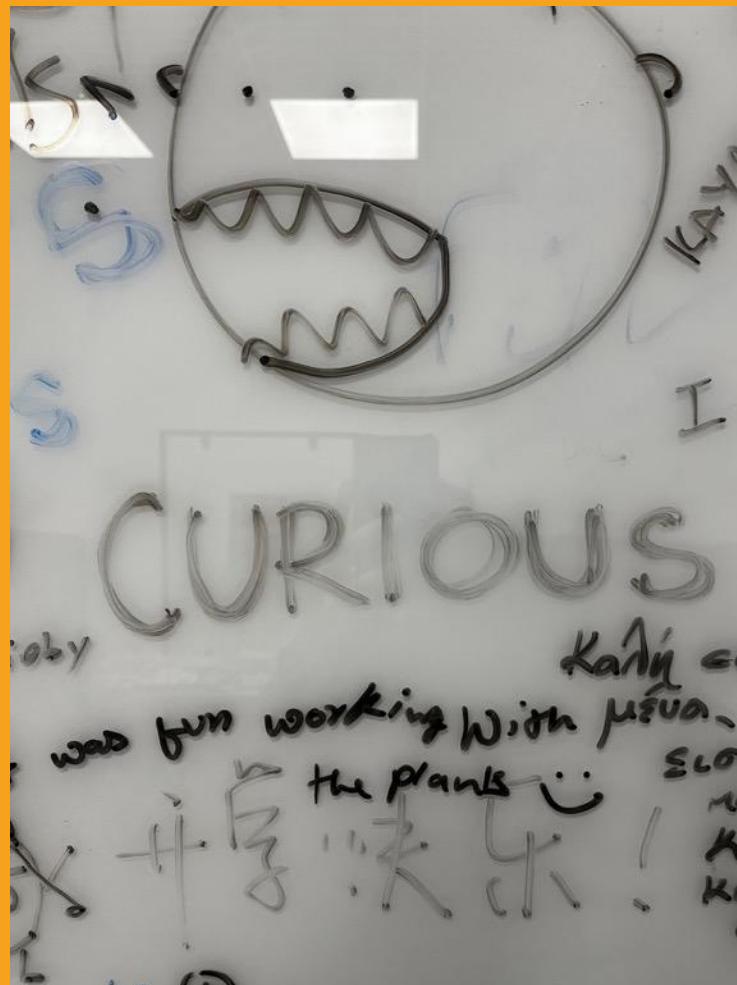
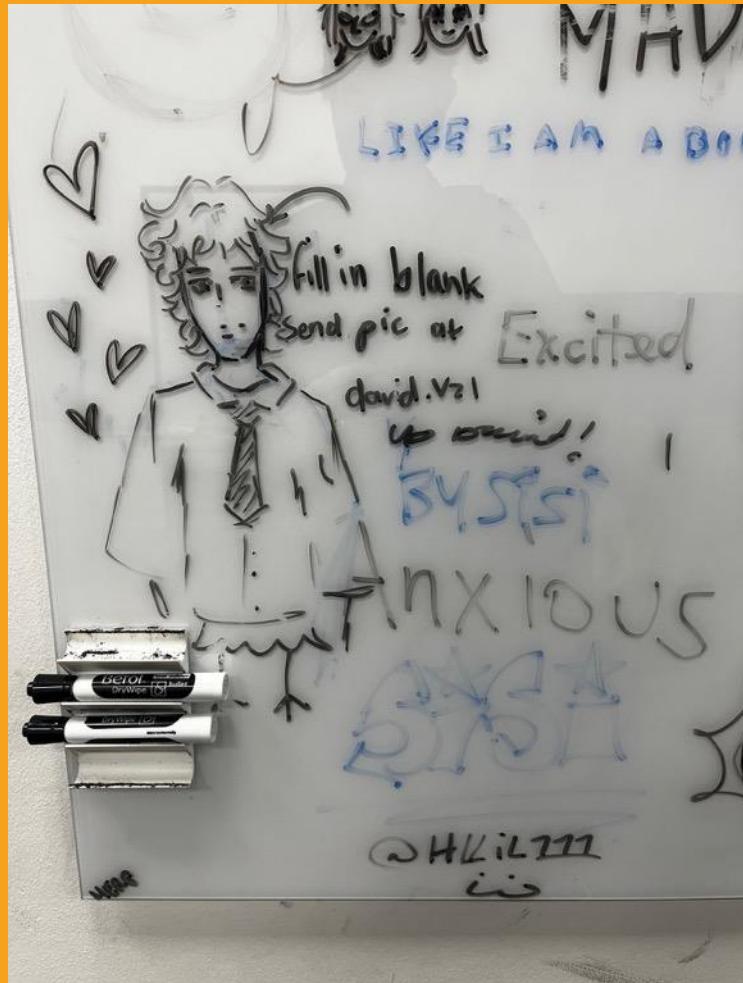


- This is further evidenced in the Library at LCC, thanks to fellow PGCert student Gem Smith for sharing her knowledge of this space



LCC Library, September 2025

I conducted my own research in the library, paying particular attention to the emotive associations that students had expressed about the way the space makes them feel.



# Research into the potential space that can be utilised as a breakout space

## Key feasibility features:

- It is currently underutilised, ‘functioning’ primarily as a dumping ground
- It is located directly outside of our teaching spaces
- It has a sink with running water
- If adapted for this project, it would not impede on any other space



## STEP 2 – DATA COLLECTION

- On researching different modes of data collection, I decided that the most effective approach would be to create a survey, in the form of a questionnaire, as interviewing even a few '**cultural insiders**' can enrich the researcher's perspective.
- Following research, I pre-tested the questionnaire with three separate participants, none of them were students. Following their feedback, I edited my questions and their structure, to be clearer, as well as not framing the questions in a way that favoured one type of response over another.

# Ethics – Consent Forms

Shading

ual: university of the arts london

## Participant Consent Form

**Project Title: Making Space**

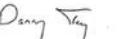
You are being invited to take part in a research project. Before you decide to take part it is important for you to understand why the research is being done and what it will involve. Please take time to read the attached information sheet carefully and discuss it with others if you wish. Ask if anything is unclear or if you would like more information.

- I understand that I have given my consent to be interviewed about my thoughts on the Making Space project.
- I fully give my consent to take part.
- I understand that I have given approval for my opinions to be included in the research outputs. Anything I say may be used in academic papers relating to the project, although these quotations will be anonymous.
- I have read the information sheet about the research project, which I have been asked to take part in and have been given a copy of this information to keep.
- What is going to happen and why it is being done has been explained to me, and I have had the opportunity to discuss the details and ask questions.
- Having given this consent, I understand that I have the right to withdraw from the research programme at any time without disadvantage to myself and without having to give any reason.
- I hereby fully and freely consent to participation in the study, which has been fully explained to me.

Participant's name (BLOCK CAPITALS): \_\_\_\_\_

Participant's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Investigator's name (BLOCK CAPITALS): DANNY TREACY

Investigator's signature:  Date: 24.11.2025

**Contact**  
Investigator: Danny Treacy  
Tel: 0781 263 9411 Email: d.treacy@arts.ac.uk

ual: university of the arts london

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Participant's name (BLOCK CAPITALS): \_\_\_\_\_ Date: 03.12.2025

Participant's signature:  Date: \_\_\_\_\_

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Investigator's signature:  Date: 24.11.2025

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# The Questionnaire – designed using Mentimeter

ual:

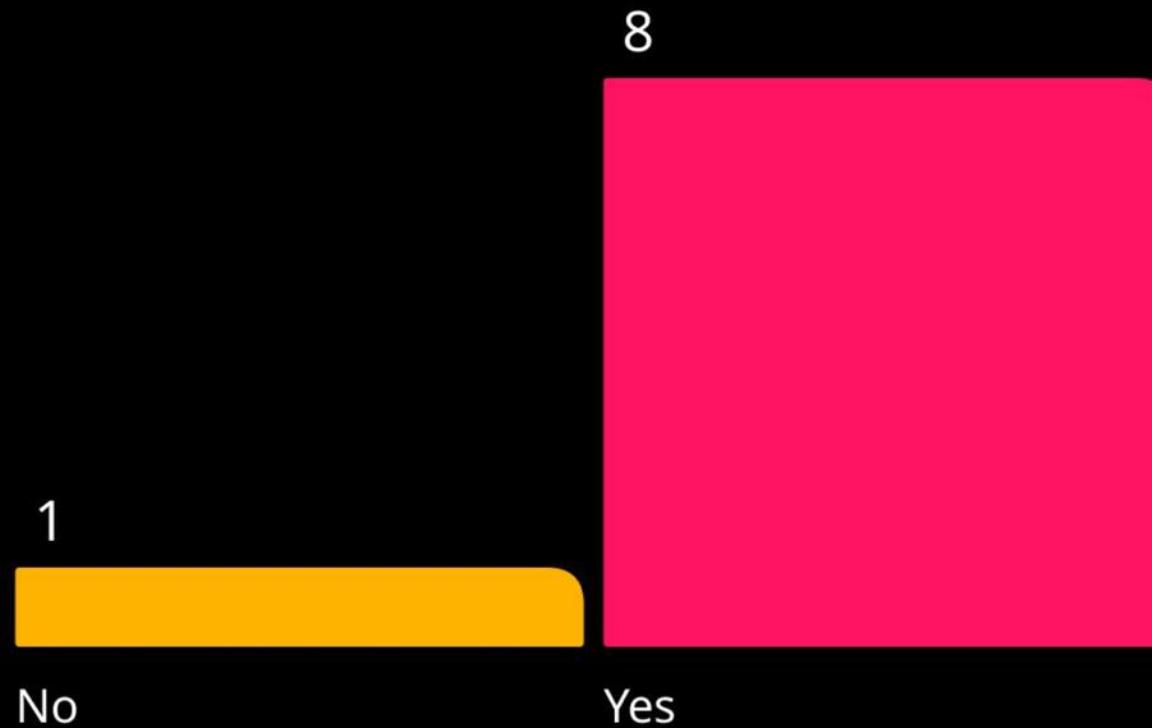
The following questions are designed to help in assessing if a breakout space is viewed as something positive and required by FSP students.



# Questionnaire responses:

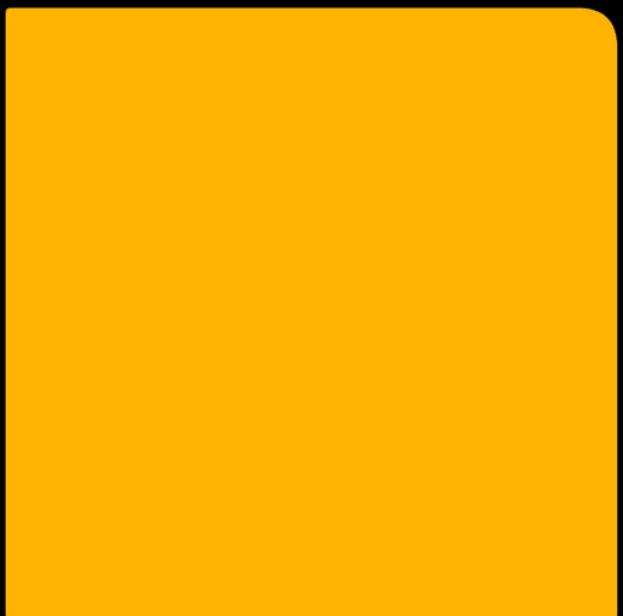
ual:

Do you think that it could be helpful to have a 'breakout space' external to our teaching spaces?



Do you find it necessary to leave the teaching spaces during sessions?

5



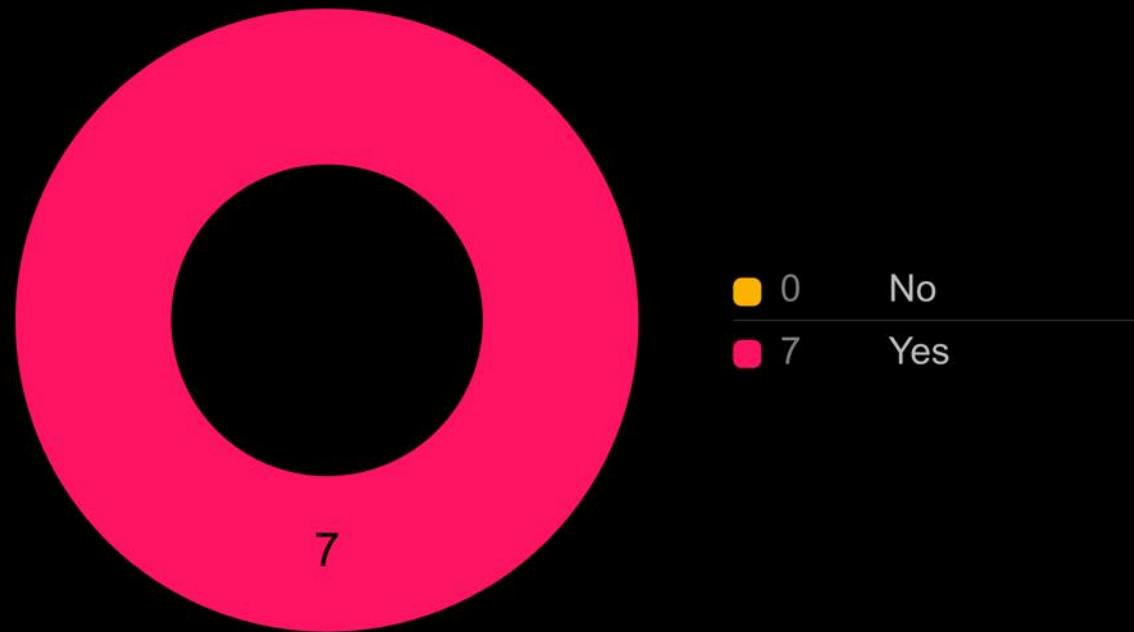
No

3



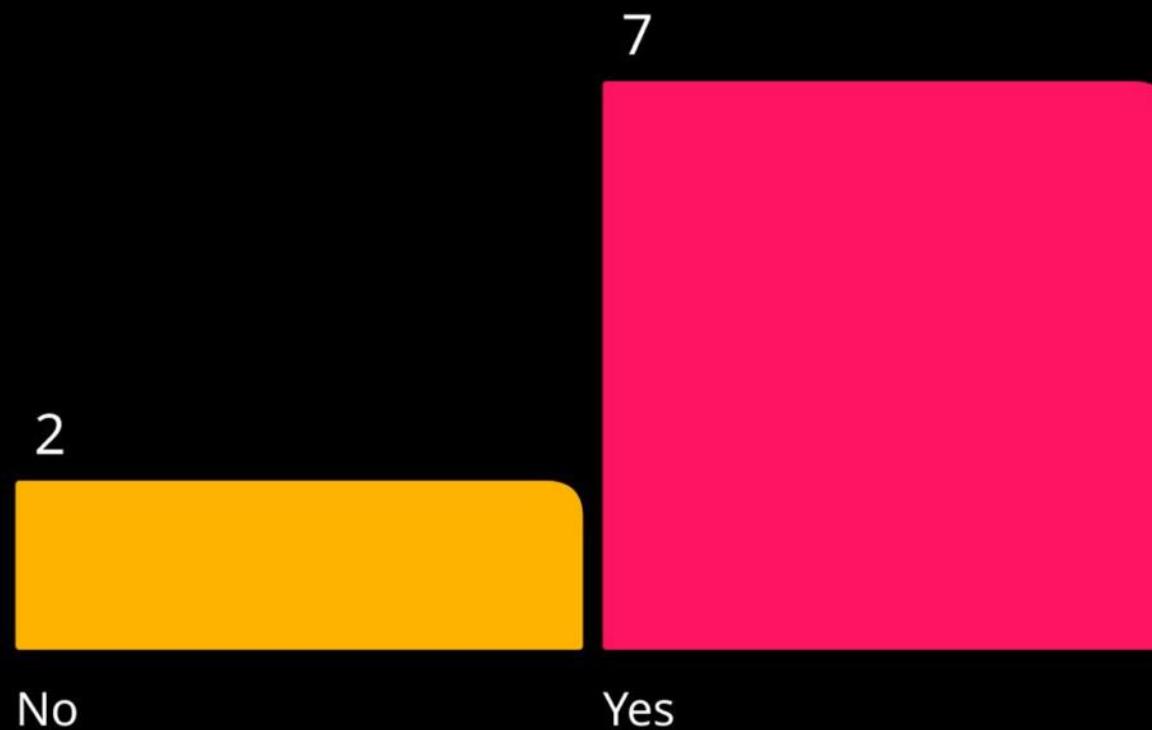
Yes

If you answered yes, would it be helpful to have a space where you could go to that would be close to the teaching spaces?



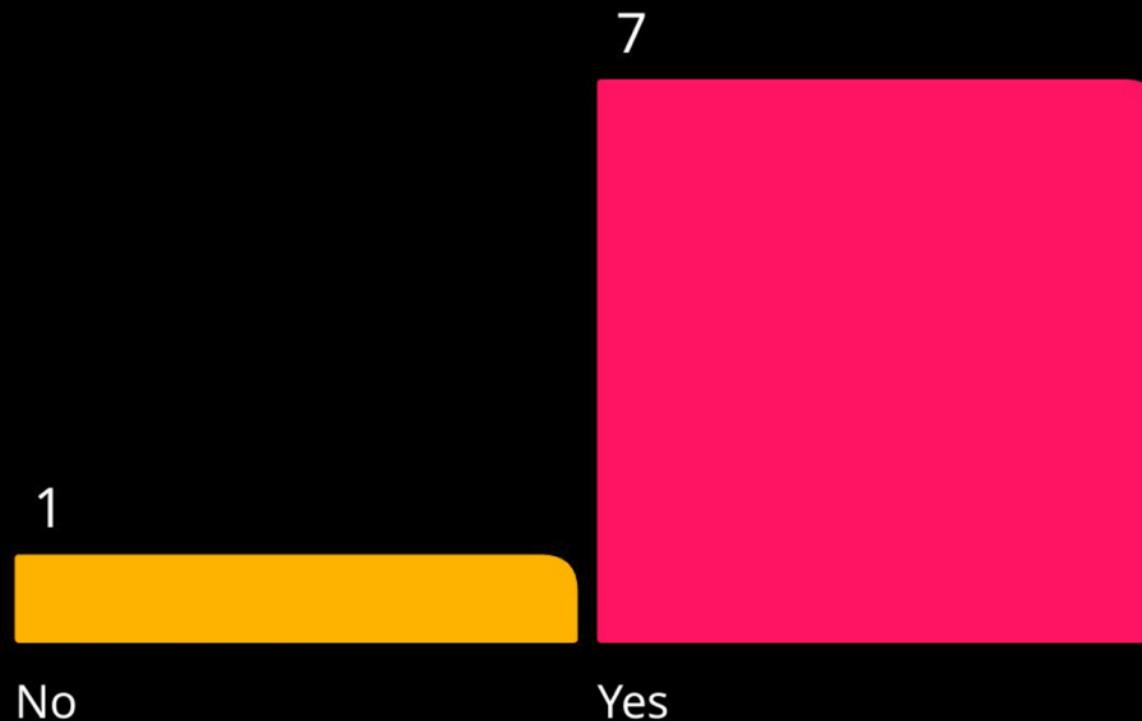
ual:

Is there an aspect of your practice that would benefit from the ability to use the breakout space for small projects?

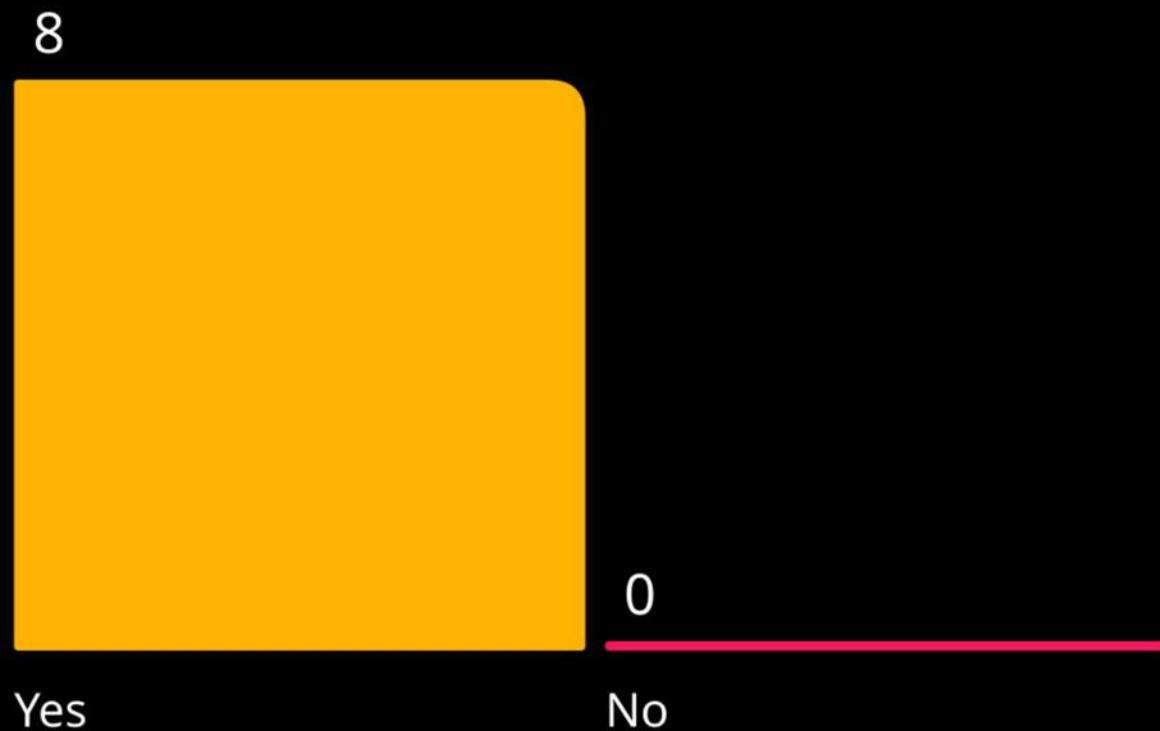


ual:

Do you think the space could provide a greater sense of belonging in FSP?



Finally, if we do go ahead with the implementation of a a breakout space, would you like to be involved in it's co-creation?



If there was a breakout space, what would you like to have in the space. For example, are there any materials or resources that would be helpful?

magazines articles books lockers  
backdrop

# magazines

tape glue scalpels  
big tables for group work paper  
comfy seating space manequin  
pens pencils glue

## STEP 3 – EVALUATION

The survey was successful with **9 out of 14** students responding - a **64.28%** response rate.

It was good to see in the student feedback that they commented on the success of the survey and that they were excited to see the next steps, which I wasn't expecting.

### Quantitative data:

- The survey results indicated that the student's were on the whole in favour of the project, with all but **8 out of 9** students supporting the project's implementation.

### Qualitative data:

- All the responses were helpful in allowing me to understand the student's perspectives on the

The survey was nicely done, and I'm excited to see what will happen with this project!!

### Feedback from participants

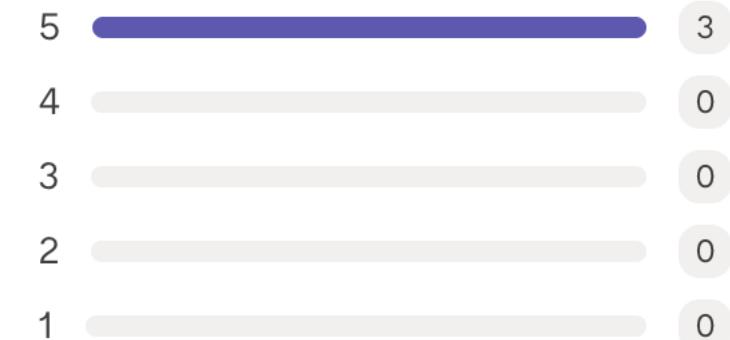
Your participants loved the session!

5.0



3 participants shared their thoughts

### How engaging was this Menti?



# Wellbeing

Having a separate breakout space will reflect better on our wellbeing. The switching of places will be refreshing and help us relax more. It's a 3rd space that will initiate more chats between peers

It provides me with a quiet space so that i can concentrate and it would also be beneficial for my mental and physical health since a breakout room would be somewhere to rest

Having a calm place to recharge helps reduce stress and makes the environment feel more comfortable. Knowing there's a quiet space available supports different needs and helps everyone feel at ease.

# Belonging

Students who arrive early in the morning can wait in the breakout space. Students who feel unwell or uncomfortable during a lesson can use it to rest and have quiet time.

It's an opportunity for students that want to experiment creatively with more projects. It would encourage students to connect with each other, share ideas and help each other.

Definitely – it would create a more welcoming environment where interactions that might not happen in the main space can take place, and students can make it feel like their own.

# EVALUATION

- Not all students responded favorably, so it is important to **acknowledge and consider this**, for example, one student suggested that the space may in fact encourage students to leave class.
- Some students seemed confused about the intention of the space.
- However, this is all **helpful feedback**, as it highlights the importance of communicating the **parameters and definition** of the space's function, if it does go ahead.
- Some examples follow.

I believe that we already have a huge library, and having students leave the area for a breakout space would influence a lot of people to leave and not come back as it disconnects them from the class.

Personally for me, I do not think it would benefit my wellbeing as I do not feel as though I would need a space such as that for myself.

I feel as though there is already a sense of wellbeing amongst the students on the course.

It's a space where we can have more relaxed independent styling labs. If it has backdrops could be used for test shoots. If it's furnished with chill areas (like sofas), it makes us feel more at home

## STEP 4 – IMPLEMENTING THE PROPOSED CHANGES...THEN REVIEW AND REFLECT UPON THE CHANGES

- I have met with and discussed the project with the Dean of SMC and East Bank, she is very supportive. It appears that this is a timely project, as she is doing work on belonging at East Bank, so I aim to capitalise on this.
- I have invited the students who took part in the survey to work with me in co-creating the space.
- I have met with the Technical manager to discuss the practical implications of the space.
- The next step is to meet with the Buildings manager, to acquire approval.
- Finally, if the breakout space is implemented, there will be a process of observation, user feedback, and image-based recording, to review and reflect on the project's achievements, or lack of!

## References:

UAL Canvas <https://www.arts.ac.uk/colleges/london-college-of-fashion/visit-us> (online, accessed 02/12/2025).

National Student Survey and Course Student Survey (Online, accessed 16/11/2025).  
<https://dashboards.arts.ac.uk/dashboard/ActiveDashboards/DashboardPage.aspx?dashboardid=cb332ce6-830c-452d-a1c1-5aca5c1828a2&dashcontextid=637169217954162575>

Converse, J, Presser, S. (2011) *Survey Questions*. Sage Research Methods.