
Re: Pilot test: Ant pgcert recruitment docs

From Emma Charleston <e.charleston@lcc.arts.ac.uk>

Date Fri 12/12/2025 3:13 PM

To Antonella Nonnis <a.nonnis@lcc.arts.ac.uk>

■ 1 attachment (31 KB)

Beyond Neurotypical Norms_Intervention Action Outline for Student Feedback.docx;

Hey Antonella!

Good luck with it all, and I hope you can get some feedback — a tricky time of year for it, definitely.

- **The overall concept:** do you think it feels relevant, useful, interesting?

Yes — though I do still wonder if it's trying to do too much. Even just simply focussing on one area ('technology' feels like the most exciting to me) could be good? It almost feels like your intervention could even just be a small focus group deciding what the most pressing issue to discuss more widely is. That said, I like your session plan and I do think it's engaging, it's just really hard to know how much you'll actually have time to get through.

- **Clarity:** Does the poster make sense? Is anything confusing or too much?

Yes! Still think it's a LOT of content but also not really sure how to cut it much more.

- **Tone + accessibility:** does anything feel off, too academic, or unclear?

No, all good, some comments on session plan

- **The Padlet + session plan:** does it seem like something students would feel comfortable engaging with?

Are the activities engaging? Is the pace ok?

Padlet yes. Session plan I attach a version with some comments!

- **Any barriers or friction:** anything that might make someone hesitate or feel unsure?

Just a few comments in session plan but nothing major!

At the end of the day it really just depends what students you get for your session. You get a bunch of smart, articulate, English-first-language MA students, they'll have an absolute field day with this and really push you. You get a bunch of first year undergrads with varying language and confidence abilities and it will be harder.

Hope this is somehow kind of useful!

Emma x

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My working hours may vary, please be patient in awaiting a response.

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