CITYLIT
INSPIRING PASSIONS · REALISING AMBITIONS

Meeting	Student Panel
Date	Tuesday 17th March 2023, 18:00-20.00, 501/Zoom
Attendees	City Lit: Karin Kalfus (KK), Dragana Ramsden (DR), Wendy McKaig (WM)
	Student Panel Members: 11 panel members attended.
Notes	Melanie Headley (MH)

Summary of discussions:

1.0	KK	**Welcome/Introductions** Welcome new/returning panel members: Julie, Jenny and Natalia. Future meeting format to be discussed at the next panel meeting.
2.0	WM	**Exec update** IT disruption The cyber incident which took place towards the end of term 1, and resultant disruption, has been the focus of the Exec team. It has been a significant piece of work to ensure that the IT infrastructure has been thoroughly reviewed and strengthened. The college has worked with a team of IT specialists to ensure that the college was up and running as quickly (and securely) as possible. The investigation is ongoing. a The Principal sent a communication to all students at the start of term 2 to share the information that was known at the time. There have been changes for students: resetting accounts, multi factor authentication. The changes are necessary to ensure that systems are as secure as possible. FE commissioners The college is being monitored by the FE Commissioner as a result of the college being placed in formal financial intervention, due to the impact of Covid on fee income. They visited last week and had no concerns regarding quality, governance or management. Formal financial intervention was scheduled to end last week, however the cyber incident has delayed this. The Commission will continue to monitor and provide support until the college's financial health improves.

New Chair of Governors (Lindsay Nicholson)
The new Chair of Governors took over fully in December 2022. How the Governors will be able to engage with the Student Panel will be discussed at the next Governing Body meeting. WM provides regular updates to the Quality Committee and the chair of the Quality Committee (Jill Westerman) is keen to work with the Governors to arrange opportunities to meet with the Student Panel.

OFSTED
Morley College were inspected last week; City Lit inspection is imminent. WM will advise the panel when City Lit receives notification of our next inspection as there may be opportunities for the panel members' input.

Term 3 exhibitions
The Ceramics Diploma group had their end of diploma exhibition 2 weeks ago. There will be drama performances and (lunchtime) recitals. It is an opportunity to see the work that students create.

Q – Who are FE Commissioners?
WM – The FE Commissioner are a team that work as part of the Department for Education, from whom the college receives significant funding (either through the GLA or ESFA). Each year, colleges are given a financial health score based upon their financial situation. Scores mirror the Ofsted grading, from Outstanding to Unsatisfactory.

If a college slips into Unsatisfactory (which is where the City Lit was due the financial impact of Covid), the FE Commission carries out a diagnostic assessment to understand why the college is experiencing financial difficulties. They look at how finances are managed, quality metrics, achievement rates and meet with curriculum staff/governors. Their assessment was that City Lit is a very well-run college in difficult times.

Q – Compared to other cyber attacks, is it normal for a solution to take so long?
WM – We are unable to make comparisons to other organisations. City Lit wants to ensure that the investigation is as thorough as it needs to be. College services were restored as quickly as possible whilst not compromising ongoing IT security. Systems are being monitored and any additional security measures will be added as required.

Q – Will more information be shared with students, such as who was responsible for the attack?
WM – The investigation is ongoing. In the messages sent by the Principal, he reassured students that once the investigation is concluded, anyone who needs to be contacted further will be.

		Q – Will you be seeking feedback from students regarding their experience of the IT disruption e.g., quality of communication, impact on student numbers? WM – The college will not be seeking individual student feedback. It is likely that the incident has impacted the number of students who have enrolled for this term, but not to a large degree. Comment: The controls put in place following the attack meant that during the rail strike, the in-person class was not moved online due to the administration requirements. WM – All curriculum teams can set up Zoom sessions. WM will investigate the incident once further details provided by the panel member.
3.0	KK	**Follow up on previous discussions - Digital resilience** Due to the IT disruption in term 1, it has not been possible to follow up on the suggestions made at the last panel meeting. They will be shared/discussed in the near future.
4.0	KK	Course evaluations Course evaluations went digital in 18/19. Course evaluations are incredibly important as they provide feedback for teachers and managers. • In 2021/22 over 15,000 course evaluations were received, which equates to about 35% of students completing their course evaluation form. • On average students take 5 minutes to complete it. • 90% of students who start the survey complete it all the way to the end. There are three types of feedback forms. 1. **Main course evaluation for students who finished their course**: Course evaluations are sent out at the end of all courses to anyone who is active on a course, regardless of course duration. This evaluation also includes feedback about additional learning support (new section), college facilities and communication. 2. **Students who withdrew**: At the end of a course feedback forms are sent to students who didn't complete a course. 3. **Students who never attended**: Some students who didn't attend very short courses feedback why they didn't attend their course.

Who can see feedback?

- Tutors see the first section (star ratings) of the course evaluation feedback form, summarised, without any names, as well as the open text feedback for tutors from the first section of the form.
- Managers see all the feedback in a report. They can identify individual students in order to follow up if there are any concerns, complaints or comments needing further investigation.

How the college uses student course feedback

Teachers adjust and improve their courses based on feedback.
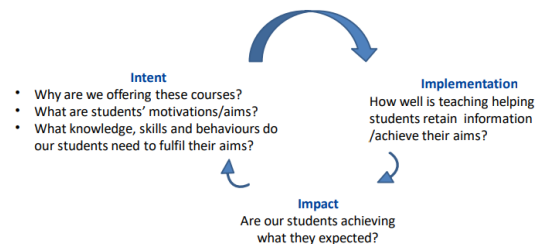
Managers gain insight about:
- Student satisfaction with courses.
- Student motivations to enrol on courses.
- What students plan on doing next, whether further studies or employment.
- Reasons why students didn't finish a courses or didn't attend at all.
- Student suggestions for other courses they are interested in.

Useful information to use for investigating complaints and any areas of concern.
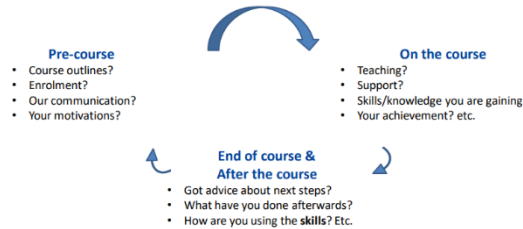
Ofsted/outcomes evidence
- Evidence of intent and impact – qualitative feedback and quantitative data

Student course feedback helps the college evaluate the effectiveness of courses:

Intent
- Why are we offering these courses?
- What are students' motivations/aims?
- What knowledge, skills and behaviours do our students need to fulfil their aims?

Implementation
How well is teaching helping students retain information /achieve their aims?

Impact
Are our students achieving what they expected?

		Pre-course • Course outlines? • Enrolment? • Our communication? • Your motivations? **On the course** • Teaching? • Support? • Skills/knowledge you are gaining • Your achievement? etc. **End of course &** **After the course** • Got advice about next steps? • What have you done afterwards? • How are you using the **skills**? Etc.

5.0	KK	Group discussion:
		
		What is important to you - what do you want to tell us?
		What do you think would be important to know for the tutor and managers?
		
		• Space to thank tutors for the tangible skills taught/learnt, acknowledge their creativity and teaching ability.
		• At the start of the survey, let the student know how long it will take and/or the number of questions.
		• Were expectations met?
		• Was the course as described, fit for purpose, pitched at the right level?
		• Comment box/free text in addition to rating scale.
		• Suggestions made – tick box to confirm whether a response/follow up is required from the department.
		• Tick box to request follow up contact to discuss further study options.
		• Incentivise students to complete the survey (win vouchers)
		• 15,000 out of how many responses? 48,000 enrolments - is this benchmark good? 33%? KK
		  ○ KK: 2 years ago, the top response rate was 39%, down to 35% last year. Moving from paper forms to online forms has resulted in a lower response rate, however the quality of feedback has improved.
		  ○ The ratio of positive to negative feedback has not changed in any significant way.
		• What is going to happen with the data? What improvements are going to be made, what is going to change? Detail this information on the survey.
		• Gathering on the spot feedback is more useful than a follow up email. Situations can change as the course progresses.
		• Did the course meet expectations?
		• Did you enjoy the course? If not, why?
		• Is the course a steppingstone for further training/work?

		• Suggestion – Focus group where students are asked for feedback pre course, mid-course and end of course regarding on their user experience. • A link on the form to explain how the feedback is used: you said we did, the changes made to courses as a result of feedback.
6.0	KK/DR	Current feedback form – what changes would you suggest to the current form? Panel asked to annotate the current form with comments, suggestions, or changes. Forward via email to KK
7.0	KK	The marketing team will be taking photographs of students "in action" in and around the building. They will be used for marketing purposes and will reflect the students that come into the college. The sessions will be on 21st and 22nd March. KK to email details to the panel.
8.0	KK	AOB Next meeting: in May via Zoom