Meeting	Student Panel
Date	Tuesday 17th November, 18:00-20.00, 501 & Zoom
Attendees	City Lit: Karin Kalfus (KK), Dragana Ramsden (DR), Wendy McKaig (WM)
	Student Panel Members: 10 panel members in attendance
Notes	Melanie Headley (MH)

Summary of discussions:

1.0	KK	Welcome & Ground rules
2.0	WM	**Wendy McKaig (Vice Principal) – Exec update** **Self-Assessment process** The annual self-assessment process for 21/22 has been completed and quality improvement plans for 22/23 are now ready. WM thanked Belinda and Anesu for their contribution to the Performing Arts self-assessment moderation meeting. Students' contribution is always very welcomed and appreciated and would encourage panel member participation in future meetings. The overarching college SAR is submitted first to the Quality Committee, then sent to the main governing body for approval in December. A final copy is sent to Ofsted in January. **Further development of online provision** We are currently thinking about further developments of the online provision to ensure that it is fit for the future. We are working with the organization called Unthinkable initially focusing on: • Modern/classical languages and creative writing, • How to ensure that the online learning experience meets students' needs of students who wish to learn in that way, • Workshops will be taking place before Christmas to gather ideas from a range of stakeholders to begin the process of mapping/designing online courses.

Formal Financial Intervention
Whilst still experiencing financial challenges, at the end of the last academic year, the college is ahead of projected recovery. FE Commissioner will be returning in February 2023 to look at recommendations that relate to financial health. All quality recommendations have been signed off.

FE commissioner recommendation was that the design/breadth of the curriculum to be designed to improve the average enrolments. Average enrolments have increased by 1 for both online and in person teaching which is a positive metric.

City Lit Fellows
A segment of a BBC documentary about Malorie Blackman (a City Lit Fellow) was filmed in City Lit, where she developed her skills on creative writing courses.

BBC iPlayer: Imagine, presented by Alan Yentob
Broadcast October 2022, available until July 2023

Malorie Blackman: What If?
As she prepares to publish her long-awaited autobiography, Malorie discusses the key moments in her life that made her a writer.

Chair of Governors
Dame Moira Gibb steps down as the Chair of Governors in December after 10 years in the role. The new chair is Lyndsey Nichols who comes from a journalism background and was previously the editor of Good Housekeeping. Lyndsey takes up her new position in January 2023.

Quality Committee
The Quality Committee would like to have a formalised way of checking in with the Student panel. There is a meeting on Monday to give an update on the panel. Will be looking at a way the chair (Jill Westerman) or the student governor can have more opportunities to meet the panel.

Mental Wealth Festival (October)
4-day event in partnership with a range of organisations, focusing on the importance of mental health and celebrating the wellbeing benefits of learning. Events took place at the National Gallery, Royal Opera House and The British Museum.

City Lit Awards
The nomination process for the City Lit Awards will be launching soon. The event celebrates staff, tutor and student achievements.

Q&A:

Q: What percentage of the college revenue comes from fees?
A: Previously was just over 50%, now 48%

Q: What would be your target percentage?
A: City Lit is given a financial health score each year (one of the four: outstanding, good, requires improvement or inadequate). The college score is currently inadequate because of the deficit. The college is aiming to move up to "quires improvement" in the next 2 years, and to 'good' grade within the next 3 years. The college does not make large profits and operates on a social enterprise model. The fee income helps to provide concessionary/senior fees and supports the delivery of some curriculum areas (e.g., speech therapy).

Q: Are you permitted to have a fundraising committee?
A: This has been looked at in the past. A considerable investment is required to generate a significant income stream; the college is not currently able to bring in additional staff resources. It can take up to 2 – 3 years to realise the potential. Income is generated through students for the bursary (e.g., event ticket sales and legacy donations).

Q: Do you know what percentage of students would not be able to come to the college and can only do online classes?
A: The percentage of students from outside of London has gone from 12% to 20%. There is a broader national spread. The college is trying to build parallel provision so that students have the option to learn in person or online.

Q: How did the college achieve an increase in enrolments of 1 per class?
A: The average enrolment figure per class has increased by 1 and, at the same time, there has been a loss of 10,000 students over 3 years. As a result of this:
- Classes have been consolidated, increasing the profitability of individual classes, and has resulted in the average enrolment figure per course increasing.
- As much of the curriculum was kept open during the pandemic as was possible. Throughout the pandemic/lockdowns, courses were allowed to run on lower numbers than normal.

		• Course curriculums have become more agile to meet demand (in year planning) which reduces cancellations. Q: Is there a minimum number of students required for a course? A: Yes; but it depends upon the subject. Suggestions: It would be helpful if governors and the senior team could be more visible. A panel member was not aware who governors are until they actively searched for their names on the website. It would be helpful to get a message from the outgoing governor and from the incoming chair to students setting out their vision for the future, her background. Senior management should be more visible. At the end of the message, students should have the opportunity to feedback their thoughts. **ACTION:** WM will forward the suggestion to the Principal Mark Malcomson. Q: Self-assessment meeting. Is that something that all departments do? A: Yes. Each department completes a self-assessment report which is followed by a moderation meeting at which they grade themselves against the education inspection framework.
	KK	Google Classroom for the Student Panel From January, panel members will be invited to a Student Panel Google Classroom, where the agenda will be shared, and suggestions for topics can be made.
3.0	DR	Digital Resilience • How safe do people feel online. • What can the college do to make students feel safe. • Online presence went from 0 to 57%. Some students are not used to the online world and may inadvertently put themselves at risk (sharing personal information etc.) The college has a responsibility to ensure a safe learning environment. It is not just about technical fixes, but what City Lit can do to ensure that students feel empowered to make the right choices to feel safe online. Areas of risk

- CONTENT - being exposed to illegal, inappropriate, or harmful material.
- CONTACT - being subjected to harmful online interaction with others.
- CONDUCT - personal online behaviour that increases the likelihood of or causes harm.

What is digital resilience about?

- UNDERSTANDING when you are at risk…
- KNOWING what to do…
- ADAPTING your future online choices...
- RECOVERING when things go wrong online by receiving appropriate level of suitable support.

This approach exemplifies a student-centred/student-empowerment approach. It combines skills, knowledge and behaviours which can be learnt. Students can use and continually develop digital resilience to keep themselves safe in all parts of their digital lives.

4.0		**Digital Resilience**
		
		Thinking about types of activities on your courses or types of relationships with tutors/other students, what are the areas of possible digital risks?
		
		- Set ground rules for engaging with each other – "do's" and "don'ts" of appropriate behaviour, what can be posted to Google Classroom
		- WhatsApp groups – students suggested a possibility of us using the Telegram app. Individual phone numbers are not visible and pseudonyms can be used.
		- Password for Google Classroom – the notification email advises that the password contains the students DOB. The email could be used as a phishing email.
		- How can students be sure that it is an authentic/secure City Lit email (2 factor authentication process).
		  - KK – Could advise students of the email addresses used by City Lit (safe senders list). Information sheet for students on how City Lit communicates with students.
		ACTION: The Quality team will raise this with IT.
		- Can Zoom be hacked?
		  - KK – Zoom is managed by IT, only those active on a course get a unique link.
		- Google Classroom – all using it in varying degrees. What are safeguards around it? Can students who have left a course still access it?

		o KK – students have access to their Google Classroom for a year.
		• Risk: Students not knowing if all City lit emails are genuine. Suggestion: send reminders yearly regarding how the college communicates with students.
		ACTION: The Quality team to make the IT team aware of this.
		• Risk: behaviour in breakout rooms as it cannot be monitored easily
		• Risk: Zoom sessions that are being recorded
		    o DR – Recording as a function for students has been disabled. Tutor should be sharing why a class may be recorded. It could be for an assessment, support of students with additional learning needs.
		• Risk Tutors using personal email addresses and not BCC'ing group members.
		    o KK – If this is happening, it needs to be flagged as soon as possible.
		• Safeguards: Code of conduct is established by students for students through negotiation at the beginning of courses
		• Safeguards: Netiquette/online safety induction is used
		• Safeguards: Student WhatsApp groups - there shouldn't be pressure to join. For those who want to join – set up rules so that everyone knows what that space is for
		• Safeguards: In Zoom meeting, students should follow netiquette instructions about not sharing personal information (e.g. no children (in the space), use headphones (privacy)
		
		Safer internet day will be marked for all college students and staff in February 2023.
		
		ACTION: The Quality team to ensure that the Netiquette video and WhatsApp guidance are consistently used by tutors.

	KK	**Ambassador lecture series:** Tom Fletcher (former ambassador to Lebanon). Thursday 24 November, 12:15-13:15 Free tickets available, in-person attendance. If interested, email events@citylit.ac.uk /check website
	DR	**Developing new Quality strategy** Our aim to further involve students and tutors in the quality improvement process. At currently take account of students' learning experience in these ways: End-of-course evaluations and online reviews; Achievement,

		retention and attendance rates; Class visits; Student complaints; Focus groups on specific topics (e.g. LDD, advanced French); Student rep meetings; Contribution to the college self-assessment process

What else could we do?
- Departmental focus groups focused on specific topics.
- Students accompanying us in class visits.
- Students contributing to development of teaching and quality practice (e.g., working group on developing guidance about the promotion of anti-racist learning environment)

What possible barriers to student engagement should be mindful of?
- Create an environment for feedback to be anonymous.
- A student ambassador to feed comments back anonymously.
- Incentive – how do you encourage without biasing response?
- In the middle of the course – how do they students feel instead of waiting until the end.
  - KK – mid course feedback had limited success.
- Simplifying the forms – use alternative formats (currently paper), survey monkey (more convenient)
ACTION: The Quality team to look into simplifying student evaluations.
- Students blog about the "student experience" – will highlight varying experiences.
- Keep it simple otherwise students will not engage.
  - KK – course evaluations are an ongoing project. Since going digital, better quality responses/feedback, but not enough of it.

Question: What happens to the feedback?
Answer: Curriculum managers look at the feedback to make improvement, quality team look at response rates. Currently reviewing the questions (may bring it to the panel for review). |
| 5.0 | | Panel members leaving:
Chris
Keith
City Lit would like to thank them for dedication and the contribution they have made over the years. |
| 6.0 | | AOB |