



Meeting of the	Student panel
Location/time	G01 18:00 – 20:00
Date	10 January 2017
Attendees	All 20 panel members attended. City Lit staff: Karin Kalfus (KK), Liora Ives (LI), Libby Tooke-Mitchell (LTM)
Notes	Melanie Headley

Meeting notes

1.0 Welcome and introductions (LTM):

1.1 Panel members welcomed. 6 new members have been recruited, taking the total number to 20

1.2 City Lit staff introductions:

- Libby Tooke-Mitchell – Student Experience Manager
- Karin Kalfus – Quality Manager
- Liora Ives – Vice Principal and Chief Marketing Officer
- Clare Abbott – Head of Student Experience and Customer Services

2.0 Executive update – Liora Ives, Vice Principal:

2.1 • Principal (Mark Malcomson) has been awarded a CBE for services to adult education.

2.2 • Area reviews have been taking place across the UK, the purpose of which is to move the sector towards fewer, often larger, more resilient and efficient providers. The reviews are also linked to devolution of funding (government funding accounts for 43% of City Lit income). In the future, colleges may have to merge; City Lit is currently looking at this, however investigations are at a very early stage.

2.3 • Actively raising City Lit's profile, most recently with the fellowship programme. 2016 Fellows: Andrea Levy, Gillian Anderson Ed Balls and Jeremy Swain. In November, the college hosted 'In conversation with Ed Balls' which proved particularly popular following his stint on Strictly.

2.4 • Filming of student stories is currently underway, with a view to gathering 100 stories for the City Lit centenary in 2 years time in 2019.

2.5 • Collaboration with Newcastle University, in a project to utilise crowd sourcing to generate new ideas for current affairs courses.

2.6 • Undertaking a number of collaborative projects:
a) Delivered a lip reading course to the Chelsea pensioners

- b) BSL course for the Metropolitan Police
- c) Working with Open University Shanghai
- d) Creative Writing team working with the homeless charity St Mungo's

2.7 • OFSTED inspection (December 2016) – very positive feedback from the inspectors

3.0 OFSTED inspection (KK)

3.1 • City Lit was last inspected by OFSTED in 2011. 2 days notice of the inspection were given and the process lasted a total of 4 days. A team of 6 inspectors spoke to both staff and students and visited classes.

3.2 • The results of the inspection are yet to be ratified; the report is expected at the end of January. (Update since the meeting: the report is now available on the Ofsted website.)

3.3 • The inspectors were particularly impressed with:

- a) The quality of work produced by students
- b) The level of engagement, debate and learning exhibited in the classroom
- c) College ethos
- d) Public/shared spaces available to encourage social interaction outside of the classroom

3.4 • The inspection highlighted areas which require additional focus, however a recent external quality review reached a similar conclusion and work had already begun to make improvements, namely to:

- English and maths success rates
- Mixed level courses – students with a higher level of skill need to be stretched/challenged

4.0 Digital screens poll

4.1 The new screens were put up over the summer and with a show of hands, the panel were asked to indicate how effective they are:

Q: Have you noticed the screens around the building?

A: All (20) panel members noticed the screens

Q: Have you used them to find the room number for your course?

A: 11/20 - yes

Q: Have you looked your room number up on any screen other than at reception?

A: 6/20 – yes

5.0 Group exercise – Digital screens; your feedback

- 5.1 The panel took part in an exercise to gather feedback regarding the current screen content and whether there is anything else they would like displayed. Each group were issued with a screen shot and asked to annotate with comments, suggestions, likes/dislikes. Selected highlights from each team were shared amongst the wider panel:
- a) Provide interactive screens
 - b) Include transport updates, weather and news reports
 - c) Split screen: maintain core information regarding courses, room numbers and times, along with rolling screen with featured promotions

6.0 Group exercise – What are you doing next (after your course is finished)?

- 6.1 KK provided the panel with background information on the Additional Outcomes form filled out at the end of a course and how the information is useful evidence to show to stakeholders that courses attended are of value and enhance students employability, confidence and wellbeing.

The panel groups were provided with copies of the 14/15 destination survey questions and an Additional Outcomes form and asked to feedback on:

- The destination survey and Additional Outcomes form: What questions should be asked?
- What is the best method for City Lit to obtain data/feedback and timescale?

Groups fed back a selection of points:

- a) Tutors should be briefed on the information the college is trying to obtain and why. It would help to make the link between the (Additional Outcomes) form and funding.
- b) Feedback could be obtained via other methods, such as Survey Monkey, phone calls or tablets, with an added incentive for completion such as a prize draw. Students should have the option to choose how they wish to feed back.
- c) Follow a student throughout their academic life (with City Lit), similar to the 7/14/21 Up programmes.

7.0 Group exercise – Recording your progress on a course

Meeting notes

7.1 Individual Record of Learning has multiple aims:

- Outlines the course aims
- Records the students starting/midway points.
- Encourages students to set personal targets/personal goals
- Have personal goals/course aims been achieved by the end of the course?

Groups were asked to respond to a series of question/asked to comment on the Individual Record of Learning form. What are their thoughts around why the form is needed, the level of feedback received from tutors and ways in which progress can be recorded.

- a) The record of learning can at times feel like a box ticking exercise. More explanation around why the forms are necessary is required
- b) Student feedback could be emailed by the tutor
- c) Peer assessment can prove useful.

All group exercise outputs gathered for collation.

8.0 AOB

8.1 • KK – Student Panel attendance vouchers: as of 11 January, (electronic) course vouchers will be held on a central spreadsheet. Vouchers are valid for 2 years.

8.2 • Q: Coffee/vending machines; any news?

A: Coffee/vending machines were not part of the new catering contract. Unfortunately when the machines were in place, they were subject to a number of thefts and acts of vandalism. The college ensured that the water fountains were replaced and the café manager has worked to reduce queues at peak times. Café opening hours have been extended, however the business does need to remain financially viable.

There was a plan to reintroduce vending machines, however funding has been diverted to the urgent refurbishment of the lifts, which after many years of service are in need of an overhaul.

8.3 • Compliment received from a panel member regarding the refurbishment of the yoga rooms.

8.4 • Fire evacuation procedures: Concerns were raised by a panel member regarding a fire alarm activation. KK sought confirmation of when this occurred as drills take place on weekdays (daytime). This particular activation occurred in the evening. Panel member made the following observations:

Meeting notes

- a) Students did not react
- b) No one appeared to take charge; no visible fire warden
- c) No one appeared to know what to do

KK – There was a post alarm activation review and a number of issues were identified which are in the process of being addressed.

- 8.5 • Panel member suggested that students should watch a fire evacuation video which would be made available on the website and the link sent to new students upon enrolment. CA will be looking at what key information students should be given at the start of a course, depending upon whether they are a new or returning student. A suggestion was also made that the digital screens be utilised to remind /inform students and visitors of the fire evacuation procedures.
- 8.6 • KK – City Lit has transitioned from Moodle to Google Classroom. Instructions for Google Classroom were distributed. A Google Classroom has been created for the student panel and panel members are encouraged to register.

Action:

- List of observations regarding the fire alarm activation to be forwarded by panel member to LTM