

CITYLIT

INSPIRING PASSIONS · REALISING AMBITIONS

Meeting of the Student Panel
Date Tuesday 14 January 2020, 6-8 pm
Attendees City Lit: Karin Kalfus (KK), Virginie Clarke (VC), Sean Corbishley (SC), Dominic Harris (DH)
Student Panel members: 11 panel members in attendance.
Apologies Wendy McKaig (WM)
Notes Melanie Headley (MH)

Summary of discussions

1.0	Welcome - KK	<p>This is the first meeting of the year. Four new students have joined the panel and one student has returned after a year away from the panel.</p> <p>Welcome Dominic Harris (DH), Insight and Innovation Commissioner who will be facilitating 2 group activities.</p>
2.0	Exec update - KK	WM unable to attend Panel Meeting; KK will circulate the Executive update via email.
3.0	Group contract - VC	<p>How best to conduct Panel meetings – Group agreement:</p> <p>Panel to suggest/agree on points to guide discussions/conduct for future meetings e.g. behaviours to avoid/encourage.</p> <p>Suggestions:</p> <ul style="list-style-type: none">• Listening skills – when someone is talking, listen to what they are saying• Respect difference of opinion• Respect different [life] experience• Stick to the point

Summary of discussions

		<ul style="list-style-type: none"> • Contribute • Be constructive (criticism) – offer solutions • Don't be afraid to speak up • Organise a group leader (if this is the group consensus) • Raise your hand to ask a question • Listen to others • Listen attentively/actively • Confidentiality – Panel members may share personal stories or comments regarding named individuals; those discussions should stay within bounds the meeting and should not be shared/discussed outside of the panel • Don't waffle; be concise • Allow others to speak • Respect other points of view • Be empathetic • Notify City Lit if you cannot attend the panel meeting • Agenda focus – keep to the agenda • Active collaboration with the wider student panel • Treat everyone fairly • Leave enough refreshments for late comers. <p>A summary of the suggested group contract points will be highlighted at the start of future meetings.</p>
4.0	Group exercises - DH	<p>Exercise A - Finding out about your next course and offers</p> <p>Progression within the curriculum is very important to our learners and to the success of our programme offer. Since the introduction of GDPR more learners are opting out of marketing communications when they sign up to courses at City Lit. We are unable to contact over two thirds of our students to suggest other courses or current offers.</p> <p>We would like to improve our communications to students about recommended course progressions or offers, such as recent Black Friday/Cyber Weekend or a '30% off for under 30s' which was trialled recently for Visual Arts.</p> <p>In groups, panel members discussed suggested solutions, came up with their own suggestions, and ranked them according to their potential effectiveness and impact.</p> <p>Exercise B - Reviewing your current course</p>

Summary of discussions

		<p>We would like to improve learner engagement with digital feedback, which is improving and very informative, but still significantly lower than when this was done in class via paper forms.</p> <p>In groups panel members placed suggestions in order of priority and removed any that are not relevant to them.</p> <p>Following the groupwork a broader discussion covered several topics:</p> <ul style="list-style-type: none"> • Q: Is the budget increasing for the bursary? <ul style="list-style-type: none"> ◦ DH - It is growing. Currently working with the External Engagement team to promote the bursary • Q: Have you benchmarked (feedback) against other establishments? <ul style="list-style-type: none"> ◦ DH – Yes, it is fairly poor elsewhere. • KK – This year in term 1 we had 27% return rate on electronic feedback, which is an improvement on last year's 23%. • Q: Couldn't fill in the forms and place it in a box? <ul style="list-style-type: none"> ◦ KK – Anything handwritten (i.e. not a tick box) is hard to process/labour intensive. We want to keep all feedback coming in in one format. ◦ The paper based feedback used to remain within departments and wasn't shared. • Q: People who have disabilities; how is feedback made easy for them? <ul style="list-style-type: none"> ◦ KK – There are tablets in class in a different format and classroom support to assist. • Q: Why not make the feedback tick box only? <ul style="list-style-type: none"> ◦ KK there are some questions that are tick box questions, but the open questions provide us with useful feedback. • Suggestion – 'you said, we did'. Students would respond positively to seeing their suggestions actioned. KK: This is something that has been done and there are panels displaying action taken as a result of student feedback, but we do need to update these more frequently. • Panel member comment: Bear in mind that not all students will find it easy to fill in the survey. The expiry can prove to be a problem. • Do you ask tutors for feedback? KK: Tutors reflect on the course feedback they receive. There is also a tutor forum where tutors can provide feedback.
5.0	Feeling safe at City Lit	Tutors have access to a safety video (via You Tube: https://www.youtube.com/watch?v=YdlqSKfz3Vo) which they have the option to show to students at the start of a course. The video contains safety advice including fire evacuation and assembly points. The panel was surveyed regarding the use of the safety video and their general safety awareness.

Summary of discussions

		<p>City Lit is a freely accessible building which aligns with organisational values (open door policy). There is the need to assess/understand whether students are aware of what to do if they have any concerns. The panel were asked to comment on the following scenarios and then discussed their answers.</p> <p>Scenario 1 You overhear an argument between two people in a student lounge which is beginning to sound heated, making you feel uncomfortable.</p> <p>Scenario 2 You notice a student in the café who appears to be emotionally distressed.</p> <p>Scenario 3 A fellow student in your class discloses that they are in an abusive relationship.</p> <p>Q: Is the existence of the safeguarding officer/counselling service mentioned in the safety video? KK: No they [the safeguarding office] is not, but the counselling service is. (Having reviewed the video, we realise that counselling is not explicitly mentioned in the video, only that City Lit offers a 'a range of support and specialist help').</p> <p>SC: There is safeguarding legislation and we have certain obligations under the law, and staff are trained accordingly.</p> <p>Suggestion: [City Lit] Need to think of ways of how to publicise Safeguarding. This may improve the feelings of safety. People may be more likely to make disclosures if they know that there is a safeguarding team.</p> <p>Q: Do you have panic buttons in the building? KK: Yes we do.</p> <p>Q: Are there counselling services available for students? KK: Yes it is available.</p>
6.0	Student contributions to the panel agenda	<p>City Lit staff team bring topics to the Student Panel to discuss, based on our planned projects. Going forward, panel members can submit topics for discussion via a dedicated email address: studentpanel@citylit.ac.uk</p> <p>Submissions should meet the following criteria:</p> <ul style="list-style-type: none"> • Addresses a need which aims improve the overall student experience and requires multiple perspectives <ul style="list-style-type: none"> ○ e.g. Improving awareness of financial support – understanding people’s barriers, overall costs, options available to students paying concessionary fees or full fees

Summary of discussions

		In the future, when the agenda is sent out, student suggestions will be shared, along with the rationale behind the decision to/not to include them. Updates on past discussion points/projects will also be sent.
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Date of next meeting: Tuesday 31 March 2020