

# CITYLIT

INSPIRING PASSIONS · REALISING AMBITIONS

Meeting of the Student Panel  
Date Tuesday 30<sup>th</sup> April 2019  
Attendees City Lit: Karin Kalfus (KK), Virginie Clarke (VC), Wendy McKaig (WM), Séan Corbishley (SC), Dragana Ramsden (DR)  
Student Panel Members (SP): 15 attendees  
Notes Daniel Poole (DP)

## Summary of discussions

1.0	18.05	VC	<b>Welcome - Staff introductions / housekeeping</b>
2.0	18.06	WM	<b>Exec Update from Wendy Moss</b> <ul style="list-style-type: none"><li>• Reconfiguration of ground floor reception to build a gallery where enrolments office is, creating a professional space to exhibit student and staff work. Enrolments to move up to Mezzanine floor. Completed by September when Sadiq Kahn will open it (adult education budget will lie with the Mayor from September 2019).</li><li>• Ofsted to release new inspection framework for adult education in September – City Lit has been involved in the consultation.</li><li>• Good relationships with the above will be key.</li><li>• Centenary year – Awards ceremony with the Princess Royal went well.</li><li>• Humanities and Science – International Women’s day on 27<sup>th</sup> April ‘Where is Feminism Now?’ Debate and awareness around equality and social justice in the UK.</li><li>• Open day coming up re: massage diploma</li><li>• Creative Writing dept will lead an annual forum ‘Rising Voices – Diversity on the Page’.</li><li>• Annual Deaf Day – deaf people from all over the UK plus James Patrick (MP) came to engage, learn and socialise with deaf people.</li><li>• GCSE in BSL will be available to deaf people instead of English.</li></ul>

		<p>• City Lit Perspectives – with Professor Ian Morris, looking at Britain’s relationship with the EU was held on 29<sup>th</sup> March. Next one will be with Grayson Perry – Divided Britain, then with Jeremy Swane – Homelessness.</p> <p>SP Questions + Answers: Does City Lit offer BSL classes? – See prospectus (WM) Hair and Beauty – not able to offer due to specialist investment; many other local places that offer it (WM) Will enrolments moving to the Student Centre mean less library space?</p> <p>SC The extended help desk/enrolment counter is not taking away space from library.</p>
3.0	18.25	<p>VC <b>Student Centre tour.</b></p> <p>Tour of updates to Student Centre and library, notable addition of enrolments. Library cards available to Panel members who have not signed up yet, available to pick up and use in any Camden library.</p> <p>SP Some queries raised: No signage to identify different services (Sean answered that they are on the way) Higher noise levels now and some students believed there is still a need for a quiet workspace– VC explained there is still quieter space through the back of Student Centre and SC outlined that space is an issue in the building as a whole. Some seat spaces for group work has been lost which is now the enrolments queue.</p> <p>Also positive feedback gained.</p>
		<p>KK <b>Course Evaluation Updates</b></p> <p>From start of term 3 students won’t need to log in to access the evaluation form for their course – we are hoping to double the respondent rate from 23%. Added disclaimers to course outline and evaluation form stating that reviews are published by common course title. Student Centre rating– Differentiated between Staff and Resources</p>

			Next update will add in a safeguarding 'how safe people feel in City Lit'.
4.0	18.40	VC	<b>Wayfinding</b> Introduction to Wayfinding Continued project started by Libby Tooke-Mitchell – met with digital content developers to discuss.
		SP	Group work/discussion: Examples of exemplary wayfinding: Hospitals, Airports, John Lewis, Underground
		KK	Videos feedback 1 – slow video, TfL constantly changing routes/station. Contact TfL/local Authority for hard signage. 2 – why videos? Lacks engagement – video not replicating needs of this group Is this group represented properly with people with mobility/deaf/blind. (VC) There will be a separate group that these videos will be targeted towards and feedback gathered from them.
		SP	It is worth following through and see what the usage is Maybe graphics can be overlaid from Google Maps. – including street view and maps Not sure about the captions – patronising. Needs to be quicker to watch.
	19.00		<b>Break</b>
5.0	19.15	VC	<b>Induction Assemblies</b> First time students would be invited to a half an hour 'Welcome to City Lit' presentations. Will include ice breakers for students to meet other students and tutors  Group work As experienced students – what do new students need to know?

		SP	<p>Had to learn..</p> <ul style="list-style-type: none"> <li>• didn't know how much homework time to expect</li> <li>• didn't know which level class to go to</li> <li>• publicising and finding information about e.g. music recitals/ drama performances.</li> </ul> <p>What should they include? Suggestions included:</p> <ul style="list-style-type: none"> <li>• Assemblies – totally student to student – student led</li> <li>• History – information and context around the organisation</li> <li>• Current students showcasing their work, bringing different disciplines together. Cross collage collaboration</li> <li>• Less forced and more inclusive.</li> <li>• 'Hotel directory' equivalent</li> <li>• Stories of different students.</li> </ul>
6.0	19.35	DR	<p><b>Teaching and Learning</b></p> <p>Dragana Ramsden explained her team's role in supporting teachers to deliver best quality learning. Currently use Ofsted framework, our own criteria and student feedback, including from the panel, to asses and guide quality in the college.</p> <p>In groups, discuss learning experiences from your past, not just at City Lit.</p>
		SP	<p>POSITIVE:</p> <ul style="list-style-type: none"> <li>• Routes into employment within the organization</li> <li>• Painting class – adapted to needs of students and organized to deal with it</li> <li>• Photography class – not feeling like an idiot when asking a question. Excellent in their field and generous with their knowledge</li> <li>• Inspiring tutor</li> <li>• Tutors having the right equipment to support learning</li> <li>• Learning environment – pre planning etc. Admin in lessons on short courses. Holistic, emotive</li> <li>• Pitching classes at the right level</li> <li>• Well qualified teachers</li> </ul>

		DR SP	<ul style="list-style-type: none"> <li>Attendance with regards to learning difficulties – friendship</li> </ul> <p>NEGATIVE:</p> <ul style="list-style-type: none"> <li>Teachers being inconsiderate</li> <li>No rapport established with students</li> </ul> <p>As a whole group how to prioritise the 'great' criteria/standards: The whole group think 'teachers being an expert in their field' is the most important aspect of quality teaching/lessons.</p>
7.0	20.00		Close of Discussion

Date of next meeting: **Tuesday 2<sup>nd</sup> July 2019**