

Meeting **Student Panel**
 Date **Tuesday 15th March 2022 5:30-7:00pm** – online via Zoom
 Attendees City Lit: Karin Kalfus (KK), Dragana Ramsden (DR), Wendy Moss (WM), Mark Malcomson (MM) Abida Umarji (AU)
 Notes Student Panel Members:
 Melanie Headley (MH)

Summary of discussions:

1.0	Welcome, introductions and ground rules - KK	
2.0	Executive Update - MM	<p>Courses are slowly returning to the college. 2 years ago, the college went from delivering all courses in person, to completely online in the space of 3 weeks. Tutors were upskilled and learned how to deliver courses in a new way. 1,300 courses were moved online over the Easter period. Languages, humanities and art history have remained online which has worked well. These courses have attracted students from outside of London and the UK.</p> <p>As a central London college, the building footprint has a number of pinch points (e.g. lifts). For the safety of students and staff, courses which benefit from in-person teaching, returned to the college (e.g. the arts, deaf education and music). Whilst restrictions are lifting, student safety remains paramount. 40% of learning disability students have underlying health conditions, making them a particularly vulnerable group. They were the first group to return to the college because as a community, the interactions with staff and fellow students was important.</p> <p>Students are slowly returning to common areas such as the gallery and café.</p> <p>The pandemic has been particularly challenging financially however students still remain at the forefront of college life. Departments such as Visual Arts have had to close down a number of times, which affected college income. The arts as a whole is 50% of the offering. The disruption equates to £5,000,000 (net) over 2 years.</p>

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The government has provided moral support and the college has received funds to allow the upgrade of facilities, however the remaining expenditure is funded by an overdraft facility.

Panel questions to MM

Q:

- How can the college recoup losses?
- What are the strategies around in person and online course delivery

A:

- The college needs to attract new students (online and in person), and for students who may have drifted away, to return. Pre pandemic, the average number of students per class was 11 but has fallen to 9. If the 2 students per class return, this will make a significant and positive impact on the college finances. In the coming months a marketing campaign will be launched to encourage students to "refer a friend".
- Online courses are now an integral of City Lit and have opened opportunities across the UK and beyond. The college is working with an external consultant (previously with the Open University), who is helping to develop the online strategy. Areas such of creative writing have built a cohesive community through online course delivery.

Q:

- Diversity – What is City Lit's biggest challenge regarding creating an even more diverse population. Are there particular groups that you wish to encourage and welcome? Who is missing?

A:

- In the last year, MM has revisited the diversity/inclusion approach for the college in relation to staff, students and curriculum. City Lit is in centre of Covent Garden, bordered by business/professional services with very few residential properties; the student body is reflective of its surrounding population. Moving away from the centre of London, it becomes more diverse, which is not currently reflected in City Lit's student body. The college should be reflective of the whole of London.

Looking beyond the 1970s definition of diversity which focussed on race and gender, but should reflect all aspects e.g. disability. The college excels in supporting the deaf community but needs to engage with the visually impaired, neuro diverse... City Lit needs to understand the nature of our audience and reach out to them. All aspects of diversity have to be as good

		<p>as the college's achievements in relation to gender pay and representation throughout all levels of the college. The student panel is diverse and reflects London.</p> <p>Q:</p> <ul style="list-style-type: none"> • Ceramics – there is a need for more time/space. When courses are released, they fill rapidly. Is there the possibility of having more people in ceramics? This would be an opportunity to boost fee income. <p>A:</p> <ul style="list-style-type: none"> • If the funds were available, there is a fully costed plan for an additional ceramics studio. There is a huge demand for ceramics. A bid was submitted to the Mayors office, but was unsuccessful.
3.0	Preparing for OfSTED Inspection (DR)	<p>Schools and colleges in receipt of government funding are inspected by the Office for Standards and Education (Ofsted). Inspections are every 5 years; the last inspection was December 2016.</p> <p>Inspections of the past included the assessment of a lot of written evidence as well as observing the classes. The inspection team would look at provision across the whole college. They will now look at specific areas in detail. This is done via class observation, speaking to staff and students.</p> <p>Inspection Framework</p> <ol style="list-style-type: none"> 1. Quality of education 2. Behaviours and attitudes 3. Personal development 4. Leadership and management <p>The college is measured against the four criteria in order to judge overall effectiveness.</p> <p>Quality of Education</p> <p>Intent</p> <ul style="list-style-type: none"> • What is the purpose of our curriculum? How aligned is our programme with students' motivations/aspirations? • What knowledge, skills and behaviours do students need to fulfil their aims?

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		<p>Implementation</p> <ul style="list-style-type: none"> • How well is teaching helping students retain information/achieve their aims? <p>Impact</p> <ul style="list-style-type: none"> • Are students achieving what they expected?
4.0	Group Activity (KK)	<p>City Lit has been working with a consultant Ofsted inspector who has provided a list of questions that students may be asked as part of an Ofsted inspection:</p> <ol style="list-style-type: none"> 1. What have you learnt today? 2. Are you learning/making progress? Do you know what your strengths are and what next you need to work on? 3. How do you apply everything you learn in your everyday life? 4. Has the course helped you achieve what you wanted to achieve? 5. Do you know what you will be learning this term? Do you know what you are going to learn next week? 6. What is your motivation for learning this subject? 7. What is the last homework that was set out? Did you receive feedback on that homework? Does the feedback you receive help you in improving your skills? 8. How often do you revise on your course? 9. What else are you gaining from the course? What other advantages are there of doing this course? <p>Panel exercise:</p> <ul style="list-style-type: none"> • Do you understand what is being asked? • Did you have difficulties with any of the questions? • What can be done to help students feel prepared to answer the questions confidently?
		<ul style="list-style-type: none"> • What have you learnt today? <ul style="list-style-type: none"> ○ Initially mind would go blank ○ Would think about the curriculum

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Group Activity Feedback (WM)

- Preparation:
 - Sharing objectives with students at the start of a class (bullet points)
 - Google Classroom – overview of the course/classes (in advance). May not work for those who are tech savvy. Emails with attachments as an alternative.
 - Signpost Google Classroom
- Are you learning/making progress? Do you know what your strengths are and what next you need to work on?
 - Encourage discussion within the class about strengths
 - What you would like to know/don't know?
 - What strengths do you have?
- How do you apply everything you learn in your everyday life?
 - Take away the word "everything" - it may intimidate. Alternative: How have you applied what you have learned?
- Are you learning/making progress...?
 - Alternative: What are you learning?
 - Prior to inspection, students can share what they are excited about/interested in/proud of/surprised that they have been able to do within the course.
 - Sharing outcomes and celebrating achievements
- Questions 3 and 4 – would depend on when the question is going to be asked (answer may be dependent upon where a student is on their course (just started course/near completion)
- Question 5; too specific. Unless tutor provides the information regularly, would be difficult to answer
- Question 7 – course specific. Not every course has homework/feedback (e.g. discussion groups)
- Lesson plans for online courses left on Google Classroom
- Disliked question 8
 - Revise implies exam. "Homework" would be a better word to cover a range of courses. Many courses do not have exam
 - Q8 would it be better relating it to the tutor recapping each week? Revise can mean the tutor getting students to repeat skills by embedding the knowledge.
 - "How often" is not a suitable measure (could be once or twice). Alternative: How much time do you spend each week on homework for your course? More data can be derived. SMART objective (specific, measurable, achievable, realistic and time-bound) elements are included in the reworded question.

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		<ul style="list-style-type: none">• Question 9 – Should be simplified to a single question. Alternative: What are the additional benefits you have gained from the course beyond what you are taught?• Question 10 – good open ended question <p>KK – Q: Inspections are at short notice, as a student, would having the questions in advance be helpful?</p> <p>Panel response:</p> <ul style="list-style-type: none">• A page of open questions to consider when learning would be helpful.• Revise could be substituted for rehearsing, going through notes, assessing skills• Tutors sign posting skills learned• Invite students to ask themselves the questions – will be helpful and allow reflection• Ice breaker question could be: what are your strengths? What do you know now? What do you want to learn?
5.0	Preparation for inspection: British Values. (DR)	<p>Ofsted Framework: British Values (values that characterise life in modern Britain) are not obvious how to evidence/demonstrate.</p> <p>One of our responsibilities as educators is to encourage students to respect one another and to value the experience and diversity each student brings into the classroom.</p> <p>We do this by, for example, ...</p> <ul style="list-style-type: none">• Negotiating ground rules with a class• Encouraging students to share their different perspectives and experiences• Promoting critical reflection• Promoting students' exposure to wider viewpoints, work, cultures• Using a student conduct policy to manage conduct etc. <p>How can we further raise awareness of this aspect of the framework? How else should we be embedding the understanding of the (British) values for our students?</p> <p>Panel feedback:</p>

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		<ul style="list-style-type: none">• Student handbook• Teachers can convey values at the first class of the new term• Promotion/marketing• The Principal could record a video message which is shared with students• Posters in classrooms• Use the induction to introduce these values and negotiate groundrules. For example, invite each student to contribute a 'rule' that will help everyone learn - incorporate the words respect and community (a group of students are a temporary community)• Tutors can include a link in Google Classroom to City Lit's values for reference• 'Community values' sounds good, open and welcoming.
6.0	AOB	Email KK with any further thoughts on the topics discussed