



**MINUTES OF A MEETING OF THE BOARD OF
LEICESTER COLLEGE CORPORATION:**

**STUDENT LIAISON COMMITTEE
HELD ON 16 NOVEMBER 2017**

Present: Verity Hancock (Chair)
Caroline Tote
Nameera Khan (Student Governor)
Mohammed Tokaria (Student Governor)
Tom Wilson

In Attendance: Louise Hazel Director of Governance and Policy
Lyn Landon PA to Director of Governance and Policy
Gretta Tharratt Head of Learner Engagement and Equalities

LEET Team Course Representatives and Student Union Representatives
(See attached list)

	<u>Action</u>
<p>1. <u>DECLARATIONS OF INTEREST</u></p> <p>1.1 There were no declarations of interest.</p>	
<p>2. <u>APOLOGIES FOR ABSENCE</u></p> <p>Apologies for absence were received from Brigitte Heller.</p>	
<p>3. <u>MINUTES OF PREVIOUS MEETING AND MATTERS ARISING FROM THE MINUTES</u></p> <p>3.1 The minutes of the meeting held on 10 May 2017 were received and agreed. Any matters arising would be raised during the meeting.</p>	
<p>4. <u>RESPONSES TO ISSUES RAISED AT THE LAST MEETING HELD ON 10 MAY 2017</u></p> <p>4.1 The Head of Learner Engagement and Equalities presented a paper that detailed the responses to queries raised at the last meeting of the Committee. She highlighted the following:</p> <p>4.1.1 One of the students had struggled with the course he was offered a place on as he did not get the grades to enrol on the original course he applied for. He would have preferred if more information could have been given before he started the programme.</p>	

Response: *The learner should have had the information explained in more detail; this seems to be a communication problem and the Principal apologised for this.*

- 4.1.2 Some Catering Students had been enrolled on the incorrect course they applied for and they did not receive sufficient information to explain the reason for this.

Response: *It was confirmed that as the students concerned had failed maths they could not have enrolled on the course applied for. Maths and/or English qualifications were specific for certain courses. However this should have been explained thoroughly before any student entered onto the course offered. Again, communications have been unsatisfactory, it was up to the College to make sure that students were fully aware of what was expected of them before they were enrolled on any specific course.*

- 4.1.3 There was not enough information received regarding subsidies or any money that students could receive if they required it.

Response: *The Learner Support Fund staff were always trying to make sure information was received by learners as soon as possible. The team attend Open Days and other events and the College was always keen to hear of any other ideas this information could be extended. The Principal said that obviously new staff were employed throughout the year, but it was essential that all staff were fully informed so they could help students.*

- 4.1.4 It was asked whether achievement of GCSE English and Maths would impact on which course learners could study. It was confirmed this might well be the case as different courses have different entry requirements.

- 4.1.5 Learners commented that it would be helpful to have clarification as to what support they would be eligible for. This would depend on their age and circumstances.

5. FEEDBACK FROM COURSE REPRESENTATIVES ON AGREED QUESTIONS

Harjinder Singh from the Learner Engagement and Enrichment Team (LEET) introduced course representatives who provided feedback to the Committee in response to the following questions:

- 5.1 ***Question 1: How did you find out about your course at Leicester College, was it through the website, prospectus, school careers events, Open Days, or another way?***

Was finding the information easy or hard for you? Why did you choose Leicester College/the course you are enrolled on?

Are there any other events/information that you would like to help you decide what you want to do next?

"I found out about the course through Careers Advice and on the Website. The information was relatively easy to find and understand, although on the website it stressed 'standard qualification', but did not mention specific qualifications. Therefore it made enrolment a bit difficult. I feel that the entry requirements should be more detailed and easier to understand." (Mohit Mavadhiya, Business)

"The course I wanted to enrol on was easy to find. Leicester College is a very friendly place and has a positive attitude. I just need to pass Maths to go onto Level 3"

"I found out about the course from my brother, who has been studying at the College for three years. I was originally employed in Marketing at another company, but was very impressed with the assignments my brother was given and I was interested to learn more. However, the Access course I wanted to enrol on was dissolved and if I had been told about this earlier on, I could have had more time to look at other courses to apply for. The process regarding this could have been handled better as I was only given one option which was 'Fast Track'. The Induction was for one full day and although was interesting, did not produce a large amount of relevant information. (Jamie Guiver, Computing)

Response: *The Principal apologised for this, this was the only Access course that had to be dissolved. She also said the decision to dissolve this course was made too late and students should have had better communication regarding this.*

"Information was easy to find and there was lots of information regarding the courses, the Careers Advisor at St Margaret's Campus was particularly helpful."

"I chose Leicester College because it was near my house. I also researched the website to choose the course I wanted to enrol on." (Matas Jurevicius, Computing)

Response: *The Principal asked whether the schools they were at were giving out information on courses at the College. Only a few students responded to this. She also confirmed that staff go to many schools in the City and the College is always looking to improve the website.*

"There were also some issues with online enrolment as well as paper based enrolment. I enrolled on line, but did not receive a reply so I had to complete the enrolment procedure again."

5.2 ***Question 2: Before you came to the College (during the application process) did you feel that you had received good communication, is there anything we could do to improve anything about the application process/procedures?***

“The Access course I applied for was dissolved, but communication was late in informing me of this. Also the interview procedure was very confusing. I received a letter and then heard nothing for a month and then received a date for an interview, which did not tell me much and then in a short space of time I had to enrol and had an induction, it was all very compressed. Also it would be a good idea to know what to wear for an interview, smart, casual smart or whatever. It was also very vague on whether I should take any qualification information with me, and although I took these to the interview, no one asked me to present these during the interview, only to bring them to the enrolment session.” (Thomas White, Computing).

Response: *Governors **asked** what information would have been helpful prior to interview. Learners reported that information on dress code, format of the interview, what to bring on the day and tips on interviews would be useful.*

DJ

*It was **agreed** that the letters to learners inviting them to interview would be reviewed.*

DJ

“I came to the interview dressed very smartly and then felt a little out of place, because other students were very casual dressed as was the lecturer who interviewed us. (Jamila Kosar, Access to Social Science)

“Our class just received standard letters, a friend of mine wanted to enrol on maths but missed the deadlines, and therefore although happy with the course he was enrolled on, he had had problems with the maths and English subjects. (Mohit Mavadhiya, Business)

“The Marketing team made a mistake on the date the class should have turned up, although some of us found the correct date, a few of the learners in the class turned up a day early and we were also misinformed of the correct place to go to, so ended up at the wrong campus”. (Hannah Byrne, Music and Performing Arts).

“It was also a shock to a lot of students when we turned up for enrolment to have to pay a materials fee as we were not informed of this when we were offered a place. Therefore some of us had to return with the fee before we could enrol.” Hannah Byrne, Music and Performing Arts).

Response: *There seems to be some problems with external communication to students, this will be **investigated** so that students can be better informed for next year.*

DJ

5.3 **Question 3: What went well and did you like the induction to your course?**

How were you made aware of Equality Diversity and inclusion?

How were you also made aware of 'British Values' and Prevent through your induction?

Is there anything that you feel the College could do differently to improve the induction process have you any suggestions?

"The induction process did not allow us to bond with the group, as we were all very nervous and when the lecturer asked any questions, no one answered, it would have been better to have got to know the other students, to give us confidence to speak". (Matthew Hilton, PAMU)

"There was some issues with the different ages in the group, as generally the younger students wanted to be with their own age group, although this has improved".

"The group was not made aware of equality at first, although later Gretta gave a presentation to us. There was a lot of information on the notice board, but as I am dyslexic it was difficult to understand. Posters are not the most helpful way of communicating for learners with dyslexia. There were also some problems with the students being made aware of British Values." (Collette Bailey, HAAB)

Response: *British Values and EDI should be part of the induction programme. This will be investigated to make sure this does not happen next year.*

GT

It was agreed G Tharratt would also look at other ways of communicating about EDI including learners' rights.

GT

"In my class the induction programme set out tasks so that all students got to know one another. This really worked well." (Nameera Khan, Peter Jones Academy)

"I have not had any help with my dyslexia, I bring my own Dictaphone and type up my own notes". (Jamila Kosar, Access to Social Science)

Response: *Gretta will speak with the student after the meeting to make sure she gets the help she requires.*

"I have had a great deal of help from Stella, she has found lots of information on gadgets to help me with my dyslexia."

"There has been no induction for students entering into the second year. It would be good to have a catch up session and an update." (Mohammed Tokaria, BTEC Diploma in IT)

Response: *The Principal confirmed that there seemed to be inconsistencies regarding induction sessions, she will speak to all the Curriculum Directors about this.*

VH

5.4 Governors thanked all the students for their valued contribution and comments.

6. REPORT FROM THE CHAIR OF THE STUDENT COUNCIL

Deon Gamble, Chair of the Student Council gave the report and highlighted the following:

6.1 There were 10 students who put themselves forward this year for Chair, they all gave presentations. He was voted Chair by the majority and thanked all the students who voted for him. He left education at the age of 14 and was encouraged by his children to apply to attend Leicester College. His son is also at the College.

6.2 The Council has had presentations from the Student Union, Marketing and at future meetings will be speaking with managers throughout the College. Several more speakers will be joining the next meetings and he will report back at the next Student Liaison Committee.

6.3 There was a vote to ascertain whether the name 'students' or 'learners' should be used for those studying at Leicester College. 29 votes against 1 would like to be known as 'students'.

6.4 Governors thanked the Chair of the Student Council for his report.

7. PRESENTATION ON THE WORK OF THE STUDENT UNION

7.1 The Student Union representatives gave their presentation and highlighted the following:

7.2 At the Freshers' Fair 2017/18, main goal was to start recruitment process and generate interest for the Student Union as the election for 19 members was soon to open. There were plenty of stalls. It was again held this year in the Sports Arena and the President showed a video compiled by the Marketing Department of Leicester College.

7.3 Black History Month was launched on 1 October, bringing together all students and included food, Black History awareness, Henna (Mehdi) and Dance.

7.4 NUS Zone Conference 17 was held with several zones running throughout the day.

7.5 The Social Space Launch at Freeman's Park Campus was held on 7 November. This is a great asset for all students, especially since for several years the Student Union has been campaigning for a social space at FPC. It is based in the old gym area at the Campus.

7.6 Remembrance Day 2017 was held at Abbey Park Campus on 10 November. The organiser of the Black Poppy Rose attended as well as the Chaplaincy of the College.

7.7 Meetings and Committees attended by the Student Union included:

- 1:1 meeting between the Chair of Governors and Student Governor
- ICT Meeting with the Dal Grewal, Director of IT
- Executive meetings
- FEQSI Committee meeting
- EDP Meeting
- Student Governors at Governor meetings
- Health and Safety meeting
- Equality Diversity and Implementation College Meeting and meetings with the Student Council.

7.8 Governors thanked the Student Union for their presentation and complimented them on the work they were doing.

8. EQUALITY, DIVERSITY AND INCLUSION

8.1 The Principal confirmed that this had been discussed fully by the students during their questions and answers session. It was also **agreed** that EDI during the induction process would be looked at for next year.

9. COMMITTEE SELF-ASSESSMENT

9.1 The Director of Governance and Policy presented the self-assessment process for the Committee for 2016/17. The following points were raised:

9.1.1 Overall results were positive with impacts identified by the Committee members.

9.1.2 Students were asked to complete the self-assessment questionnaire when it was circulated at the end of the year.

10. TERMS OF REFERENCE

10.1 The Director of Governance and Policy presented the draft Terms of Reference with suggested amendments.

10.2 Governors recommended the suggested changes and approved the amended Terms of Reference.

11. DATE OF NEXT MEETING

28 February 2018 in 2.01 C Block at Abbey Park Campus.

12. **ANY OTHER URGENT BUSINESS NOTIFIED TO THE CHAIR PRIOR TO THE MEETING**

There was no other urgent business to report.

STUDENT REPRESENTATIVES AT THE MEETING 16 NOVEMBER 2017

Student Union

First Name	Surname	Position
Mohammed	Tokaria	President and Student Governor
Nameera	Khan	Student Governor
Hannah	Byrne	Women's Officer
Prince	Affui	Sports and Entertainment Officer
Sulayman	Savage	Treasurer
Franca	Uwoghiren	Campaign's Officer
Qaaid	Mohammed	General Officer
Hannah	May	Health, Safety and Welfare Officer
Owin	Sinclair	BAME Officer
Himanshu	Goswami	General Officer

Super-Reps

First Name	Surname	Curriculum Area
Akbar	Khan	Computing
Ait	Parmar	Engineering
Collette	Bailey	Hair and Beauty
Deon	Gamble	Science Maths and Humanities
Elliot	Campbell	Hospitality
Georgina	Faulks	Uniformed and Public Services
James	Clarke	Hospitality
Jamie	Guiver	Computing
Jamila	Kosar	Science Maths and Humanities
Jasmine	Freer	Creative Arts and Media
Jyoti	Patel	Science Maths and Humanities
Lauretta	Macrow	Hair and Beauty
Leah-Marie	Ward	Hospitality
Lucy	Woodcock-Tarry	Performing Arts and Music
Matas	Jurevicius	Computing
Matthew	Hilton	Performing Arts and Music
Mohit	Mavadhiya	Business
Paige	Stone	Caring Professions
Rand	Baaj	Business
Sawdah	Khan	Creative Arts ad Media
Sophie	Calverley	Creative Arts and Media
Taybah	Quereshi	Business
Thomas	White	Computing
Tommy	Lloyd	Caring Professions
Vaishnavi	Pankesh	Business