



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

STUDENT LIAISON COMMITTEE HELD ON 27 FEBRUARY 2019

Present: Tom Wilson (Governor) - Chair
Verity Hancock (Principal)
Anthony Haynes (Student Governor)
Brigitte Heller (Governor)

In Attendance: Louise Hazel Director of Governance and Policy
David Jackson Director of Student Services and Marketing
Danni Toon Governance and Policy Officer

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

The Chair welcomed the members of the Committee and encouraged members to use this opportunity to raise questions.

1. **DECLARATIONS OF INTEREST**

1.1 There were no declarations of interest.

2. **APOLOGIES FOR ABSENCE**

2.1 There were apologies for absence received from Georgina Faulks (Student Governor) and Mandeep Singh (Staff Governor).

3. **MINUTES OF PREVIOUS MEETING AND MATTERS ARISING FROM THE MINUTES**

3.1 The minutes of the meeting held on 28 November were received and agreed.

3.2 There were no matters arising from the minutes.

4. **RESPONSES TO ISSUES RAISED AT THE LAST MEETING HELD ON 28 NOVEMBER 2018**

4.1 The Director of Student Services and Marketing presented a paper that detailed the responses to queries raised at the last meeting of the Committee. He highlighted the following:

- 4.2 Students on the Public Services Diploma Level 3 complained that they were not informed of the hours of work experience required and it seemed to be done 'very last minute.' They also felt that the UCAS credits were not explained properly in the beginning of their course.

Response: This information is included in the departmental induction period and UCAS credits are explained in the first few weeks of the course. This year, the College Careers Advisors also delivered a session on UCAS and applying to university on 25th September 2018.

- 4.3 *"When I got to the College, there was no record of myself applying, so I had to go through all the information and process again, this took up unnecessary time and was very annoying."* (Computing)

Response: This should not have happened. If the application was late in the application cycle and crossed-over with enrolment, then this does occasionally occur but if the application was early, then this shouldn't have happened. Either way, I can understand the frustration this caused and apologise for this. The Principal would also follow this up with the Director of IT.

- 4.4 *"I really like the course I am enrolled on. However, I do not think the College has a good reputation outside. I think students would be the best ambassadors to speak about their courses and go out to schools etc. and talk on personal experience"*.

Response: We have introduced new ways of recruiting student ambassadors and have introduced more training for them. They are invited to come along to College events, such as open days. We have also started scheduling dates for campus tours and we encourage ambassadors to take part. To encourage participation, ambassadors are given gift vouchers for attending.

We will consider taking students to school events but need to identify ambassadors who are confident talking in very busy situations to school students who are enquiring about a wide range of subjects and other topics.

We are also looking at ways to reposition messaging for 2019/20 with a focus on progression and achievement, along with highlighting courses which are not traditionally associated with Leicester College.

- 4.5 *"We had a course on the Prevent Duty, the second year we had the same course and we were the same group. There was also a political bias towards the subject, it should have been more neutral."* (UPS)

Response: The LEAP programme is being revised for next year. Part of this will be to re-look at the sessions on Prevent and safeguarding to ensure that there is no repetition for continuing students. The delivery and content of the existing sessions should be neutral and without bias but this will be looked

at carefully to ensure this isn't the case. The Head of Learner Engagement and Equalities will be involved in this process.

4.6 **The Committee noted the report.**

5. **STUDENT DISCIPLINE REPORT**

5.1 The Director of Student Services and Marketing presented a paper outlining student discipline and attendance details for 2017/18. The College's various approaches to discipline were explained, and the following key findings from the report were highlighted:

5.2 The figures for curriculum disciplinary and attendance meetings for 2017/18 decreased at each stage from stage 1 through to stage 4, indicating that the process is effective in dealing with disciplinary and attendance issues.

5.3 The number of stage 3 panel hearings almost doubled from 23 in 2016/17 to 40 in 2017/18. The Director of Student Services and Marketing commented that this was due to more instances occurring this year, including one instance involving 5 students. The number of exclusions for discipline increased from 8 (2016/17) to 17 (2017/18).

5.4 There are significantly more meetings relating to attendance or punctuality than those relating to discipline.

5.5 A comparison of the percentage of each ethnic group involved at stage 3 panel hearings compared to the percentage of the College population shows that the percentage of 'all Black' (African, Caribbean, Any Other Black) involved in panel hearings is twice as high as this group's percentage representation in the College (25% compared with 12.3%). It was however highlighted that this did relate to very small numbers. The Head of Learner Engagement and Equalities conducted preliminary enquiries into this issue and confirmed that there does not appear to be a bias in any form, however this will be monitored and reported on moving forward.

5.6 **Governors asked where the results of this investigation would be reported.** The Director of Student Services and Marketing confirmed that the results would be detailed in next year's Student Discipline and Attendance report.

5.7 **Governors noted the Student Discipline Report.**

6. **FEEDBACK FROM COURSE REPRESENTATIVES**

6.1 Question 1

Do you have regular reviews and one-to-ones on your course where targets or other issues can be raised and discussed? How often do you have these and who with?

6.1.1 *"In Business we have 1-1's with Aisha Malik (Learning Coach) where we discuss our targets and any issues, and we also have group discussions with the Programme Lead. So yes we do this in Business" (Level 1 Business)*

- 6.1.2 *"We have 1-1's in every session where we can ask questions and the tutor responds. The tutor gives us feedback straight away, and tells us if there is anything we need to correct". (Level 1 ESOL)*
- 6.1.3 *"Our Programme Lead changed in December, but we did have a 1-1 each term to set targets". (Access to Business)*
- 6.1.4 *"Yesterday we had a meeting with all the course reps, in general we do have 1-1's but not enough. I know some students who haven't had a 1-1. We do get feedback from teachers but again it's not enough". (Level 3 Science)*
- 6.1.5 *"We don't have target setting meetings, we mainly work on assignments. We do have chats with our tutors". (Access to Computing)*
- 6.1.6 **Response:** The Principal stated that a lot of work was undertaken to ensure that every student had the opportunity to have a 1-1 to discuss targets and any other matters relating to their course. It is however recognised that there are some inconsistencies across the curriculum areas.
- 6.1.7 *"As our course is very practical, we have the most contact with our lead teacher who is the one who sees us doing the majority of our work. Our PL tends to ask us what we have done and we almost tell her what our targets are. It doesn't seem to make for strong targets". (Level 3 Musical Theatre)*
- 6.1.8 The Chair **asked** if there was a better way to approach target setting.
- 6.1.9 *"If there was time out of our timetables where we could have 1-1s, or time set aside where we could meet with our programme lead to set a strong target.*
- 6.1.10 *"I haven't had a 1-1, I have seen that others have, but we've not really had one" (Level 3 Health and Social Care)*
- 6.1.11 **Response:** The Principal confirmed that she would follow this up.
- 6.2 Question 2
Do you feel that your study programmes are helping you to prepare for progression to employment or higher education?
- 6.2.1 *"Being a second year student, I've found the teachers to be very professional and most are from the West End, so it's good to know they have experience of my industry. We also have business classes which shows other ways into the industry, which is helpful in preparing for when I leave, possibly in September. We only have to do 10 hours of work experience, which often gets done through the course. We have connections from being in theatre companies. We usually do an enjoyable work experience". (Level 3 Musical Theatre)*
- 6.2.2 *"I have received five conditional offers for University for September – so you are definitely doing something right. I'd like to know though, after the course finishes I'll have a 3-4*

month break before University starts, can the College provide an opportunity to go into work experience during this time?” (Level 3 Access to Computing)

- 6.2.3 **Response:** The Principal advised that the College’s Careers team could help to provide contacts and suggestions of how to find suitable work placements.
- 6.2.4 *“The study programme is fine, however people on the Entry to Level 1 are given too many opportunities to pass the exam. We are just pushed to pass the test and not preparing for the next level. It means we keep repeating things and are stuck not moving forward. There should just be one opportunity to pass the exam to allow people to move on more quickly”.* (Level 1 ESOL)
- 6.2.5 **Response:** The Principal confirmed that she would speak to the Director of the Curriculum area to discuss progressing learners and the way in which the levels are structured.
- 6.2.6 *“We have a lot of help from PL’s, lecturers from the Universities have come in to talk about their courses and we have had a trip to Leicester University”.* (Access to Business)
- 6.2.7 *“There has been good support throughout the UCAS process, however my concern is for those students not going to university and whether the support they have receive has been what it should be. I’m concerned that by leaving it up to the students to make appointments with the careers advisors they may not acquire this advice. It would be good to have an opportunity through LEAP to talk about careers, as many students have not yet arranged a careers appointment”.* (Level 3 Computing)
- 6.2.8 **Response:** The Principal acknowledged that the PL in Computing had been absent following an accident, and it was noted that she would therefore follow this up with the Programme Area Manager. **The Principal requested that the Director of Student Services consider how the careers team could be more visible.**
- 6.2.9 *“I was speaking to the course rep for the science department following the resignation of our physics teacher. We have been without a physics teacher for two months. I’m aware that there are interviews going on, and we do have an agency teacher but we are not doing anything and don’t even know how to begin to approach the exam. Many of us are getting frustrated. Is there a way to speed up the process?”* (Level 3 Science)
- 6.2.10 **Response:** The Principal advised that she was aware of this serious issue, and explained that sometimes circumstances occur that are unavoidable and in this instance proving difficult to resolve due to challenges in recruiting a replacement. **The Principal confirmed that she would follow this up with the Vice Principal as a matter of urgency.**
- 6.3 **Question 3**
Is there anything that the College could do to make students feel safer within the College (are there any safeguarding issues)? Where you made aware that you should wear your ID badge at all times?

- 6.3.1 *“The perception is that we are aware that the security team is not well staffed, I know they do their best with the staff that they have, but if security is going to be taken seriously then they need someone there all day. If there is only someone there in the morning, if anyone is serious about getting in, they’ll just come in the afternoon. It’s observable. It’s not that we feel unsafe, just that the perception is there”.* (Level 3 Computing)
- 6.3.2 **Response:** The Principal advised that in the past the College had been unable to install turnstiles due to the size of the campuses and the number of different entrances, however the introduction of a door entry system is being implemented. Along with C Block at FPC, SMC will be one of the first to have these installed. It is the easiest campus to implement and there is less security presence there. **The Principal advised that she would clarify the timeframe for the turnstiles but assured the committee that SMC was a priority.**
- 6.3.3 *“Talking about perceptions, my concern is how far we go, do we want to look more like a prison than a College? And what if those perceived to be a threat have a badge?”* (Level 3 Access to Computing)
- 6.3.4 **Response:** The Principal confirmed that this issue had been debated for a number of years, and ideally the College would be a friendly place where people could come and go. For a College of this size, the number of incidents is few. C Block at FPC and SMC were highlighted as areas of priority as there is a lower security presence. Turnstiles are common place in schools and other colleges, however it is appreciated that there may be positive and negative ramifications.
- 6.3.5 *“Are there any plans to hire more security staff?”* (Level 3 Computing)
- 6.3.6 **Response:** The Principal confirmed that there were no plans to recruit more security staff. The College was facing considerable financial pressures. It was noted that a lot of Colleges do not have any security staff or campus wardens, and it was more unusual that we still do. **The Principal advised that she would however liaise with the Director of Estates of Campus Services to review the circulation of the security staff across the campuses.**
- 6.3.7 *“APC is very open, there have been issues that could have been a lot worse, could more be done to look at preventing issues before more severe things happen?”*
- 6.3.8 **Response:** The Principal advised that the Director of Estates of Campus Services produces a termly incident report and undertakes a review at the end of each academic year. The number of incidents is small, however the College remains vigilant. The biggest number of incidents often involves friends and family members wandering in to College.
- 6.3.9 *“At the last meeting it was suggested that there be somewhere on Moodle where students could report something to security anonymously”.*
- 6.3.10 **Response:** The Student Governor confirmed that this was now available on Moodle, however could do with being re-advertised to alert students to its whereabouts.
- 6.3.11 A discussion took place over the approach of Campus Wardens and concerns raised by some students. **The Principal would follow this up.**

6.4 Question 4

Is there anything more the College could be doing to make sure everyone has an equal opportunity to succeed and that people from different backgrounds and ages mix well together?

6.4.1 *"I feel the teachers need to do more group work and mix us around to give students more confidence. Some students in the group only speak Gujarati so mixing us up would help". (Level 1 IT)*

6.4.2 *"At the course rep meeting it was suggested that the SU do events to celebrate Chinese New Year, Diwali etc to celebrate different religions and cultures. The students said we should have a one week break for Diwali".*

6.4.3 **Response:** The Chair advised that it would not be feasible in terms of teaching time to have breaks for all religious holidays, and as a traditionally Christian country those are the holidays currently observed. The Principal acknowledged that students were welcome to request holiday to observe religious events and the College would be accommodating wherever possible, however it was noted that ensuring students pass their courses was a priority. Additionally the SU Vice President confirmed that events were scheduled for the upcoming Interfaith week, and it was noted that there are often different displays and events (e.g. LGBT, International Women's Day) taking place throughout the College.

6.4.4 *"Dyslexia tests are not carried out at the beginning of the year. Also more social activities like Zumba would be welcomed. It would also be good to have different food from different backgrounds in the refectory, and also a wider variety to cater for dietary requirements such as dairy free, free from nuts and more healthy alternatives". (Level 3 Science)*

6.4.5 **Response:** The Director of Student Services advised that students are asked at enrolment and on the application form in relation to dyslexia, after which the College would write to those students to ensure arrangements are in place at the start of term. After this the Student Services team relies on tutors to refer students with concerns related to dyslexia. There is a cut-off date for students to be assessed which is set by the exam board in relation to the exam date. The College cannot assess a student as being dyslexic, as this is a test which would have to take place externally. The College assesses for support and exam conditions, but is not able to diagnose dyslexia. The College provides support wherever possible. In the instance of a student feeling they have been missed throughout this process, they are advised to speak to Student Services.

6.5 Question 5

Do you know about the Careers team in the College and have you accessed their services? Have you been on WOW and what are your thoughts about it?

6.5.1 *"We have had people come in from Universities to talk to us, and we have looked at things like student finance. There is always information available, it seems to be working well". (Level 3 Computing)*

- 6.5.2 *"We have had no engagement whatsoever. The Learning Coach has been saying someone is coming in next week since September, but no one has ever been".* (Level 3 Diploma in IT).
- 6.5.3 **Response:** The Director of Student Services reported that the College only has 8 Careers Advisors and it would not be possible for them to go to every LEAP session. The advisors work with the Learning Coaches to help deliver advice. **The Principal recognised that the absence of a PL in Computing could have impacted the level of careers advice received by students and would follow this up.**
- 6.5.4 *"Once we had 20 minutes during a session where it was mentioned to us about work experience, we were just told to speak to Ange in the office. Other groups had a whole session dedicated to work experience".* (Level 3 Diploma in IT)
- 6.5.5 *"I did WOW last year. I was in for one day team building and the next day we were at APC cleaning up. It felt like the College just did it to say they'd done work experience".* (Level 2 Engineering)
- 6.5.6 **Response:** The Principal confirmed that WOW was more of a way to undertake soft skills, and the programme is not instead of work experience.
- 6.5.7 *"I went to the office at APC and found them to be very helpful, they gave me lots of information and helped me to have my certificates translated from my home country".* (Level 1 ESOL)

7. STUDENT INVOLVEMENT STRATEGY

- 7.1 The Director of Student Services and Marketing presented the draft Student Involvement Strategy 2018/19, outlining the importance of student engagement in providing an outstanding learning experience and continuous improvements within the College. Students were encouraged to discuss the strategy with their class and provide feedback to him or the Head of Learner Engagement and Equality. It was noted that student feedback in the process of revamping this strategy was invaluable.
- 7.2 The Chair **asked** if students would be interested in attending an Equality and Diversity Inclusion Conference.
- 7.3 Students felt that this would have to be marketed in a way that students would find engaging and something from which they would benefit.
- 7.4 **Governors recommended that an action plan be produced alongside the strategy to enable outcomes to be measured.**
- 7.5 **Governors noted the draft Student Involvement Strategy and welcomed feedback from students.**

8. REPORT FROM THE CHAIR OF THE STUDENT COUNCIL

- 8.1 The Chair of the Student Council presented his report and the following key points were noted:
- 8.1.1 Richard Plummer informed the Student Council about the installation of new vending machines and contactless payment system to allow cashless payments through use of an app. New food will be available to grab and go, and also a range of vegan options. There is to be a reduction in the use of palm oil and single use cups in refectories. Allergen information is available from the kitchen staff. The quality of the food at SMC was also discussed.
 - 8.1.2 Dianne Purdy and Lisa McDonald confirmed the first round of mystery shopping had been successful. A library survey was undertaken on Moodle.
 - 8.1.3 Michael Mullins presented an update on security incidents and stressed the need for students to wear ID badges. It was noted that there had been 158 physical, verbal and drug related incidents since September. Students were reminded to use D Locks to secure bikes. Students had asked for turnstiles to be installed in other areas than only C Block at FPC.
 - 8.1.4 An update was presented by the president of the Student Union.
- 8.2 **The Chair and Committee thanked the Chair of the Student Council for the report.**

9. PRESENTATION ON THE WORK OF THE STUDENT UNION

- 9.1 Members of the Student Union gave a presentation that detailed the recent events attended by members and the activities they had undertaken. They highlighted the following:
- 9.2 World Aids Day – 30 November 2018 – There were stalls at each campus providing information, creating awareness and raising money. £16.09 was raised through the sale of red ribbon donations. NHS Choices offered the C Card to enable students to access free condoms and further information.
 - 9.3 Library Mystery Shopper – 10 December 2018 – The use of mystery shoppers in the library took place again to rate the services of the library. There were 10 participants and feedback will be provided to Dianne Purdy at a meeting scheduled for 15 March 2019.
 - 9.4 Houses of Parliament Visit and FE Funding Petition – 14 December 2018 – An interesting visit which highlighted the current FE funding position; a significant funding cut of over 30%. Members of the Student Union used their SU iPads to request that students sign petitions in efforts to call the Government to action. Staff and students were thanked for their participation.
 - 9.5 Profound and Multiple Learning Difficulties FPC – 18 December 2018 – A festive and sensory Student Union event took place to include College learners with profound and multiple learning difficulties.
 - 9.6 Falcon Charity Centre – 21 December 2018 – Donations were delivered to the Falcon Charity Centre in Loughborough.

- 9.7 Midland Colleges Parliamentary Reception – 16 January 2019 – Two members of the Student Union had the opportunity to attend Westminster and watch the debate in the Houses of Parliament.
- 9.8 Safeguarding Video – 16 January 2019 – Members of the Student Union were approached by the College’s Marketing team to participate in a promotional video in relation to Safeguarding.
- 9.9 Jaguar Land Rover – 8 February 2019 – Students visited Jaguar Land Rover and the British Motor Museum and had a tour of the factory.
- 9.10 LGBT+ History Month / Badminton Tournament – 12 February 2019 – Flags, information board and leaflets were used to raise awareness around the LGBT+ History month, alongside a badminton tournament which raised over £20.
- 9.11 Student Union members provided an update on committee meetings they had attended and outlined the upcoming events for 2019.
- 9.12 **The Committee thanked members of the Student Union for their presentation and praised the excellent work that has taken place.**

10. DATES OF NEXT MEETING

- 10.1 8 May 2019 in SMC0.04

11. ANY OTHER URGENT BUSINESS NOTIFIED TO THE CHAIR PRIOR TO THE MEETING

- 11.1 There was no other business to report.

STUDENT REPRESENTATIVES AT THE MEETING HELD ON 27 FEBRUARY 2019

Student Union

First Name	Surname	Position
Anthony	Haynes	President
Naz	Nurani	Student Union Vice President
Charlotte	Whetton	Health Safety & Welfare Officer
Habiba	Rashid	Campaigns Officer
Hannah	Byrne	Women's Officer
Irbaz	Assaraf	BAME Officer
Manisha	Chusasama	General Officer
Shiv	Patel	General Officer
Tejas	Gohil	Site Vice President APC

Super-Reps

First Name	Surname	Curriculum Area
Bilkis	Islam	Computing
Celin	Obiagwu	Science
Daniel	Garnett	Computing
John	Cassie	Computing
Laura	Ziliukaite	Business
Marta	Fabianozul	ESOL
Matthew	Verity	CAPA
Maximilian	Zielonkar	Computing
Riley	Smith	Engineering
Sara	Blank	Business
Tommllee	Vinter-Halcrow	Computing