



AGENDA
REFERENCE

A

CORPORATION/COMMITTEE PAPER

Student Liaison Committee

9 December 2020

<i>TITLE</i>	Minutes of the previous meeting held on 26 February 2020
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<i>PURPOSE</i>	To receive, agree and approve the minutes of the previous meeting held on 26 February 2020
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<i>RECOMMENDATION</i>	Governors are requested to note the minutes and agree their accuracy
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<i>No. of pages in main paper</i>	11
<i>Appendices/Annexes</i>	None
<i>Financial Implications</i>	None
<i>Risk Implications</i>	Failure to follow agreed and proper practices
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MINUTES OF A MEETING OF THE BOARD OF LEICESTER COLLEGE CORPORATION:

STUDENT LIAISON COMMITTEE HELD ON 26 FEBRUARY 2020



Present: Tom Wilson (Chair)
Brigitte Heller
Naz Nurani
Mandeep Singh

In Attendance:	Louise Hazel	Director of Governance and Policy
	Shabir Ismail	Deputy Principal/CEO
	Shaun Curtis	Director of Estates and Campus Services (item 5)
	David Jackson	Director of Student Services and Marketing
	Tina Thorpe	Vice Principal Study Programmes and Apprenticeships (item 7)
	Gemma Jackson	Employability Manager (items 1-7)

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

1. **DECLARATIONS OF INTEREST**

1.1. There were no declarations of interest.

2. **APOLOGIES FOR ABSENCE**

2.1. Apologies for absence were received from Verity Hancock and Habiba Rashid.

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

3.1. The minutes of the meeting held on 5 December 2019 were **received** and **agreed**.

4. **RESPONSES TO ISSUES RAISED AT THE LAST MEETING HELD ON 5 DECEMBER 2019**

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. The following points were highlighted.

- 4.2. *'I am autistic and the process was very stressful. There was a gap between applying and the College coming back to me. It didn't say how long it would take to get back to me.'* (Level 2 Acting)

Response: The College apologises for any distress you experienced when applying to College. The letters we send out do not state timescales for each stage of the process because there are occasions when there are unavoidable delays. We do try our best to operate to a service standard of replying to applications within 10 working days of receiving them but usually applicants hear from us within a few days of submitting their application.

- 4.3. *'There was an issue with communications. We did an assessment in English and maths but no one was notified if they could go on the course. We were put on several courses. We were told there were no materials fees but then we needed several books and the cost was a problem. There was also a problem with childcare fees and other financial support we were told the wrong timeframe and there were issues with allocation of spaces at the nursery.'* (GCSE pathway to healthcare)

Response: There are occasionally communication issues between English and maths and the GCSE pathway but no issues were raised at the Course Rep meetings. There are no material costs listed on the course file and so no costs would have been identified in letters sent to applicants. College nurseries allocate places on a first come, first served basis. Changes in timetables can affect childcare places as nurseries find it difficult to accommodate changes at short notice.

- 4.4. *'Course codes were confusing and were hard to choose on UCAS.'* (Level 3 Travel and Tourism)

Response: Course Codes will not now be used in customer facing information.

- 4.5. *'It was not a great application process. It was difficult to get through. More face to face interviews would be helpful'.* (Access to Business)

Response: Interviews for the Access to Business are scheduled for every month up to and including August. Applicants are invited in to the next available interview date, depending on when they apply. This process changes for late applicants i.e. those received after the last scheduled interviews and these are dealt with individually. This period is very busy as enrolment is at this time. This may account for the issues outlined. It can be difficult to get through to people on the phone during this period but, prior to this, there should be no problem and we apologise if this was the case.

- 4.6. *'I applied but I didn't hear anything. I had to chase it up.'* (Level 2 Public Services)

Response: The College apologises for this delay. We aim to contact applicants within 10 working days of receiving their application.

4.7. *'All the wrong rooms were given for induction.'* *'I would have liked timetables before I started the course. We got them two weeks after induction.'*

4.8.

Response: Individual Curriculum Areas arrange the induction timetable, so this will be to do with the individual Curriculum Area concerned. Timetables are subject to change at very short notice in the first few weeks and this may be as a result of that.

4.9. *'Nursery forms were issued but then they said there were no places. I was given my timetable early but childcare was messed up because of a mix up with the timetable. I was put on a disciplinary because I missed sessions.'* (Level 3 Health and Social Care)

Response: Unfortunately late timetable changes do sometimes affect childcare arrangements. The College nurseries do their best to avoid this and work with Curriculum Areas to try and find solutions but this isn't always possible. It is very difficult for external childcare providers to accommodate changes at short notice.

4.10. *'You can't read the rooms or rooms are missing on timetables.'*

Response: This is probably an issue to do with an individual course, as timetables are issued by Curriculum Areas. It is possible an earlier draft of the timetable was issued when all of the information wasn't available.

4.11. *'We have missed lessons because our tutor is covering another lesson. This changes week to week. Will we get the hours back?'* (BTEC Level 3 Applied Science)

Response: This relates to early in term one when one of the tutors left at short notice and another member of the team covered two classes. There was a timetable change which wasn't communicated well and the group was left on their own for self-study. The Director has spoken to the class rep and she has confirmed that there are no current gaps in delivery and that the students are all up to date with their work. Should any of the group feel they need additional support then this will be provided on a 1:1 basis, but it would appear there are no issues currently and the team is fully staffed again.

4.12. *'The College gives out D locks but unfortunately there are professional thieves who are working in Leicester who routinely steal bikes.'*

Response: De Montfort University had used cycle cages but there was no reduction in thefts. At Freemans Park Campus (FPC) cycle racks have been moved to more prominent locations and all are visible from CCTV. D Locks are still the advisable method to deter criminals as well as vigilance from staff and students.

4.13. *'We have not had any fire drills and we didn't know about evacuations. What information is there about drills for late starters?' (Business and Law).*

Response: Fire Drills are held each academic year, across the estate and completed in November 2019. If you do not yet know your evacuation routes and the Assembly Point please speak to your lecturer who will be able to advise.

4.14. *'There are issues with the backstairs at Abbey Park Campus (APC) A Block.'* (Motor vehicle)

Response: There have been previous reports of students congregating on back stairwells at APC A Block, especially around the lunch times. Our Campus Warden team have been working hard to move people on and point them to correct locations such as Food Inc. and the Social Space.

4.15. *'Is the College a no smoking site? There are staff smoking in bike racks at APC.'*

Response: The College is a non-smoking site. Staff have been and will be reminded of this point although the layout of APC and proximity to the pavement, road and garage mean that there has to be some allowance made.

4.16. **The Committee noted the report.**

5. ESTATES AND SECURITY UPDATE

5.1. The Director of Estates and Campus Service presented an update on estates and security. The following points were raised.

5.1.1. The number of incidents was showing a downward trend, particularly at FPC, and remained low for a college of this size.

5.1.2. The highest category of incidents was unruly behaviour.

5.1.3. There had been 15 physical assaults but again this was low for a college with 19,000 students. There were also low numbers of incidents involving alcohol and drugs.

5.1.4. Given the events at FPC over the past couple of days, the number of incidents involving fire alarms would increase in the next report.

5.1.5. Work had been undertaken to install door access controls across College sites; APC E block would be completed shortly. New doors had been installed at A Block and new lobby doors with access controls would also be installed around Easter.

5.1.6. Salons and their reception area had been upgraded.

5.1.7. A meeting had been held with the Deputy Mayor to discuss the climate emergency and the actions the College had taken, and ways in which the College could do more to support the City Council's plans.

5.2. A number of **questions** were asked:

5.2.1. **Whether there were any plans for investment in the toilets at St Margaret's Campus (SMC).** There were plans to do this over the summer. Investment had

also been made at SMC in things which were not visible but would improve the environment including plant.

5.2.2. **When the doors at APC B block would be in operation.** Within the next couple of weeks.

5.2.3. **Whether students would be able to access more than one site.** Lecturers had provided lists of students who needed access to multiple blocks and cards would be issued to those students. SU members could be given access to multiple sites. **The Director of Estates would follow this up.**

5.3. **The Committee noted the report.**

6. FEEDBACK FROM COURSE REPRESENTATIVES

6.1. The Committee invited comments from students on a series of questions. The following points were raised.

Reviews and Target Setting

6.2. *We have one LEAP session. I raise issues in lessons but they don't get addressed by lecturers. More LEAP sessions might help.'*

6.3. **Response:** This would be followed up.

6.4. *'There was no explanation as to why I got the grades I did. The feedback came too late to make improvements.'* (Photography)

6.5. *'I've had similar issues.'* (Level 3 Health and Social Care)

6.6. *'More verbal feedback would be helpful, not just feedback on Moodle.'*

6.7. **Response:** These would be followed up.

6.8. *'We are set reasonable targets. Tutors are supporting me. They kept contact with me while I was in hospital, I wanted to praise them for that.'* (GCSE Adult pathway)

Progression

6.9. *Yes, my course is preparing me for the workplace and employment. The tools and methods are relevant to the real world and it is helpful to have those.'* (HND Computing)

6.10. *'My course is preparing me for the workplace and I have lots of encouragement and information about my options.'* (Motor Vehicle)

Behaviour and Attitudes (for working life and in class)

6.11. *'Tutors use language and terms I haven't come across and that is valuable and good experience. There are no behaviour issues.'* (HND Computing)

- 6.12. *'If someone doesn't understand the tutors will rephrase it so that they do so that everyone is at the same level.'* (Performing Music)
- 6.13. *'I have mixed feelings. Some tutors are very good but others are not so good at dealing with students who don't listen.'* (Artistic Make Up)
- 6.14. **Response:** This would be followed up.

Careers/WOW

- 6.15. *'There was really good careers information on where to go next. The open day at APC was well structured and I got a lot out of it.'* (GCSE Pathway)
- 6.16. *'Our tutor was really good at getting us work experience which is quite hard to get. We are going to London to the theatre museum.'* (Artistic make up)
- 6.17. *'Last year was good but this year it was badly organised and didn't give us much experience of being a photographer. There were not enough opportunities to get the hours of work experience completed.'* (Photography)
- 6.18. **Response:** It is difficult to find work experience for so many students but this would be followed up.
- 6.19. *'An external party came in to present about freelance work and how to engage with customers which was very helpful. Make up and photography students were there too.'* (HND Computing)
- 6.20. *'We have done a few gigs but it would be helpful to go to a recording studio.'* (Performing Music)
- 6.21. **Response:** This would be followed up.
- 6.22. *'We have raised the issue of finding work experience for Computing students on internal projects in the College for example to resolve some of the issues that Computing students experience. Students would find it helpful and it might help the College too.'* (HND Computing)
- 6.23. **Response:** This was a helpful suggestion and would be followed up. A new IT Director would be starting soon and so he would be asked to take this forward.

Equality, Diversity and Inclusion

- 6.24. *'There are posters in lifts at FPC saying that people with disabilities should take priority. It would be helpful to have these in lifts on all campuses. Some people have hidden disabilities but also some students take the lift up one floor when they don't need to.'* (Foundation Degree Music Technology)

- 6.25. **Response:** Signage would be looked at although it was everyone's responsibility to consider whether they needed to use the lifts and think about the impact on other people.
- 6.26. *'Is there any chance of more seating areas on each floors, quieter areas, perhaps classrooms set aside as study areas where people could work? There is not much seating.'*
- 6.27. **Response:** The comments about social space were acknowledged. In terms of setting aside study areas, supervision might be an issue but this suggestion would be looked into.
- 6.28. *'We have had a lot of supply teachers. It is getting confusing and frustrating.'* (Health and Social Care.
- 6.29. **Response:** This would be followed up.
- 6.30. *'The prayer rooms are hidden and not signed. You can't find them. The APC room is small.'*
- 6.31. **Response:** The rooms are signed but reception would also be able to direct you to them. It is felt that they are adequate for the use that is made of them; they are used by all faiths.
- 6.32. **The Committee noted the feedback.**

7. WORK EXPERIENCE UPDATE

- 7.1. The Vice Principal gave an update on work experience. The following points were raised.
- 7.1.1. The background to Study Programmes was explained; work experience was a key component of programmes for 16-18 year olds.
 - 7.1.2. It took a variety of forms at Leicester College depending on a student's course including work experience, world of work and industry placements. Around 3,000 students had some interaction with work experience. There was a team of staff involved in getting the work experience placements.
 - 7.1.3. T levels would include substantial industry placement of 45 days in a sector specific placement. The College was starting to develop placements with 150 in the previous years and 350 planned for the current year. Eventually all T level students would need to complete placements in order to achieve their T level.
 - 7.1.4. It was hard to get employers on board although feedback from employers who had taken students had been outstanding and many students had secured jobs as a result.
- 7.2. A number of **questions** were asked including:
- 7.2.1. **How employers were incentivised to engage.** It was a win-win for them; they got high quality students and did not have to pay salary costs. There were 2,000

employers on the College's database. Many were finding it hard to recruit and so were keen to work with students for three months and in many cases transition them to apprenticeships. There were some challenges in engaging with SMEs.

- 7.2.2. **What happened if students had to take on a job to fund their course and so could not fit in work experience?** This could be an issue. Work experience was a requirement for some courses and would be for T levels. At the moment, it was possible to work around students' other commitments but it would be important to make it clear through advice and guidance what the expectations were so that people were placed on courses that were right for them.

- 7.2.3. **What would happen if young people changed their minds about their course?** T levels had lots of specialisms but there were some core units which could be transferable so it might be possible to transition mid-course, but again good advice and guidance would be important.

7.3. **The Committee noted the report.**

8. **STUDENT DISCIPLINE REPORT**

- 8.1. The Director of Student Services and Marketing presented a report on Student Discipline and Attendance. The following points were raised.

- 8.1.1. The College's approach was described. The Student Disciplinary Policy focused on behaviour and had three stages. The Student Punctuality and Attendance Policy had four stages in 2018/19. For 2019/20 the Attendance Policy had been revised so that it also had three stages.
- 8.1.2. Serious indiscipline, where a student entered the process directly at stage 3, remained a predominantly male, 16-18 issue.
- 8.1.3. Comparing 2018/19 to 2017/18, the number of stage 3 panel hearings reduced from 40 to 27, whilst the number of stage 3 curriculum discipline meetings increased from 12 to 42. The number of exclusions for discipline remained similar at 15, compared to 17 in 2017/18. There were more meetings for attendance related issues than discipline.
- 8.1.4. The most common issue taken to stage 3 panel hearings was aggressive behaviour/physical violence, which accounted for 48% of all cases.
- 8.1.5. The predominant ethnic category of students in panel hearings was White, the same as in 2017/18, although the percentage had decreased from 60.0% to 29.6%. The next highest category was Indian at 25.9%, an increase of 20.9% on 2017/18, although the actual number of cases was very small. The percentage of Black students in stage 3 panel hearings reduced from 25.0% to 22.2%, with the number of cases reducing from 10 to 6.

8.2. **The Committee noted the report.**

9. **PRESENTATION ON THE WORK OF THE STUDENT UNION**

- 9.1. Members of the Student Union gave a presentation detailing the recent events and activities they had undertaken. The following key points were highlighted:

9.1.1. Recent events had included:

- Decorations day with PMLD students
- Student Governor training
- Wishes for Kids charity events in December
- Attendance at the sustainability forum with the Deputy Mayor
- Funding for the end of year prom and Drayton Manor trip for supported learning students
- LGBT history month with lots of activities planned an ongoing
- World cancer day
- Equality and diversity conference.

9.2. Student Union members provided an update on committee meetings they had attended and outlined the upcoming events planned within the College including International Women's Day, Mental Health Awareness Week and World Environment Day.

9.3. **The Chair and Committee thanked the Student Union for the report.**

10. REPORT FROM THE CHAIR OF THE STUDENT COUNCIL

10.1. The Chair of the Student Council presented a report on the work of the Council. The following key points were highlighted:

- 10.1.1. The Student Council had received a presentation from the Catering Services Manager. Discussion had covered requests for changes to the menus including specific requests from different sites, a request for healthier options, ways to reduce food waste, eco-friendly cups and cutlery and Halal options.
- 10.1.2. Michael Mullins had given an update on security which was very informative. Stairwells were an issue and a problem for cleaners because of the litter being left by students. He emphasised the importance of wearing lanyards and asked all students and staff to reinforce this message.
- 10.1.3. The Council received a presentation from the Student Union including planned events for the year.
- 10.1.4. The St Philips' Centre leadership programme had taken place over half term and was felt to be very helpful.

10.2. **A number of comments were made:**

- 10.2.1. **There were hardly any bike spaces at SMC and nowhere to lock bikes. This would be looked into.**
- 10.2.2. **It was important to know if food was halal or not.** Cross-contamination was an issue but there were significant costs involved. Students and staff would need to make decision about whether they were happy to buy food from refectories. The College subsidised the refectories to try and keep prices lower and the Catering Services Manager worked hard to keep prices competitive. **The suggestions raised at the Student Council would be followed up.**

10.3. **The Chair and Committee thanked the Chair of the Student Council for the report.**

11. DATE OF NEXT MEETING

- 13 May 2020 – St Margaret's Campus

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

- 12.1. The Deputy Principal outlined the College's action in response to the Covid-19 Coronavirus. The College was following Government guidance in terms of how to respond. This advice was being passed on to staff and students. Posters explaining how to control the infection were being displayed in all toilets and extra supplies of soaps and hand sanitiser would be distributed. Guidance would be kept under review and updates passed on to students and staff.
- 12.2. In response to a question it was confirmed that students would welcome direct emails with advice about how to protect themselves from contracting the virus.
- 12.3. **It was agreed that an email with Government guidance on the coronavirus would be sent to all students.**

STUDENT REPRESENTATIVES AT THE MEETING HELD ON 26 FEBRUARY 2020

Student Union

First Name	Surname	Position
Naz	Nurani	President
Lauretta	Macrow	Site Vice-President FPC
Georgia	Green	Women's Officer
Leigh	Ingram-Abbott	Health Safety Welfare Officer
Irbaz	Assaraf	Treasurer
Matthew	Verity	HE Officer
Trisha	Spencer	LGBT Officer Female
Alican	Naz	Disabilities Students Officer

Super-Reps

First Name	Surname	Programme/Curriculum Area
Adam	Ibrahim	BECT
Bilkis	Islam	COMP
George	Wood	UPS
Harry	Auty	COMP
Harry	Smith	ENGI
Jasmine	Singh-Virk Kaur-Virk	BECT
Jenny	Simpson	CAPA
Kevin	Samuel	COMP
Liam	Dowsing	ENGI
Megan	Barnes	PAMU
Primrose	Davies	CAPA