

	<p>often reduced by at least two students. Staff reported that retention was high at 85% and asked students if they would be prepared to pay double fees for smaller class sizes. Most students said they were not. Some students suggested to return the end of course evaluation forms anonymously. Deputy Principal explained that lots of students would not return forms if they weren't collected straight after class by tutor. There were however anonymous student surveys every 2 years.</p> <p>Course outlines often were too vague or too technical. Pre-course interviews were helpful. The course outlines on the website could be much more detailed and there could also be links to more extensive information. There needed to be more consistency between teaching of full-time and hourly paid tutors. Advanced level classes often could be more challenging, however students also left because they found their classes too challenging. Student suggested to start Moodle discussion on 'what should be on a course outlines'.</p> <p>Other students reported that their courses had all been fantastic and course outlines had made them make the right choice. Dep. Princ. mentioned that all departments offered focus groups to get students feedback on departmental level.</p> <p><u>Actions:</u></p> <ul style="list-style-type: none"> - Student to start Moodle discussion on course outlines. - Student to add examples for course outlines he found needed improving. 	<p>Panel member Panel member</p>	<p>15 March 15 March</p>
<p>4.</p>	<p><u>Statement of Learning</u></p> <p>Dep. Princ. asked for feedback on Statement of Learning (SoL). Did students find it helpful to assess their starting points and learning? Should anything be improved? Some students commented that they would like to have a copy of their completed SoL with final feedback from tutor. Principal said that some tutors were worried students would challenge in response to their feedback. Dep. Princ. said that tutor grade may be taken off form to strengthen purpose of students' self-assessment. However tutors were meant to assess students' learning, their distance travelled. Inspectors expected this, too. City Lit also ran a pilot where it would evaluate students' achievement. This also had a political impact. City Lit wanted to demonstrate to inspectors and government how students gained from their learning. Students asked how SoL could be improved for returning learners. If students attended e.g. a creative writing course repeatedly, they needed a different SoL. Possibly students could write their own learning objectives on SoL. There could be more space on form for that. Could there be more out-of-class contact with tutor e.g. email feedback once class had finished? Principal explained this was limited as tutors were only paid for teaching, including correction of homework. City Lit was different from colleges who had full-time staff in that sense. Students who wanted to get in touch could go through the departmental phoneline/email. If they wanted to contact students, they should ask students directly.</p> <p><u>Action:</u></p> <ul style="list-style-type: none"> - Dep. Princ. to consider adapting SoL for repeat learners. 	<p>Dep. Princ.</p>	<p>15 June</p>

<p>5. <u>City Lit's cafeteria</u></p>	<p>A panel member had asked for this item to be added to the agenda. He found that the cafeteria did not offer good value for money and that the customer service was sometimes unsatisfactory. The Principal reported that the cafeteria was a subcontractor of John Laing, the company that maintained the building. He had had meetings with the Director of John Laing and Avenance's Managing Director inspected the café. City Lit has asked the café to make all-round substantial improvements and to treat students more like a captive audience. The new coffee pod was part of changes, it was currently being trialled; they also now had a frontline manager. Principal would keep the panel informed on improvements.</p> <p>A student asked if plastic waste could be reduced. Principal said the kitchen was too small to introduce dishwashing facilities. Student panel agreed that some of the cafeteria staff was very helpful.</p> <p><u>Action:</u></p> <ul style="list-style-type: none"> - Next meeting Principal to update student panel on cafeteria improvements. 	<p>Principal</p>	<p>15 June</p>
<p>6. <u>Fundraising and skills sharing</u></p>	<p>Students had submitted many suggestions for fundraising. These had been discussed with Marketing and Qual. Coord. had emailed options to the student panel that could be organised short-term or trialled long-term.</p> <p>Several options were discussed. Most students opted for a book sale. The panel would start discussing the details on Moodle.</p> <p><u>Actions:</u></p> <ul style="list-style-type: none"> - Panel to discuss fundraising book sale further on Moodle. - Panel member to consult a friend about a sponsored run and to publish her findings on Moodle. 	<p>Panel Panel member</p>	<p>ongoing</p>