

**STUDENTS LIAISON COMMITTEE of RICHMOND UPON THAMES COLLEGE**  
**Minutes of Meeting held on 18th November 2015 at 4.15pm**

**Members Present:** Rob Pope (Chair), Cathy Bird, Daniel Volovsek, Paul Leonard

**In attendance:**

Clare Thornes (Clerk), John O’Shea (Vice Principal), Jeff Lindsay (Head of Quality), Rebecca Courtaux (Head of Student Services), and STUDENTS - Omba Okandju, Shako Okandju, Oliver Peters, Savannah Mykoo, Ezra Smith

<b>A</b>	<b>PROCEDURAL</b>
<b>1</b>	<p><b>Welcome and Apologies for Absence</b></p> <p>The Chair welcomed all participants to the meeting, and introductions were made. Apologies were received from Cait Orton and Janna Perryman.</p>
<b>2</b>	<p><b>Declarations of Interest in Agenda Items</b></p> <p>There were no declarations of interests.</p>
<b>3</b>	<p><b>i. Minutes of Student Liaison Committee held on 29 September 2015</b> The minutes were approved.</p> <p><b>ii. Matters Arising</b> There is a need to ensure that Student Union activities do not clash with Student Liaison Committee meeting dates.</p> <p><b>Action:</b> Clerk to add Committee dates to Cait Orton’s calendar (CT)</p> <p>Follow up from last meeting:-</p> <ul style="list-style-type: none"> <li>• Enrolment and induction: all points raised at the last meeting have been noted. Planning will start for September 2016 enrolment in January. College would like existing students to participate in the planning process.</li> <li>• Course handbooks: College is now committed to providing electronic copies of handbooks with electronic enrolment (handbooks for pre-offered students will be sent in the post). A poll of those present at the meeting showed that 4 out of 5 would like a paper copy.</li> <li>• Assessment/grading arrangements: JOS noted that every student was emailed a target grade.</li> </ul> <p><i>Q: (From the governors) For which courses did students not receive a course handbook?</i>  <i>A: Of those courses represented, handbooks were not received for History, English, Physics and Chemistry.</i></p> <p><b>Action:</b> Bring History course handbook to the next meeting for governors to see (JOS).</p> <p><i>Q: (From the students) How are target grades calculated? Students noticed inconsistencies between themselves.</i> <i>A: Target grades are based on an average of points received for GCSEs.</i></p>

	<p>There was a brief discussion about the methods of surveying students. All students present had completed 'Happy Sheets'. Some had also completed the computer survey and / or been interviewed. They felt the outcome from Happy Sheets may have been more positive than outcomes from other types of surveys, because the awareness of the end-of-lesson survey influenced teaching. Also, as another lesson followed, there was insufficient time to complete the Happy Sheet properly, and no time to write down 'things for improvement'. On the computer on the other hand, the questions were more in-depth, and some students, were allocated an hour in tutor time to complete the survey.</p>
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<b>B</b>	<b>FOR DISCUSSION</b>	
<b>4</b>	<p><b>Learner Engagement Strategy</b></p> <p>The version circulated was a summary, not the full document.</p> <p><b>Action: CT to clarify status of the Learner Engagement Strategy and forward to Corporation for approval if appropriate.</b></p> <p><b>Report on Student Union Activities</b></p> <p>No report was available for the committee. Governors asked how they can get more information on what the SU is doing. Students receive information via the Student Weekly News, the plasma screen in Reception, texts and tutors.</p> <p><b>Action: CT to circulate the weekly events to committee members</b></p> <p>The students belong to various groups and activities, including 'SHOUT', the LGBT Group, Dance Group, and the Duke of Edinburgh Scheme. They were enthusiastic about the choice and the fact that anybody can participate (contrary to their experiences at high school).</p>	
<b>5</b>	<p><b>a. Assessment and Marking of Work</b></p> <p>Students had very positive experiences of feedback. Some of the comments were:-</p> <ul style="list-style-type: none"> <li>• Feedback is good, especially for maths.</li> <li>• On BTec courses, after submitting coursework, students have a 1-1 oral feedback, with target grade and how to improve. They also received class feedback on the overall strengths and weaknesses of the class's work.</li> <li>• Work is marked quickly</li> <li>• Where work was not marked quickly, students felt they could approach the teacher</li> </ul> <p><i>Q: Do you understand what is required to improve by one grade?</i></p> <ul style="list-style-type: none"> <li>• Yes, however, it is not so clear for humanities. Some subjects provide a 'marking scheme', and this would be useful in all subjects.</li> <li>• The BTec Students commented that the difference between distinction / merit / star and pass were very clearly explained to them. Their tutor also gave them information about requirements for university entry, which was appreciated.</li> <li>• In some classes, teachers will pick two students to summarise the lesson at the</li> </ul>	

	<p>beginning of the next lesson. This is really useful. Also, it helps when teachers put their power point presentations on Moodle.</p> <p><b>b. Attendance</b></p> <p>Students commented that 9am lessons are often poorly attended, whereas in the afternoons, attendance is frequently 100%. Also, if lessons straddle a lunch break, some students will skip the afternoon lesson. It would be better to run the lesson through the lunch break. The staff governor present commented that he texts his students within a few minutes of class time if they don't turn up, which improves attendance.</p> <p>Students like the traffic light system. However, they commented that more able students appeared to be given more leniency.</p> <p>There was a plea that lessons not be timetabled into Period 7, as it interferes with extra-curricular activities, which are perceived as important for the students' personal statements.</p> <p><i>Q: (From the governors) How does it differ from school?</i>  A: It is more relaxed. But this gives you a strong sense of pride because you have to rely on yourself to get the results.</p> <p><b>c. Facilities for Students</b></p> <p>Students commented positively about the library and the learning support room. They are not bothered about the state of the building, as it doesn't have an impact on learning. There were complaints about the canteen, particularly the expense of lunch. Often students prefer to walk into Twickenham town centre and go to Greggs, which is cheaper. Students on bursaries receive £2.40 for lunch.</p>	
6	<p><b>Terms of Reference</b></p> <p>The Chair had made some amendments to the Terms of Reference, and these were approved by the Committee.</p> <p><i>Q: How can the business of these meetings be made more widely available?</i>  The minutes are not currently circulated. It was agreed that they would be uploaded to Moodle.</p>	

<b>C</b>	<b>FOR INFORMATION / OTHER</b>	
6	<p><b>Any other business</b></p> <p>None. If committee members have suggestions for discussion topics, they should email Cait Orton or Rebecca Courtaux.</p>	
7	<p><b>Future Student Liaison Committee Meetings</b></p> <p>Tuesday 8 March 2016  Wednesday 8 June 2016</p>	

	The meeting closed at 5.35pm.	
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**SIGNED:** ..... **Date:**

**Actions**

Ref	Item	Action	Responsible
A	3(ii)	Clerk to add SL Committee dates to Cait Orton's calendar	CT
B	3(ii)	Action: Bring History course handbook to the next meeting for governors to see (JOS)	JOS
C	B4	CT to clarify status of the Learner Engagement Strategy and forward to Corporation for approval if appropriate.	CT
D	B4	CT to periodically circulate the Weekly Events to committee members	CT

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