

Access & Success Sub-Committee Terms of Reference

The Access & Success sub-committee will provide input and oversight on:

- The strategic direction of activities supporting access and success initiatives across the institution. In particular, the group is mandated to support the development and implementation of work in these areas set out in the Education & Student Strategy.
- The direction of Access Agreement commitments and relationship with the Office for Fair Access (OFFA)

Access and Success Sub-Committee – Terms of Reference

The Access and Success sub-committee provides oversight and direction in the areas of access (outreach/widening participation) and success (student development, support, retention, progression).

City is committed to widening access, ensuring that all students who have the ability to benefit from our programmes have the chance to do so. Once a student enrolls, they are supported to succeed. As well as the recruitment of students, the University places equal importance on providing opportunities for our students to develop as individuals and to progress in as meaningful a way as possible following graduation. City considers support for access and success across the student lifecycle as strategically essential.

The group's remit is to facilitate and steer provision in these areas. The group will guide work within the Support for Success hub of the Education and Student Strategy 2014-20. It is a sub-committee of the Education and Student Committee and an advisory body to the Deputy Vice-Chancellor.

The group will provide the forum for the enhancement of principles, policies and projects relating to access and success. As a subsidiary of this, the group will take an overarching view of work across the University that relates to commitments to HEFCE and the Office for Fair Access (OFFA). The group will oversee processes to support access and success initiatives for students by Services and Schools, share good practice, and make work in these areas across the institution more coherent.

The group will provide means for projects to monitor progress, evaluate impact and help prospective and current students get the most from their studies and engagement with City.

Specific areas the group will cover include:

Strategic Direction and Implementation of the Education and Student Strategy

The Education and Student Strategy is made up of five hubs. The Access and Success sub-committee will oversee the Support for Success hub (Appendix A). Each hub has a *Destination* and a series of principles. These will be achieved through delivery of projects and activities. Existing areas of strength have also been identified. We are committed to maintaining these alongside new provision in order to reach the Destination

The Access and Success sub-committee will:

1. Support the development, management and monitoring of Education and Student Strategy activities.

The group will do this by:

- a) agreeing priorities
 - b) reviewing project plans against commitments and objectives in the Support for Success hub of the ESS (Appendix B: Planning/Reporting template)
 - c) ensuring that resource is used effectively
 - d) ensuring that there are no gaps in key areas, or overlap of activity.
2. Support the enhancement of existing work that contributes to the strategy (current 'areas of strength').
 3. Provide advice and support to Learning and Teaching Committees and Professional Services about activities and projects aligned with the strategy as needed.
 4. Review reports from Professional Services and Learning and Teaching Committees on progress towards the hub destination as required.
 5. Track and report progress to the Education and Student Committee.

The group will also take a view on work related to Access Agreement commitments. City's Access Agreement and the Education and Student Strategy will inform each other.

Access Agreements / OFFA and HEFCE Commitments

- Input on and oversight of work relating to the University's Access Agreements, ensuring that they reflect and influence University strategies.
- Formulation and steer on the process of submission of Access Agreements for each academic year, monitoring and facilitation of end-of-year reporting.
- Provision of reports to Education and Student Committee on the development and implementation of Access Agreements including how these support the delivery of the Education and Student Strategy.
- Consideration of how activity in the Support for Success hub enhances access, success and progression for students from disadvantaged backgrounds or from groups that are under-represented in Higher Education in particular.

Other

- Development of policies and oversight of projects that contribute to the access and success agenda, including establishment of working groups to support specific projects where required.

- Investigate and advise on the response to national developments including any changes to the National Strategy for Access and Student Success, HEFCE's Student Opportunity allocation, Disabled Students' Allowances, Access to Learning Fund etc.*

Student Access and Success Sub-committee – Composition and Membership

Composition		Membership
Dean of The City Law School (Chair)		Professor Carl Stychin
Academic Nominees (nominated by Deans)	Arts and Social Sciences	Dr Chris McDowell
	Cass	Dr Russell Gerrard
	Health Sciences	Professor Chris Hull
	Law	Professor Jason Chuah
	Mathematics, Computer Science and Engineering	Dr Cristina Gacek
Access and Retention Coordinator		Michael Bennett
Student Development Manager		Ben Butler
SU President		Issy Cooke
Head of Learning Success		Andrea Kenneally
S&AS senior representative		Lisa L'homme
Acting Director, LEaD		Pam Parker
Widening Participation Manager		Sarah Wood

Access Agreement working group

It is proposed that the day-to-day delivery and review of Access Agreement commitments is directed by a working group with this focus. This group will coordinate the drafting of City's Access Agreement with OFFA each year. This includes collating forecast fee income and expenditure, institutional and operational commitments and the direction of this work. The sub-committee will receive summary reports on this at appropriate times of the year.

Composition
Access and Retention Coordinator (Chair)
Widening Participation Manager
Student Development Manager
Head of Learning Success or nominee
Head of Counselling and Mental Health Service or nominee
Senior Financial Support Adviser (Student Centre)

Input provided on a rolling basis from Schools, Finance (Performance Management), Strategy and Planning Unit. Input from COOs and A&S sub-committee members for reporting on HEFCE Student Opportunity allocation.

Care Leavers' working group

This group coordinates the development and delivery of activity to recruit and support students from care backgrounds, in line with City's holding of the Buttle UK Quality Mark for care leavers.

Composition
Designated Member of Staff for Care Leavers (Chair)

* Note: This aspect of the group's remit serves to cover developments in the sector. This would include managing the realignment of work and processes in step with changes in the sector (for example, if responsibilities that universities have to HEFCE, OFFA or Government change).

Access and Retention Coordinator
Widening Participation Manager
Student Development Manager
Head of Counselling and Mental Health Service or nominee
Senior Financial Support Adviser
Accommodation Coordinator (Student Centre)
Careers Consultant (CSDO)
Vice-President Education (CULSU)

Appendix A

Support for Success outline, taken from the Education and Student Strategy 2014-2020.

Support for Success

Destination

Our students receive personalised support that reflects their needs throughout their journey with us, from applicants to alumni. Our student services are proactive and efficient and support the full student experience.

Through step-change activity we will continue to build a high quality student experience characterised by:

- Proactive and efficient services which are responsive to the needs of our students
- Clear and personalised information
- Professional, ethical and inclusive approaches
- Accessible and specialist support reflecting the needs and aspirations of our diverse student body
- Use of student data to target resources effectively and enhance the support available to our students
- Support for individual success

Step-change activity

Step-change activity will focus on the following areas to support the consistent realisation of our intended destination across our services and provision:

1. Student-focused services, systems and processes
2. The collection and use of student data
3. Information, advice and guidance for students
4. Personalised student support, high quality pastoral guidance and supervision
5. Personal development planning opportunities reflecting the needs of different student groups including undergraduate, postgraduate, CPD and research provision
6. Enhancing support mechanisms and training for staff who deliver personalised support to students

We will also continue to foster areas of strength in relation to:

7. Staff-student and peer-to-peer partnership (focused reciprocal learning and support activities i.e. literature review, observations, peer-to-peer mentoring, tutor support, our buddy scheme)
8. Addressing any inequalities in access, progression and success (e.g. through promoting the use of services and uptake of developmental opportunities including, importantly, care leavers, students from WP backgrounds and those with learning and mental health difficulties)

Appendix B

Each of the Education and Student Strategy hubs will include a number of projects to support and help deliver the goals of the strategy.

The Support for Success hub currently has three projects already underway: *Personal Tutoring* (review and refresh policy), *CityBuddy* peer mentoring scheme (project to provide support to new students to in transition to City), *Learning Analytics* (using engagement data to establish students at risk of disengagement/withdrawal and identify ways to help students).

The Access and Success sub-committee will monitor progress of these projects, report to Education and Student Committee and make recommendations relating to delivery. A proposed template for project leaders when reporting to the group is included below. The group will agree a timeframe for reporting on developments and progress towards achieving goals. Where appropriate, the timeframe will also include detail of when evaluation will be carried out and when projects will report on impact.

Existing Performance Indicators

The Education & Student Strategy will use the following Performance Indicators already established with the Institutional Strategic Plan 2012-16.

- Student satisfaction - (NSS Q1-21; Your Voice 1&2; PTES)
- Access - (Location adjusted benchmark for WP; Proportion of BME students)
- Student progression and achievement - (Good honours degree; UG first year progression to second year; Maintain distinction/merit Masters level; Research degree outcomes)
- Employability - (Percentage of graduate level jobs after six months)

Delivery of the Support for Success hub of the strategy will enable us to better help our students across their lifecycle (Access, Success and Progression). Projects in this hub will contribute positively to the strategic Performance Indicators above. New ways of indicating success and demonstrating impact will be developed as the strategy progresses, in concert with Access Agreement commitments.

It is proposed that the templates below are used for summarising each project and reporting on progress.

Project overview – NAME

Rationale

Please explain how the project delivers the objectives of the Support for Success hub. Please also indicate how the project will impact on students' education at institutional level or on the experience of specific groups.

Objectives

Please state the intended outcomes of the project. This includes specific outputs and/or key successes. Goals should include how the project is intended to help the identified beneficiary group.

Impact

Please define what the impact will be and how impact will be demonstrated. This should include how evaluation will be done. What will evaluation seek to assess? How will evaluation be conducted?

Management

Please identify how this project is managed and delivered, including operational lead who will report to the steering group and senior sponsor (where appropriate).

Resource

Identify existing resource, additional resource and status of any business case/approval.

Dependencies

Please outline any other projects/developments which will impact directly on the project.

Timeframe

Indicate key milestones. Updates for the steering group should be identified below at appropriate times as milestones are delivered.

Reporting

Example only

Date	Type of update	Purpose
Meeting 1	<i>Project overview</i>	To provide a briefing on the project, intended outcomes and how it will be carried out (per template above)
		Chance to receive input from sub-committee, particularly how project can be fed back to Schools
Meeting 2	<i>Progress update</i>	To give an update on progress towards objectives and for the sub-committee to offer any recommendations / suggestions.
		Report then sent to Education and Student Committee
Meeting 3	<i>Progress update</i>	As above
Meeting 4	<i>Report on evaluation, outcomes and impact</i>	Sub-committee to receive summary of any evaluation, what key outcomes achieved, project's impact.
		Summary report received, endorsed and sent to Education and Student Committee.

Reporting should highlight particular successes and risks, for example if progress is slower than anticipated, the reason for this and how the sub-committee may assist if needed. Based on reporting the sub-committee may make recommendations or provide assistance throughout the process. Reporting is also a chance to outline (or seek guidance on) evaluation and to update on any change in scope/outcomes/impact. Reporting dates can be flexible for each project and will be confirmed in line with 2015/16 dates for sub-committee meetings. Dates and type of reporting will be agreed with project leaders, and will also be in line with relevant Education and Student Committee project board

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meetings. As such, updates may be required at certain key stages (e.g. when ESC provides updates to Senate). If the sub-committee requires, a more detailed reporting template can be created.