

Student Attendance and Engagement Procedure

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Parent Policy Statement – Student Experience Policy Statement

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Changes and Reason for Changes – revised to remove references to COVID but still maintain flexibility of approach in recognising UWS' adoption of hybrid learning and teaching. Also revised to make responsibilities of school staff clearer. Further updated to focus on supportive early interventions from the Student Success Team will implement and close partnership working with Schools on retention.



STUDENT ATTENDANCE AND ENGAGEMENT PROCEDURE

1. INTRODUCTION

The Student Attendance and Engagement procedure has been developed as part of the University's commitment to providing a supportive learning environment that actively facilitates student success. It is intended to enable the delivery of the University's **Student Experience Policy Statement** and to complement other related procedures such as the personal tutor scheme and ASPIRE Advisor role.

For the purpose of these procedures, the University uses the following definition of Student Attendance and Engagement:

Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

It is recognised that from time-to-time students will have justifiable reasons for periods of lack of engagement. Students who are unable to attend mandatory classes for any reason should report their absence to their programme leader or their personal tutor or equivalent*. Specific information on how absences should be reported are detailed the relevant Student Programme Handbook.

This procedure applies to all undergraduate and taught postgraduate students. For longer periods of absence, students should be referred to **the guidance for Authorised Interruption**.

International students should be aware of the Student Conditions of Enrolment for holders of a Student Route Visa contained in the [student-enrolment-terms-and-conditions-2023-24](#)

[*Note that arrangements for personal tutor support vary across the programmes at UWS. In some cases programme leaders or year leaders provide personal tutor support. Arrangements for personal tutor support can be found in the relevant Student Programme Handbook and students can find their allocated Personal Tutor on Self Service Banner].

2. AIMS AND OBJECTIVES

In developing this procedure, the University aims to:

- Support and encourage students to achieve their full potential in their studies and in developing graduate skills and competencies;
- Outline clear expectations for students and teachers about the nature of required attendance and engagement in the University's model of delivery;
- Enhance the overall learning environment and University community by encouraging active attendance and participation for all areas of study; and
- Proactively monitor student attendance, engagement and performance and provide guidance to students and staff when specific concerns about student engagement are raised.

3. UWS APPROACH AND PROCEDURES

The University will monitor student attendance and engagement and consider the situation of individual students on a case-by-case basis, whilst ensuring consistency and clarity across the student population. The Student Success and Early Intervention Specialists will consider attendance and engagement patterns, liaising with key colleagues in each School to determine application of this procedure to contextual factors. The University recognises that

individual Schools and programmes may have differing thresholds for engagement, and some may have specific requirements for physical attendance, depending on factors such as professional body requirements and unique pedagogic practices. Whilst the definition of engagement, and the timing of the three-stage process outlined below, may vary between programmes, the Student Attendance and Engagement Procedure should be followed by all programme leaders, with support from the Student Success and Early Intervention Specialists.

UWS is committed to an approach which focuses on formal and information early warning indicators and will provide tools to track student attendance and engagement. The UWS approach will seek to provide appropriate support and advice to students at an early stage. School retention task forces, established in Summer 2023, will be the key conduit for considering student attendance and engagement data in relation to different cohorts and make collective decisions based on this procedure.

Much of this approach is best done informally and organically at the level of the module and programme. Module and programme handbooks and VLE sites should explicitly point students to the support available, and all teaching staff should seek to engage and connect with their students as part of normal pedagogical practice. Active early engagement with ASPIRE Advisors, Personal Tutors or equivalent is also a key aspect to student success.

Via the Student Success and Early Intervention Specialists, UWS will also provide tools for students and staff to support early connection, engagement and early-warning, through analytics, and a robust and consistent advising system.

The Attendance and Engagement procedure consists of two elements:

a. Establishment of Engagement Thresholds

Schools will agree expected levels of attendance and engagement for every academic programme based on factors such as professional body requirements and discipline-specific pedagogic practices. They will also stipulate clearly how engagement will be monitored.

The expected levels of attendance and engagement will contain measurable reference to elements such as attendance at on-campus or online synchronous classes, completion of online asynchronous learning activities, completion of assessment, engagement with online and electronic learning resources, and will be quantifiable via resources such as attendance monitoring, records of online activity, and learner analytics software.

The expected level of attendance and engagement for the following academic year will be set out by the School Retention Task Force and ratified by the School Board.

The expected levels of attendance and engagement will be communicated to all students via their Programme Handbook and will be specified in the Programme Specification for each programme. In addition, they will be published on the UWS website before students make the commitment to enrol on a programme.

Where a module forms part of more than one programme, it is the responsibility of the module co-ordinator to ensure that the same expectations of attendance and engagement are used for all students on the module, irrespective of their programme of study.

b. Monitoring and Review of Individual Student Engagement

Individual student attendance and engagement will be considered on a case-by-case basis and a three-stage process which is intended to enable students who are disengaged with their programme of study to be supported to reintegrate and resume their studies effectively. Oversight of this activity will be undertaken by the School Retention Task Force, with support from the Student Success and Early Intervention Specialists.

The timing of each stage of the process will be determined by the programme leader, with advice from the Student Success and Early Intervention Specialist for each School (see appendix A for process flow).

Stage 1 – 1st missed engagement

At the point at which a student fails to meet the expected level of attendance and engagement for their programme of studies the student is contacted by the Student Success Team, highlighting concern and identifying the full range of support available within the University. The Programme Leader will be advised that this outreach has taken place.

The student is encouraged to contact their Early Intervention Specialist to discuss their attendance and engagement and seek additional support if needed.

Stage 2 – 2nd missed engagement

If a student fails to meet the engagement threshold for a second time, the student will be contacted by Student Success Team with the relevant School designated contact (as agreed via the School Retention Task Force) copied in. The communication will make the student aware of the consequences of low attendance and engagement, and will strongly encourage them to meet with the designated School contact within one week to discuss their engagement.

At this meeting the student and designated School contact will agree a re-engagement plan, detailing the steps the student will undertake to re-engage, and the support the University will provide to assist them. This re-engagement plan will be forwarded to the Programme Leader and Early Intervention Specialist for information.

Stage 3 – 3rd missed engagement

At the point a student:

- fails to meet the minimum attendance and engagement threshold for a third time,
- fails to engage with their designated School contact at the previous stage, or
- fails to fulfil the requirements of their agreed re-engagement plan

The student will be invited to another meeting by designated School contact. Should the student fail to attend this meeting the student will be sent an Assumed Withdrawn letter and given two weeks to respond before being withdrawn from the programme by the Dean. The Early Intervention Specialist will be copied into all communication as part of Stage 3.

4. RIGHT OF APPEAL

A student will have the right of appeal against a decision to withdraw them from a programme of study through the University's **Student Appeals Procedure**. Grounds for appeal may include new evidence from the student of alternative forms of engagement that demonstrate attainment of *learning* objectives, or pressing personal circumstances not previously noted that provide a reasonable explanation for the lack of engagement.

Students will be entitled to continue with their studies until their appeal is resolved.

Appendix A – Process Flow for the Student Engagement Timelines

Please note week 1 does not relate to week one of the academic year but week 1 of the running of the programme – this may differ across programmes depending on start dates.

