

ACADEMIC ENGAGEMENT AND ATTENDANCE PROCEDURES

1. INTRODUCTION

The Academic Engagement and Attendance 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 Success Policy** and to complement other related procedures such as the personal tutor scheme..

For the purpose of these procedures, the University uses the following definition of Academic Engagement:

Students are academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on Moodle, and complete assessments and submit these on time.

It is recognised that from time to time students will have justifiable reasons for non-attendance and students who are unable to attend classes for any reason should report their absence to their programme leader and/or their personal tutor. For more information on who absences should be reported to in your school, please refer to the relevant Programme Handbook.

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

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;
- Enhance the overall learning environment and University community by encouraging active participation for all areas of study; and
- Proactively monitor academic engagement and performance through the School, and provide guidance to students and staff when specific concerns about academic engagement are raised.

3. SCHOOL REVIEW AND PROCEDURES

The University will monitor each student's personal engagement and attendance individually and consider the situation of individual students on a case by case basis whilst ensuring consistency and clarity across the student population.

The University recognises that individual Schools and programmes may have differing thresholds for engagement and attendance depending on factors such as professional body requirements and unique pedagogic practices.

Whilst the definition of engagement and attendance and the timing of the three stage process outlined below may vary between programmes, it is proposed that the same Engagement and Attendance procedure be followed by all programme leaders.

The Engagement and Attendance procedure consists of three elements:

a. Establishment of Engagement and Attendance Threshold

Schools will agree minimum thresholds of engagement and attendance for every academic programme based on factors such as professional body requirements and pedagogic practices.

The minimum threshold for engagement and attendance will contain measurable reference to elements such as attendance, completion of assessment, engagement with online and electronic learning resources (e.g Moodle, Library) and will be quantifiable via resources such as attendance monitoring and learner analytics software (e.g. My Journey).

The minimum threshold for the following academic year will be ratified by The School Board.

The minimum threshold for engagement and attendance will be communicated to all students via their Programme Handbook and will be specified in the Programme Specification for each 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 minimum threshold for engagement and attendance is used for all students on the module, irrespective of their programme of study.

b. Monitoring and Review of Individual Student Engagement

Individual student engagement will be considered on a case by case basis and a three stage process is intended to enable students who are disengaged with their programme of study to reintegrate and resume their studies effectively.

The three stage process also facilitates the removal of disengaged students from their programme of study if necessary. The timing of each stage of the process will be determined by the programme leader.

Stage 1 – 1st Missed engagement

At the point a student fails to meet the minimum threshold for engagement for their programme of studies the student is contacted highlighting concern and identifying the full range of support available within the University.

The student is encouraged to contact their Personal Tutor to discuss their engagement and seek additional support if needed.

Stage 2 – 2nd missed engagement

If a student fails to meet the second missed engagement threshold, the student will be contacted, making them aware of the consequences of poor engagement and instructing them to contact their Personal Tutor within one week to discuss their engagement.

The student is advised of the consequences of a continued lack of engagement, including potential for withdrawal and a meeting is arranged between the student and either their Personal Tutor or Programme Leader.

Stage 3 – 3rd missed engagement

At the point a student fails to meet the third missed engagement threshold, or should they fail to engage with the requirement of a Personal Tutor/Programme Leader meeting at the previous stage, the Programme Leader may request immediate withdrawal from the programme of study.

The student will receive a notification requiring them to contact their Programme Leader (or designate) for a one to one meeting regarding engagement within one week.

Should the student fail to attend this meeting or if their engagement is considered to be sufficiently poor, the Programme Leader may make a case to the Dean of School (or designate) to withdraw the student from the programme of study.

Engagement and Attendance Panel

Engagement and Attendance Panels will be convened within each School to consider the overall engagement and attendance of students generally in the School. .

The membership of each Panel is determined by the Assistant Dean (Education). Schools may wish to consider that membership could include:

- Education Guidance Advisors
- Programme Leaders
- Personal Tutors
- Representatives from another School
- Sabbatical Officers
- Members of staff from Education Futures and/or UWS Academy
- Members of staff from Student Life

This panel will review attendance and other engagement factors across programmes generally, as well as any individual action plans that have been agreed and delivered by either Personal Tutors or Programme Leaders as part of Stage 1. The panel may wish to explore good practice in relation to student support practices through the review of successful action plans.

The review panel can agree to develop an action plan with relevant Programme Leaders where there are concerns about academic engagement. In addition, the panel can recommend enhancements to the personal tutoring structure in the School and dissemination of good practice.

4. RIGHT OF APPEAL

A student will have the right of appeal against a decision of withdrawal. If appealing against the decision of a School withdrawing a student, the University's Academic Appeals Procedure should be followed. Grounds for appeal may include evidence from the student of alternative forms of engagement that demonstrate attainment of *learning* objectives.

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

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