

Student Attendance and Engagement Procedure

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Changes and Reason for Changes – Update on the approval route for the sending of the Withdrawn letter to confirm the Dean of School role. Updates to other policy references and hyperlinks to ensure accuracy. Updates to the withdrawal process to ensure consistency with the Universities appeals process.



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 [Learning Teaching and Student Success Policy Statement](#) and to complement other related procedures such as the personal tutor scheme and role of ASPIRE.

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

Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, 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 timetabled 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 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**.

This procedure should be read in conjunction with the [UWS Attendance Management Guidance for Sponsored Student Visa Holders](#). For students who are studying at UWS as a Sponsored Student, the attendance requirements in the Guidance for Sponsored Students always take precedence.

[*Note that arrangements for personal tutor support vary across 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 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 staff 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 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 Schools and programmes, the Student Attendance and Engagement Procedure should be followed by all programme leaders, with support from the Student Success and Early Intervention Specialists and School Professional Support Services teams.

UWS is committed to an approach which focuses on formal and informal 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 (RTFs) will be the key conduit for considering student attendance and engagement data in relation to different cohorts and making 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 information 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 of/contributory factor 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 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. This information will be clearly outlined in the Guidance on Implementation of the Revised Student Attendance and Engagement Procedure, which will be developed by each School.

The expected levels of attendance and engagement will contain measurable reference to elements such as attendance at on-campus or online synchronous classes, placement, work-based elements, 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 data.

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. 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 subject to a three-stage process which is intended to enable students, who are disengaging from their programme of study, to be supported to reintegrate and resume their studies effectively. Oversight of this activity will be undertaken by the School RTF, 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). It is important for there to be clear record keeping to support the effective and accurate implementation of this procedure and therefore any communication with students should be documented and the RTF kept updated.

Stage 1 – 1st missed engagement

At the point a student fails to meet the expected level of attendance and engagement (as detailed in their Programme Handbook), for the first time, the student will be contacted by the Programme Leader or nominee (this could be the module coordinator, personal tutor or the Student Success and Early Intervention Specialist, for example. This will be determined by the RTF). The communication with the student will highlight concern, encourage re-engagement with their studies and identify the full range of support available within the University. The student will be encouraged to reach out to the Student Success Team for a “check in and chat” to see if any additional support can be provided.

Stage 2 – 2nd missed engagement

If a student fails to meet the attendance and engagement threshold for a second time, the student will be contacted by the Programme Leader or nominee as determined by the retention task force. The RTF will be alerted to the stage 2 communication being issued and will agree who the student needs to contact to support their re-engagement (the “designated School contact”). The communication will make the student aware of the consequences of low attendance and engagement making reference to stage 3 of this procedure, and 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 which will detail 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 or nominee 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 Stage 2, or
- fails to fulfil the requirements of their agreed re-engagement plan

The student will be contacted by the Student Success Team and will be invited to another meeting by the designated School contact. Should the student fail to attend this meeting the RTF will be informed and will approve the sending of the Withdrawal letter to the student, confirming the student has been withdrawn and providing information regarding the appeals process. The letter will be signed off by the Dean of School and circulated to the student by the School. After the appeals period (10 working days) has elapsed and, subject to confirmation that no appeal has been submitted, a Student Record Amendment Form (SRAF) will be completed by the School and submitted to Registry to action the student withdrawal. Should an appeal be successful, the student record will be updated accordingly. All Stage 3 communications and outcomes should be documented and reported to the RTF.

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

