

University Policy for Student Engagement and Attendance



Summary			
<p>The Policy is designed to support and monitor the engagement of all students. To achieve academic success most students will need to engage fully; studying and attending lectures, seminars, tutorials and labs/workshops provides opportunities to develop the skills and knowledge necessary to successfully achieve the outcomes of our taught programmes. Non-engagement can be an indicator that a student is not thriving academically or personally and for international students with a Tier 4/Student visa, engagement monitoring is essential to ensure visa compliance.</p> <p>This Policy sets out how the University aims to support its students to engage with their studies and is intended to:</p> <ul style="list-style-type: none"> • improve the engagement and attendance of all students • ensure a proactive approach to providing support when needed with common practice across programmes and schools • enable students to maximise their full potential, increasing success and achievement. <p>This Policy and the associated expectations, guidelines and procedures fall within the overarching provisions of the University Rules and Regulations for Students and relevant student procedures (e.g. those relating to appeals and complaints). Re: non-engagement - sections 24.5 and 24.6 of the Code provides Boards of Examiners with the power to require students to withdraw who do not engage.</p> <p>The term ‘attend’ is used in this Policy to indicate student’s presence at: scheduled learning and teaching activities (online or in person, accessed synchronously or asynchronously); scheduled meetings with University staff and placements.</p>			
Scope - This document applies to:			
<p>This policy applies to students at all levels of study – UG, PGT and PGR. Some programmes have specific attendance requirements because of PSRBs and/or other statutory or contractual requirements. In addition, as part of the institution’s sponsorship responsibilities the University is required to follow UKVI guidance and policy.</p>			
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Lead contact	Academic Quality Manager		
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Superseded documents	N/A - 2.2.2021 - "Tier 4 visa" becomes "Tier 4/student visa". 4.8.21 - changes to reflect UKVI requirements for blended learning.		
Related documents	<ul style="list-style-type: none"> • University Rules and Regulations for Students • Regulations and Code of Practice for Postgraduate Research Students • Tier 4/Student visa Engagement Monitoring Policy • BEAM <ul style="list-style-type: none"> ○ Manage and record teaching attendance ○ Manage and record tutorial attendance ○ Manage non-engagement 		
Keywords	Attendance, engagement		



STUDENT ENGAGEMENT AND ATTENDANCE POLICY

1. The **aims** of this Policy are to:

- a) Support the timely identification of students whose attendance and engagement record or patterns suggest that they may be at risk of failing to progress, at personal risk, or risk of breaching their visa compliance requirements, so that follow-up measures can be put in place to support students and encourage engagement with the programme.
- b) Ensure all academic programmes of study have procedures in place to confirm that all students are engaging satisfactorily with the programme.

2. Key **principles**:

- a) Student **learning**: students have opportunities to engage with their programmes of study, seeking staff guidance and support, whilst remaining responsible for their own learning.
- b) Student **wellbeing**: students and staff should be able to engage with one another in confidence whilst seeking to ensure the wellbeing of each other.
- c) **Non-discrimination**: all students should be treated equally in relation to attendance and supervision requirements regardless of their immigration status.
- d) **Ethical data use**: the use of student data will be transparent and adhere to all legal protocols.

3. This Policy is **applicable to all students**: undergraduate, postgraduate taught and research students, including Home, EU and international students. Some programmes have specific attendance requirements because of Professional and Statutory Regulatory Body and/or other statutory or contractual requirements and these will be specified in relevant programme documentation.

4. As a **minimum we expect students** to:

- a) attend scheduled learning and teaching activities,
- b) engage with and participate fully in all learning activities,
- c) complete and submit assessments by submission dates and undertake examinations,

- d) undertake independent learning/research as directed by academic staff,
- e) attend scheduled meetings with University staff,
- f) attend placements as required to complete the programme,
- g) inform us if they are unable to attend scheduled learning and teaching activities for reasons of illness or other extenuating circumstances.

These expectations are outlined in the Student Agreement and schools will want to remind students of this through their own communications.

5. **Contact points** are likely to be a mix of online and in-person engagements, for students on distance learning programmes, contact points may be wholly online.

Where programmes are taught through a **Blended Learning mode of delivery**, some **contact points** must be **in person**.

UKVI's definition of Blended Learning is as follows: "Blended learning requires students to be physically in the UK at least some of the time to attend their studies in person, whilst undertaking some study elements online."

Suggested contact points include:

- a) registration
- b) submission of formative work
- c) submission of summative assessment
- d) examinations
- e) personal tutor meetings
- f) teaching activities (online or in-person)
- g) activity on Blackboard or other VLE.

6. As a **minimum** we expect **monitoring of student attendance and engagement** to take place as laid out below; schools and programme teams may decide this should be supplemented. Where programmes are taught through a **Blended Learning mode of delivery**, the minimum **contact points** shown below are required to be **in person**.

- a) For **Full Time Taught** students (including Faculty Zero students) -
 - i. a minimum of two contact points per month in term time on a rolling four-week basis,
 - ii. for postgraduate taught students undertaking their dissertation, engagement over the summer vacation will be monitored once per month (except during August).
- b) For Full Time Taught students on **industry placement or abroad** -
 - i. a minimum of one contact point per month in term time on a rolling four-week basis, the frequency and nature of the monitoring may vary depending on the placement / study taking place.
Note: this contact point with UOB does not have to be in person where delivery is via blended learning, as the student is on placement or abroad.
- c) For **Part time** students -
 - i. pro rata as per full time students, so for a student studying half-time - a minimum of one contact point per month in term time on a rolling four-week basis.
- d) For **pre-sessional students and international foundation programme** -
 - i. a minimum of two contact points per **teaching** month on a rolling four-week basis (in addition, students must attend a minimum of 85% of timetabled classes).
- e) **Exams-only** students
 - i. the Senior or Personal Tutor should check-in with exams-only students at a minimum of once a month in term time. Schools should decide how this should best be managed.
- f) For **Postgraduate Research** students
 - i. one supervisor meeting per month, in line with the Code of Practice throughout the 12-month cycle (recording a minimum of 10 formal interactions per academic year).

7. Where **student attendance and engagement falls** below the agreed threshold (normally this will be after one missed contact point) for a particular programme of study, this will trigger a sequence of follow-up contacts with the student. Guidance and templates associated with the non-engagement follow-up process can be found [here](#).
8. The attendance and engagement monitoring as outlined in this **policy is one indicator of engagement**, there are others that schools should consider when deciding whether the non-engagement process should be triggered, please see the guidance documentation available, [students who are missing or not engaging with their studies](#), [indicators for concern](#).