



**South Gloucestershire and Stroud College**  
**Higher Education**  
**Attendance and Engagement Policy 2023-24**

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<b>Job Title / Role:</b>	Director of Higher Education
<b>Ref. No.:</b>  Q/P 113	<b>Date of this version:</b> 1 <sup>st</sup> September 2023  <b>Review date:</b> 31 <sup>st</sup> July 2024 * (Must be at least 1 year)  <b>Please note:</b> if the document has details relating to legislation or government guidelines, the following must be added to the Review Date: (subject to any legislative change)  <b>Upload to College website?</b> Yes <b>Upload to SGSAT Intranet?</b> Yes
<b>Approved by:</b>	Senior Leadership Team
<b>Date of Approval:</b>	21 <sup>st</sup> July 2023

## MANDATORY INITIAL IMPACT SCREENING



Completed by:

Jo Kear	Director of Higher Education	30/6/23
I have read the guidance document: Completing a Policy Impact Assessment?		✓
If this policy has been up-dated, please tick to confirm that the initial impact screening has also been reviewed:		✓

### EQUALITY AND DIVERSITY IMPACT ASSESSMENT

Characteristic	This policy seeks to:	
Age	Supports staff and learners to recognise that prejudice and discrimination on the grounds of age are unacceptable in an educational establishment	
Disability	Commit to making reasonable adjustments to promote equality of access and opportunity for learners, employees and members of the public with disabilities and/or learning difficulties/disabilities.	
Faith or Belief	Supports staff and learners to recognise and address religious or racial discrimination and incitement to religious hatred	
Gender	Protect staff and learners from sexism in all forms	
Race or Ethnicity	Provide opportunities for the advancement of persons of minority race or ethnicity	
Orientation	N/A	
Gender reassignment	Work with individuals to ensure appropriate support at identified periods	
Economic disadvantage	Use available resources to identify and address any issues of inequality as a result of social and economic factors. Supporting learners and staff, both academically and pastorally in order for all to be successful	
Rural isolation	Use available resources to identify and address any issues of inequality as a result of rural isolation. Supporting learners and staff, both academically and pastorally in order to access College services and be successful.	
Marriage	Support staff and learners to recognise and challenge discrimination on the basis of marriage	
Pregnancy & maternity	Promote equality of opportunity through a supportive, inclusive environment	
Carers & care leavers	Use available resources to identify and address any issues of inequality as a result of being in care or a care leaver. Supporting learners both academically and pastorally in order to be successful.	
Vulnerable persons	Safeguarding children or vulnerable adults	
Please identify any sections of the policy that specifically seek to maximise opportunities to improve diversity within any of the College's stakeholder groups:	Sections 5.9	
Please identify any sections of the policy that specifically seek to improve equality of opportunity within any of the College's stakeholder groups:	Section 5.9	
Is there any possibility that this policy could operate in a discriminatory way?	<input type="checkbox"/> <span style="background-color: red; color: white; padding: 2px;">x</span>	If you have ticked yes (red), which characteristic will be most affected? Choose an item.
If yes please confirm that the Policy has been sent for a full Equality & Diversity Impact Assessment, and note the date:	<input type="checkbox"/>	Click or tap to enter a date.

**Note:** if the policy does not seek to increase diversity or improve equality you should go back and review it before submitting it for approval.

<b>MAPPING OF FUNDAMENTAL RIGHTS</b>	
Which United Nations Convention on the Rights of the Child ( <a href="#">UNCRC</a> ), Right does this policy most protect:	Art. 2 Non-discrimination Art. 17 Access to information Art. 23 Disability protection Art. 42 Right to know your rights
Which Human Right ( <a href="#">HRA</a> ) does this policy most protect:	Art. 14 Prohibition of discrimination Art. 10 Art. 8 Right to private & family life

<b>DATA PROTECTION &amp; PRIVACY BY DESIGN SCREENING</b>	
Tick to confirm that you have considered any data protection issues as part of the design and implementation of this policy; and, that implementing this policy will <u>not</u> result in the collection, storage or processing of personal data outside of official College systems:	✓
Tick to indicated that this policy has or requires a Data Privacy Impact Assessment:	

# Attendance and Engagement Policy 2023-24

## 1. Introduction (Background and Context):

- 1.1 South Gloucestershire and Stroud College (SGS) are committed to providing and enabling an academically challenging and supportive environment, ensuring our students produce their very best work.
- 1.2 Engaging with the formal and informal learning opportunities that are offered by the programme or subject community is a key component of attaining the best possible academic outcomes. Therefore, SGS expects that students will proactively engage with their learning opportunities, including teaching activities and the guidance offered via their personal tutors and other professional staff within their programme of study. Attendance at scheduled learning opportunities is the most important indicator of engagement and therefore the specific monitoring of attendance, as a component of wider engagement, is central to this policy.
- 1.3 Poor attendance not only affects the absent individual but has a negative impact on the learning of the wider cohort by compromising pedagogical approaches and creating the impression of disengagement.

## 2. Monitoring and tracking of students

- 2.1 SGS expects students to engage fully with activities, including those forming parts of modules, their programme, and wider subject requirements.
- 2.2 The Higher Education Coordinator will regularly monitor attendance and interventions will be made if attendance falls below 80% for all HE students on University of Gloucestershire validated degrees and Higher National qualifications. Attendance and engagement on all other L4+ provision (e.g. CIPS, CIPD, AAT, apprenticeships) will be monitored by the Professional and Financial Service Department,
- 2.3 SGS will use student learning data in a responsible way and in adherence to all relevant legislation.
- 2.4 This policy applies to all students who are undertaking a Higher Education taught programme that is delivered by SGS.
- 2.5 Some programmes include modules where attendance may be essential to meet professional accreditation or Fitness to Study requirements. Details are provided in the relevant programme specifications and programme handbooks, since the requirements may be additional to the requirements in this policy.

- 2.6 This policy forms part of SGS's overall academic framework and as such should be read in conjunction with other relevant policies and regulations.

### **3. Effective attendance and engagement monitoring will enable SGS to:**

- a) increase a student's engagement with their programme of study at an early stage and therefore improve academic outcomes;
- b) mitigate against the negative impact that low physical attendance and digital engagement has on a student cohort and academic staff morale;
- c) support the student in taking responsibility for their programme of study by providing data and information to enable informed choices;
- d) enhance and facilitate a student-centred approach to learning;
- e) improve retention and student wellbeing;
- f) foster a culture of attendance throughout a programme of study;
- g) help students build skills and work patterns appropriate for professional life post-study;
- h) support the College in satisfying UKVI attendance monitoring requirements for relevant international students.

### **4. Responsibilities**

- 4.1 Engagement, participation and attendance are co-owned by students and SGS.
- 4.2 Success relies upon mutual trust and working together to fulfil respective responsibilities. Programme and Module Handbooks explain these expectations as summarised below:
- 4.3 Students are expected to participate fully in their learning activities and engage with their Personal Tutor throughout the duration of their studies.
- 4.4 Students must take responsibility for complying with academic regulations and seek support if required.
- 4.5 SGS will provide the appropriate standard of teaching, learning environment and support necessary to ensure students have every opportunity to achieve successful outcomes.

## 5. Intervention

- 5.1 The consistent and transparent monitoring of engagement, including attendance, enables students to get support at an early stage, thereby avoiding the need to exercise more serious academic procedures such as the Instigated Withdrawal Process (relevant for students on SGS programmes validated by the University of Gloucestershire).
- 5.2 The engagement of all taught students will be monitored by their Personal Tutor throughout each semester via ProSolution and ProMonitor.
- 5.3 The data provided via ProSolution will provide key evidence in combination with a Personal Tutor's professional judgement. ProSolution at SGS will be used to support (not replace) human intervention.
- 5.4 The focus of attendance monitoring will be physical and digital timetabled sessions e.g. lectures, seminars, practical classes, lab sessions, tutorials etc.
- 5.5 Academic staff must ensure that student attendance and progress is captured via ProMonitor.
- 5.6 Engagement interventions will be the responsibility of Personal Tutors, Programme Leads, Subject Area Leads, Curriculum, Standards & Quality Team and the Higher Education Coordinator.
- 5.7 Legitimate reasons for a Personal Tutor engagement intervention include:
  - a) Failure to submit at an assessment point;
  - b) Failure to attend at least 80% of monitored sessions during a semester;
  - c) Failure to attend a Personal Tutor session;
  - d) Lack of sustained engagement with the Digital Learning Environment and Learning Resources
- 5.8 The intervention process will be as follows:

### **Stage one:**

- Students with an attendance level of less than 80% will receive a supportive letter, via email reminding them of their responsibilities to attend and engage in their studies.
- Students with an attendance level less than 50% and/ or those who have not submitted 1 or 2 assessments will be required to meet their Personal Tutor with a member of the Curriculum, Standards and Quality team to discuss underlying reasons for

non-engagement/attendance. The Personal Tutor will refer to other support services if required.

- A Catch-up Plan may be agreed to assist with the student's re-engagement.

**Stage two:** If there is no improvement or engagement within 6 weeks:-

- Students still under 80% attendance will be required to meet their Personal Tutor or a member of the Curriculum, Standards and Quality team.
- Students who have a Catch-up Plan in place from stage one, and those whose attendance and/ or engagement has not improved will have a second stage Catch-up Plan review.
- The Fitness to Study policy may be evoked at this stage.

**Stage three:** If there is no improvement or engagement within 6 weeks, students who are not engaging with their Personal Tutor or member of the Curriculum, Standards and Quality team will be entered into the Instigated Student Withdrawal process.

- 5.9 The expectation of 80% attendance will allow for unavoidable or legitimate absences such as for illness or to complete faith-based activities. Attending family celebrations, paid employment and extra-curricular sports activities are normally regarded as unauthorised absence.
- 5.10 Students are encouraged to report all absence to their Module Tutor and Programme Lead; this is mandatory for programmes where there are specific Professional Body requirements.