

Academic Attendance and Engagement Policy

August 2020



UNIVERSITY OF
WINCHESTER

Document Title:	Academic Attendance and Engagement Policy
Document Author:	Fiona Greig
Responsible Person and Department:	FDVC Stuart, SMT
Approving Body:	Senate by Chairs action
Date of Approval:	TBC
Date Effective From:	<i>23 September 2020</i>
Review Date:	31 July 2022
Indicate whether the document is for public access or internal access only Indicate whether the document applies to collaborative provision?	Public Access Yes
<p>Summary:</p> <p>We expect all of our students to be fully engaged with their course of study and therefore, we expect students to attend all teaching and seminar sessions, submit all assignments actively participate with online discourse and activities and attend any course meetings. This is important as engagement with academic activities is core to a student’s University experience. Lack of engagement can indicate more general wellbeing issues and the University is committed to supporting students as early as possible.</p> <p>The University has introduced an Academic Engagement Dashboard to bring together data to provide students, Tutors, and support teams to put into place the framework of information and support required by each individual.</p> <p>This policy sits alongside Support for Study as part of a joined-up policy approach.</p>	

TABLE OF CONTENTS

1.	Purpose	4
2.	Expected levels of engagement	4
3.	Attendance and Engagement triggers	5
4.	How the data is collected	5
5.	Link to Support for Study	6
6.	Reporting and academic leadership	6

1. Purpose

- 1.1. The University is implementing a new student academic engagement dashboard to support student success in their studies at Winchester. We expect all of our students to be fully engaged with their course of study and therefore, we expect students to attend all teaching and seminar sessions, submit all assignments and attend any course meetings. We do so because all education research suggests that there is a correlation between attendance and success at University, and at Winchester we want all our students to succeed in their studies.
- 1.2. We also care about our students' well-being and mental health. Disengagement with academic studies is often the first indication that all is not well, and we want to make early interventions to ensure that students have access to the right support and advice if they are struggling. The following policy applies to all students and we are adopting this new process from September 2020 to support our students' success.
- 1.3. This policy should be read in conjunction with the **Support to Study Policy and Procedures**.
- 1.4. This policy applies to all Undergraduate and Taught Postgraduate courses at Winchester unless a Professional Standards Regulatory Body states otherwise.
- 1.5. Those students who have a General Student Visa (Tier 4) will be subject to some additional monitoring arrangements in compliance with Government requirements. The University will also extend requirements to other international students as required by the Government.

2. Expected levels of engagement

- 2.1. It should be noted that we are introducing this policy during Semester 1 of 2020/21, we are aware that this academic period is going to look very different from our traditional approaches and expectations. To ensure this policy is successfully implemented there will need to be partnership between students, academic staff, and the rest of the University responsible for mutual support.
- 2.2. Attendance and engagement with learning will be updated daily and viewable via the dashboard. The dashboard is populated from multiple data sources, initially starting with information of log-in activities in Canvas and Teams and attendance at timetabled synchronous (live) events.
- 2.3. Some courses have external accreditation where requirements differ from the University standard. At the start of the year the attendance and engagement levels expected will be shared with students so they are able to understand the implications of the information displayed by their dashboards.
- 2.4. **The expected minimum attendance for all students is 80% of all synchronous taught sessions.** Attendance in these sessions is defined as, *students scheduled to be in the physical location to arrive on time and stay for the duration of the class, and for those scheduled to attend remotely, to be in the virtual Team classroom for the start of the class and stay connected for the session.* All students will be expected to participate in in-class discussions and debates irrespective of location.

- 2.5. Attendance will be first measured by FWETS at the end of the first two weeks of each Semester (Weeks 0 and 1 in Semester 1, and Weeks 1 and 2 in Semester 2) and again at the end of Weeks 5, 7 and 11 of both semesters.
3. Attendance and Engagement triggers
 - 3.1. When a student's attendance drops to 85% they will receive an automatic notification reminding them of the 80% expectation and provide signposting to support services that may be helpful. This is a pre-emptive support email.
 - 3.2. If attendance falls below 80% the FWET will have a supportive conversation with the student.
 - 3.3. If attendance falls below 60% the Programme Leader is informed by the FWET and a Stage 1 Initial Concern meeting is held with the student (organized by the Programme Leader) in accordance with the Support to Study Policy and Procedure within five working days (Sections 5 of the Support to Study policy). For details of process and procedure please consult the Support to Study Policy and Procedure.
 - 3.4. If attendance falls below 40%, the Head of Department is informed by the FWET and a Stage 2 Continuing or Service Concern meeting is held (organized by the Head of Department) with the student in accordance with the Support to Study Policy and Procedure within five working days (Section 7 of the Support to Study policy). A panel will consist of the Head of Department (or nominee) as Chair, Programme Leader, FWET and, if appropriate, the Director of Student Services (or nominee). For details of process and procedure please consult the Support to Study Policy and Procedure
 - 3.5. If attendance falls below 30%, the Dean is informed by the FWET and a Stage 3 Persistent or Critical Concern meeting is held (organized by the Dean) with the student in accordance with the Support to Study Policy and Procedure within five working days (Section 7 of the Support to Study policy). A panel will consist of the Dean (or nominee), Head of Department, Programme Leader, FWET and the Director of Student Services (or nominee). For details of process and procedure please consult the Support to Study Policy and Procedure. The panel may make a recommendation to the Vice-Chancellor via the Deputy Vice-Chancellor to interrupt or terminate studies. Students may appeal the decision of the Stage 3 panel to the Vice-Chancellor within ten working days of receipt of the decision panel. The Vice-Chancellor will respond within ten working days.
 4. How the data is collected
 - 4.1. Students will report their attendance at live events using the Attendance Tile in the Winchester App or on the Apps online portal site. Hybrid in class and online events will use the "one-time passcode" approach where students have a period to type in a word the academic provides.
 - 4.2. When we return to all in-person learning the app will authenticate location as a student reports being in attendance (removing the need of the academic to generate the code).
 - 4.3. The log-in information from Canvass will be collected. As will logs of activities participated in, e.g. posting in a discussion, undertaking a quiz, reviewing lecturer notes. These are "normalized" for the cohort to take into account the variation in use of tools across the University.

- 4.4. The log-in information from Office 365 and Teams will be collected. As will logs of activities participated in, e.g. attendance at seminar groups, posting in a discussion, watching recorded sessions. These are “normalized” for the cohort to take into account the variation in use of tools across the University.
 - 4.5. Logs from the Resource List will be used to understand the utilization of digitized chapters and articles, as well as use of electronic books will be collected. These are “normalized” for the cohort to take into account the variation in use of tools across the University.
 - 4.6. Information from the Library system will be used to understand the utilization of the physical book collection. These are “normalized” for the cohort to take into account the variation in use of tools across the University.
 - 4.7. Other data sources will be added to the Dashboard following consultation with student and staff as the system continually develops.
5. Link to Support for Study
 - 5.1. It is imperative that once a student’s dashboard, or behaviour indicates disengagement that the student moves to a formal Support to Study process.
 - 5.2. Levels of lack of engagement will escalate and trigger different elements of the Support to Study policy. This is to ensure consistency across the Faculties and enable any support services to be put in place and followed appropriately.
6. Reporting and academic leadership
 - 6.1. Formal reports to the Deans will be presented by FWETS in weeks 5, 7 and 11 of both semesters. These reports replace the “attendance” reports from previous years and will allow the Deans to identify any areas of concern. The function and purpose of these reports has not changed from previous policies, the process of producing them however has been automated.
 - 6.2. These reports will also be sent to UMG.