

## Student Attendance and Retention Policy

Version	Date	Changes	Reason	Author	Next review
2	09/17	Update attendance policy with the recent changes <ul style="list-style-type: none"> <li>• Minor modification to traffic light on Page 5 – E.g. – Tutor to contact student directly</li> <li>• More Operations Manager involvement with monitoring students attendance</li> <li>• More detailed tracking of student post modification</li> </ul>		MAK	07/18
		Added more information for attendance IT system at BRIT		MAK	07/18
		Added how teaching and assessment policies are helping to improve attendance by student.		MAK	07/18
3	01/18	Add the percentage monitoring system. Add roles of the Student Management Group		CM	07/19
3.1	05/19	New logo		AM	07/20

### Quality Code:

B3: Learning and Teaching

### Policy Links

- This policy is linked with the following policies and procedures:
- Data Submissions Policy
- Student Experience and Engagement Policy
- Procedure: Student Registrations and Confirmation of Attendance
- Admissions, Applications and Enrolment Policy

## Table of Contents

Policy Links.....	1
Introduction.....	3
Policy.....	4
The role of the Tutors.....	4
Monitoring.....	4
Actions.....	5
Attendance.....	5
Administrative Procedures for Extended Consecutive Absences (Identifying and managing at-risk students): .....	6
Traffic-light System.....	6
Application of Traffic-light System: Attendance Monitoring Flagging Protocol.....	7
Irregular Attendance.....	8
Application of Actions-Role of the Student Management Group (SMG) .....	8
Students who travel during term time.....	8
Action Plan Template.....	9

## Introduction

Brit College recruits students on the basis of academic merit and motivation and is committed to maximising the achievement of all its students.

Brit College has a duty of care to do all it reasonably can to support students to complete their programmes of study and attain the best possible academic outcomes. As part of this it is important that student engagement with all aspects of their programme is encouraged and monitored.

Responsibility for retaining students lies with every member of the Brit community, staff and students, reflecting the importance of the delivery of the whole student experience from recruitment through to award.

New student induction is a key element of this approach but retention is more than a first week or first year issue. National research shows that the reasons students leave college, are many and varied, highlighting the need for pro-activity, intervention and responsiveness cross functional working that can reach out to the individual, especially at key transition points. Students are partners in their learning and an understanding of expectations and responsibilities within the learning partnership is fundamental to their successful achievement. Crucially, the College believes that developing a sense of belonging through life-cycle support, and the establishment of a learning community with a strong cohort identity geared to the promotion of autonomous learning, lies at the heart of a successful, resilient and self-confident student body.

In developing this policy the College is proud of the achievement of its students, the results they obtain, and success in their chosen careers. Identifying those factors that have helped them to reach their potential is critical to the success of this policy.

Retention for Brit College is about students remaining with the College and completing their programme of study within the specified two-year timeframe. The College recognises success for students as a set of achievements in a wide range of areas, including personal development and progression into the labour market, business or further learning.

Retention and success involves the full and equitable participation in and progression through their course for all students. This policy recognises that student attendance is key to their continued participation and success in their studies.

## **Policy**

In the light of the College's views in relation to student retention and attendance and therefore achievement, its overarching policy looks to all areas to engage its student success ethos at each stage of the student life-cycle. Increasingly, the College emphasises the importance of the learning partnership between students and staff and the shared responsibility for achieving success.

## **The role of the Tutors**

The College recognises that student engagement is most evident at unit level and that tutors hold a pivotal role in securing successful student integration into and through College life through academic delivery, individual motivation and cohort activity.

Tutors are required to complete the electronic register on a sessional basis. Tutors are required to regularly check student attendance and achievement and to consider and respond proactively to student feedback. They are also responsible for ensuring the effective operation of the College's system of providing students with personal support.

## **Monitoring**

The College collects and monitors internal statistics around retention and success produced annually. These are considered by the Academic Management Team and compared with HESA performance indicator data. This is supplemented by internal student survey information and the results of the National Student Survey, which provide information at both local and institutional level on the student experience. Further feedback is gathered through the student representative system and from course evaluation.

Comparative analysis is conducted and reported during the annual monitoring process and appropriate action taken.

## **Actions**

Appropriate actions are response to low retention should be taken in response to the findings during the annual monitoring process. These include but not limited to, providing individualised support to students struggling with their return to education, working with outside agents to support students not finding it easy with their education and those not able to decide what they want to do in life.

## **Attendance**

The College is committed to checking student attendance on a daily basis as outlined in this policy and the accompanying procedures within it. **It requires 85% attendance from students.**

Brit College is committed to providing a positive learning environment for all students and extends this commitment to ensure an appropriate response in circumstances whereby a student's level of attendance is a concern. Wherever possible the College will strive to provide excellent support mechanisms for those students with difficulties in attending through pastoral care and appropriate and timely referrals to relevant support services. Brit College views students as key and partners to this activity and as such prescribes actions which are engaging and sensitive with regards to their attendance.

The attendance policy encourages the identification of at-risk students as regards continuation with their studies, which reflects as low attendance at the beginning, and putting procedures in place to support them before non-attendance becomes a major concern.

Students are required to bear the following in mind:

It would be helpful for students to always give reasonable notice of any planned or unavoidable absences

Although the College commits to developing timetables that are most appropriate for the students, there may be logistical difficulties in making timetabling changes to accommodate all students

The College will keep a record of all student absences, and reminds those with long absences to improve their attendance. The Head of Student Engagement will seek to support every student and provide personal and pastoral support where possible.

Learners can contact the Head of Student Engagement at [attendance@britcollege.org.uk](mailto:attendance@britcollege.org.uk) regarding their attendance, providing an explanation for their absence. This includes all notices including emergencies, medical issues as well as maternity/paternity leave.

## **Administrative Procedures for Extended Consecutive Absences (Identifying and managing at-risk students):**

### **Traffic-light System**

The College applies a traffic light system to identify and monitor at-risk students. An on-line report of such students is automatically generated from student registers. All members of staff have access to summaries of attendance trends for their groups.

All staff and students are regularly reminded of the application, meaning and consequences of actions applied in conjunction with the Traffic-light System. This will be discussed at various forums and meetings taking place within the College:

1. Academic Staff daily briefing meetings
2. Weekly Student Management Group Meetings
3. Monthly Academic Management Team meetings
4. Termly Assessment Board Meetings
5. Quarterly Academic Board Meetings

At the Assessment and Academic Boards, attendance records are compared with achievement rates for specific students and group of students. Opportunities for policy changes and enhancement of teaching are identified and appropriate action taken through the Enhancement Policy and Strategic Plan as well as through staff development activities.

## Application of Traffic-light System: Attendance Monitoring Flagging Protocol

The flagging and actions are described below:

Weeks absence	Attendance Level	Risk Level	Colour	Action	By
1 Week	Normal	Low risk	Yellow	Initial call. Establish reason for absence and when the student will resume lessons. Emphasise the importance of regular attendance. Send initial e-mail	Call/Email by Admin
2 Weeks	Questionable	Moderate risk	Orange	Second call-identify risk factors such as health, welfare issues and discuss options with the student. Places any students not in contact on the at-risk register. Send a follow-up e-mail.	Second call/e-mail by Admin
3 Weeks	High Absenteeism	High Risk	Red	Call all students. E-mail/text/letter to students that are not in contact and advise them that they risk being suspended from College	Third Call by Head of Student Engagement.
4 Weeks	Very High Absenteeism	Very High Risk	Red	Emergency monitoring protocol for students not in contact: Home visit/contact next of kin if necessary.	Director of Business and compliance
Beyond 4 weeks	Extreme	Very, Very High Risk	Red	Inform SLC about/Suspend on SLC, <b>All</b> absent students.	Accounts
			Purple	*Work with returning students to provide on-going support/prepare action plans	Student Engagement Team Leader

\* At-risk students who return will attend a returning interview with the Head of Student Engagement to arrange an action plan. This will be tailor-made to their needs. The relevant Programme Leader will also get fully involved to check individual student progress until the student has caught up with their work, at which point they will be taken off the action plan and the at-risk register.

### **Irregular Attendance**

Some students may maintain irregular attendance. Cumulative attendance records are maintained, and expressed as a percentage of total expected attendance.

Risk-factors and actions are applied similar to those for the weekly attendance trends, as follows.

Percentage Range	Equivalent Weeks	Colour code
50 to 60	1	Yellow
40 to 49	2	Orange
30 to 39	3	Red
Below 30	Beyond 4 weeks	Red
		Purple

### **Application of Actions-Role of the Student Management Group (SMG)**

Each week the student Management group convenes early in the week to ensure:

1. The traffic light system is applied systematically for both weekly and cumulative absences
2. The number of students in each category is accurately recorded.
3. Global risk-factors from statistics in 2 are identified and appropriate action recommended.
4. Any opportunities for the enhancement of policies are captured and channelled to the appropriate committee
5. All parties tasked with actions are taking actions as required

### **Students who travel during term time**

Students who apply for travel holidays during term-time may take one-week for emergencies only. All such leave should be properly recorded and the students may be called on to submit their travel plans. Any leave exceeding one week should be reported to SLC by the student, and the college the College will also report such cases, regardless of whether the student has contacted SLC or not.



## Action Plan Template

Student Name				Student ID Number		
Cohort Number				Tutor assigned		
List of Units affected						
Purpose for Actions	Non-attendance	Tick	Lack of progress/non submission of work	Tick	Both lack of progress and non-attendance	Tick
		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Actions agreed	Details of actions		Deadline		Progress	Signed (Tutor)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						