Section 2A

Nottingham Trent University

# Quality Handbook

## Part A: Governance and approach

## Section 2A: Student Engagement and Attendance policy - Requirements

Section 2A

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Section **2A**

# 1. Introduction

**Active student participation is a core element of learning and teaching at NTU. Low participation, or its absence altogether, is often a strong indication that the student is at risk of failing the course, or that there may be other problems.**

1.1 The NTU Student Charter articulates the expectation that all students will:

*'… take responsibility for managing your own learning, participate in induction and tutorials, engage in your course and all timetabled sessions and respond to feedback you receive.'* Student Charter, June 2024

1.2 Whilst the responsibility to engage remains that of the student, NTU has a responsibility to explain expectations, promote good engagement and support students who do not engage.

1.3 Successful re-engagement of students can improve academic progression between levels and contribute to improved student outcomes. Academic progression rates (continuation) are regulated as an ongoing Condition of Registration by the Office for Students.

1.4 The purpose of monitoring student engagement is to:

a. Provide information on which to base early interventions to encourage students to engage with their course, and to identify relevant support;

b. Provide students with insights to understand and improve their own engagement;

c. Ensure that requirements for student finance bodies, UKVI, and Professional, Statutory and Regulatory Bodies (PSRB) are met.

# 2. Scope

2.1 These requirements apply to all students on taught courses at Levels 4, 5 and 6. They apply to Level 7 where the course is an undergraduate course with PG components. They also apply to first degrees with integrated foundation years.

2.2 These requirements do not apply to Apprenticeship courses, which have separate policy provision for these purposes.

2.3 Where courses have specific requirements for attendance to meet PSRB accreditation, the attendance, engagement and monitoring provision sits outside the scope of these requirements. Such requirements will need to be established as part of course approval.

2.4 NTU responsibilities as a licenced sponsor of international students to come to the UK under the student route visa are additional to the requirements in this policy and can be found in Quality Handbook Supplement 2C: Student Route Academic Engagement Policy.

2.5 There are some circumstances where it will not be possible to follow the procedures outlined in 4.8 (below). These are where students are on placement, on exchange, or are undertaking multiple short term placements during term time that leave

insufficient time for the alerting process to work effectively (4.8, c, below). For placement students, please refer to Section 10D of the NTU Quality Handbook.

2.6   It is also not possible to follow the procedures outlined in 4.8 (below) for students studying at Confetti, where alternate arrangements are in place.

## 3.   How engagement is monitored

3.1   NTU monitors engagement through its engagement monitoring application, the Student Dashboard. Average engagement rating is determined by considering multiple factors in the student's daily life, including attendance and resource usage over 14 days. Ratings are High, Good, Partial, Low, Very Low and None.

3.2   Engagement constitutes attendance to sessions, Dropbox submissions, e-resources, library loans, card swipes, NOW log-ins.

3.3   Student attendance and engagement is displayed in each student's Dashboard and is accessible to course staff and relevant professional services colleagues.

## 4.   Requirements

**This policy sets the minimum expectations for engagement and attendance monitoring. Course-specific provision to meet PSRB accreditation must meet or exceed the expectations of this policy.**

4.1   Course teams are required to articulate expectations for students and to promote a culture of engagement and attendance. This is particularly important during induction but must continue year-round. It will encompass that students must:

    a.   Manage their own learning in a professional manner and prioritise participating in their studies over other demands upon their time.

    b.   Prepare for, attend, and actively engage with timetabled classes (face-to-face or online).

    c.   Complete attendance monitoring requirements accurately and truthfully. Falsely recording attendance when a student is not in attendance may be considered as academic dishonesty as described in the University's academic integrity policy.

    d.   Inform the course team if they are unable to attend; and ensure that they have made good any missed work and seek further help if required.

    e.   Keep contact details up to date.

    f.   Periodically review their own engagement data on the Student Dashboard.

4.2   Some students may face additional barriers to attendance due to legitimate circumstances. These may relate to protected equality characteristics described in the Equality Act 2010; in these cases, the University has a legal obligation to ensure that students do not suffer a disadvantage due to these characteristics.

4.3 There may be other factors not covered by this legislation that require additional consideration, for example: caring responsibilities. Whilst, as far as possible, students in this position are still expected to attend, they should discuss their needs with their personal tutor and agree a plan of action to enable them to continue to engage with the course.

4.4 Where specialist advice or additional support would be useful, students should be referred to Student Support Services.

4.5 Course teams are required to record student attendance at sessions to enable the effective monitoring using NTU's engagement monitoring application and the identification of subsequent action.

4.6 Course teams must ensure that the following responsibilities are undertaken by personal tutors (or equivalent role) who must:

a. Ensure that they have access to their current cohort of tutees and know how to use the NTU Student Dashboard.

b. Discuss students' engagement with them. Encourage students to monitor their own engagement in the NTU Student Dashboard.

c. Respond in a timely manner to queries about no-engagement alerts.

d. Familiarise themselves with relevant policies so they can advise students of options available to them if there are concerns with engagement. These are:

- Support to Study Policy: for when health, wellbeing and associated behaviour affects a student's learning, progression.

- Break in Study Policy: for when students request a break during, or after, a period of difficulty, or to enable them to capitalise on an opportunity that will enhance their studies. (Quality Handbook 2A)

- Request to Variation in Study Rate: where students request a variation to their rate of study, to ensure that they can continue with their study during a period of difficulty. (Quality Handbook 2A)

- Notification of Extenuating Circumstances Policy: where a student submits a notification that their assessment will be affected by illness or other unexpected event. (Quality Handbook 17A).

4.7 The School Executive Team (SET) will ensure course teams' compliance with this policy. It will oversee and assure:

a. That course teams promote a culture of attendance and engagement to their students.

b. That students are mapped to personal tutors and that personal tutors have sufficient resource to undertake their duties.

4.8 Centre for Student and Community Engagement (CenSCE) will:

a. Manage a process to support students who demonstrate no engagement with their studies. This consists of four stages and the Operational Framework provides further details on this process:

1. Nudge communication (7 days)

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2.  No-engagement alerts (10-14 days, 20-28 days)

3.  Further no-engagement alert (30-42 days)

4.  Wellbeing Support Intervention (40-56 days)

b.  Provide an annual report of school level student engagement to School Academic Standards & Quality Committees (SASQCs), including recommendations about interpreting engagement data meaningfully.

c.  Work with schools to ensure that courses can follow this process.

d.  Liaise with Student Support Services in circumstances where following the procedure may not be in the best interest of the student.

4.9  Student Support Services will carry out the Wellbeing Support Intervention (4.8, a, 4, above), for students with extended gaps in their engagement.

4.10  School Academic Standards & Quality Committees will:

a.  Review attendance and engagement annually as part of the range of quality assurance processes.

b.  Identify areas where further analysis or interventions are required as part of the annual reporting cycle.

4.11  Examination Boards will ensure that, where attendance or engagement is required, it is not used as the sole indicator of successful achievement of the module learning outcomes.

### Further information

▪  Please see QHS 2E: Student Engagement and Academic Policy – Operational Framework to support students who have continuous non-engagement with their studies.

Section 2A

| Policy owner |
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| CADQ / CenSCE |

| Change history | | | |
| --- | --- | --- | --- |
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| Sept 2024 | 19.09.24 | 01.10.24 | New policy |

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