

## HE Attendance and 'At Risk' Policy

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### Revision History

Version	Purpose/Change	Date
<b>4.0</b>	Update to include reporting duties to PSRB, employer and SLC. Combined with At Risk Policy Title changed from HE Attendance and Punctuality Policy to HE Attendance and 'At Risk' Policy Added process for PLs to monitor 'At Risk' students.	March 2022

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This policy is written in line with the Expectations and Core practices of the UK Quality Code for Higher Education (Quality Code), which are a key reference point for higher education providers in all parts of the UK.

## **1. Introduction**

**1.1** All students must recognise that good attendance and punctuality will maximise achievement and enhance not only their learning experience but also develop their employability skills. The policy includes good attendance and punctuality in face-to-face sessions and in synchronous learning activities, it also includes regular engagement with flipped or blended learning and asynchronous activities.

**1.2** Students who arrive late disrupt their own learning and that of others. High expectations of attendance and punctuality will be required by future employers and therefore staff should set and enforce high expectations for attendance and punctuality.

**1.3** There are six main principles on which this policy is based and which underpin the College's approach to student attendance and punctuality:

1. All classes start and end on time.
2. Learning is not disrupted by absent staff.
3. Student attendance and punctuality is managed consistently across the whole college.
4. Punctuality and full attendance should be a benchmark by which the quality of provision is measured.
5. A positive and proactive approach should be made to maximise student attendance and punctuality.
6. Celebrate good attendance and punctuality at every opportunity.

## **2. Expectations**

**2.1** The City of Liverpool College University Centre expects all students to:

- Ensure they attend all sessions on their course (virtual and face-to-face) and arrive before the start of the sessions properly equipped and prepared.
- Attend all scheduled learning and teaching activities forming part of their programme of study, including those led by external professionals and including tutorials
- Attend punctually and for the full duration of all activities
- Make medical and other appointments, including driving lessons, in their own time (unless there is a medical emergency).
- Avoid work commitments that clash with time at college.
- Understand that persistent, non-justified lateness and/or absence means they are in danger of not achieving their award.
- Commit to completing outstanding work as a result of lateness and/or authorised absence, with support as appropriate.
- Make full use of the available resources to support their learning including using the VLE to access appropriate materials and to support blended learning.

**2.2** Students are expected to participate in their learning and to take responsibility for their own development. The City of Liverpool College University Centre strives to achieve a minimum attendance rate of 90%. Students who fail to achieve this level of attendance are advised that they are at a risk of underperforming or failing the programme and they are supported as “At Risk” students.

### **3. Procedures for Absence – Authorised and Other**

**3.1** Requests for authorised absence will be assessed by a student’s personal tutor or Programme Leader on an individual basis and, where relevant, students may be advised to follow the mitigating circumstances or deferral of studies procedures: [HE Student Handbook](#)

**3.2** Following all interventions, where students have over four continuous weeks of non-attendance, their registration may be withdrawn and they will be reported, as applicable, to the Student Loans Company (SLC), their employer, and/or their Professional Statutory Regulatory Body to meet the University Centre reporting duty.

### **4. HE Students - At Risk Strategy**

**4.1** From the start of the academic year HE students will be categorised using a RAG rating system (**Red**, **Amber**, **Green**) to effectively monitor student progress at regular intervals throughout the academic year.

After consultation with tutors and the Programme Leader, the student’s Personal Tutor will be responsible for updating the Risk Indicators (overall RAG rating for learner status and status reasons) on ProMonitor (‘Support’ → ‘Risk Indicators’) and will implement and record any appropriate intervention. This may include the request for additional support.

**4.2** The learner status will be updated at the following stages of the academic year (or as directed by the Head of School):

Week 4	(Induction period)
Week 10	(mid 1 <sup>st</sup> term)
Week 14	(autumn term)
Week 26	(spring term)

## 5. Risk Indicators - Learner Status

**5.1** The Personal Tutor is responsible for completing an overall **learner status** using a RAG rating which reflects their progress on the course. The overall rating will be at the discretion of the course team and Personal Tutor. The 'status reason' box must be completed for each student to explain their RAG rating. Students with a **Red** or **Amber** rating status will be monitored closely.

**5.2** All students should be set SMART targets that will help the student and their tutors to monitor progress towards academic goals. This should include consideration and comments of the student's progress on their HE course and submission of assessed work.

**5.3** The following categories, among others, are guidelines to inform the overall RAG rating for each student:

### ATTENDANCE

90%+	Green
85-89%	Amber
75-84%	Red
Below 75%	At risk of failing

### PUNCTUALITY

95% +	Green
85-94%	Amber
Less than 85%	Red

### WORK

Meeting submission deadlines and meeting or exceeding minimum expected grade	Green
Meeting minimum expected grade with most (80%+) but not all of the assessments	Amber
Below Target - not meeting submission deadlines or not meeting the minimum performance targets	Red

## 6. Monitoring

**6.1** Heads of School, Programme Leaders and HE Personal Tutors jointly monitor and support HE students and identify those who are at a risk of not achieving through regular course team meetings. Collaboration between the HE student, curriculum staff and Personal Tutor is essential.

**6.2** Additional comments and learner meetings can be used to record concerns, support and interventions, and further targets relating to the student's progress and well-being on the course. Comments are visible to staff and students on ProMonitor/Proportal

## Appendix 1: Programme Leader Process for Reporting 'At Risk' Students

