

School attendance policy guidance

1. Introduction

- 1.1 Within the University's framework for learning and teaching, Schools are required to develop attendance policies that set out the expectations of the School's courses about student attendance at scheduled teaching events.
- 1.2 School policies must be developed in line with the purposes of attendance monitoring articulated in the Quality Handbook Section 14 Learning and Teaching. These are to:
 - a. support individual students by making sure that they have the opportunity to engage with all of the course's learning outcomes;
 - b. help students to understand and subsequently manage their own engagement better;
 - c. transmit high expectations of student attendance and engagement;
 - d. ensure Professional, Statutory and Regulatory Bodies requirements are met;
 - e. provide evidence for student references and in cases of student complaints;
 - f. inform the University's understanding about transition and engagement.
- 1.3 The importance of attendance and engagement should be shared with students in course handbooks and discussed at induction and periodically during the students' studies.

2. Information for students

- 2.1 Attendance policies should articulate what is expected of students with respect to attendance at scheduled events. This means that students should know:
 - g. which teaching events will be monitored;
 - h. how attendance will be recorded;
 - i. the consequences for non-attendance;
 - j. who a student is expected to contact if they are unable to attend;
 - k. how students are expected to catch up on missed work.

3. Equality considerations

- 3.1 Some students may face additional barriers to attendance due to legitimate personal 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. There may be other factors not covered by this legislation that School policies may wish to give consideration, for example childcare or other caring responsibilities.
- 3.2 Particular consideration needs to be given to:
- the process by which a student informs the course team that they face difficulties attending;
 - who is responsible for considering these issues;
 - how other staff will know about specific requirements;
 - how the process will be managed consistently;
 - how systems facilitate appropriate referral to specialist expertise, for example Student Support Services.
- 3.3 Each School policy must be Equality Impact Assessed. The Equality, Diversity and Inclusion team can support this process.

Policy owner
CADQ

Change history			
<i>Version:</i>	<i>Approval date:</i>	<i>Implementation date:</i>	<i>Nature of significant revisions:</i>
Sept 2016	30.09.16	01.10.16	None
Sept 2017	12.09.17	01.10.17	None

Equality Impact Assessment		
<i>Version:</i>	<i>EIA date:</i>	<i>Completed by:</i>
Sept 2016	N/A	