A Welsh version of this document is available.

Cardiff and Vale College Attendance and Retention Strategy

This strategy is underpinned by the Group's vision – Inspirational, Inclusive and Influential and will support our work towards the key drivers of Quality, Efficiency, Growth and Wellbeing. The strategy will incorporate the following principles:

- Learners will be supported to **enable** them to achieve their **potential** whilst in learning, in an environment which removes or minimises disadvantage, takes steps to meet their needs and which encourages participation.
- We will support learners to develop the skills they need to **progress** successfully through their lives.
- A commitment to the **social model of disability** where we look at removing the barriers someone could face because of their disability or learning difficulty to promote inclusion.

Introduction and Purpose

This strategy has been developed as part of our commitment to providing a supportive learning environment enabling learners who have chosen to study here to achieve their full potential. The College recognises the investments that learners and their sponsors make when a learner enrols on a programme of study or training programme and will ensure that appropriate strategies are in place to monitor attendance, act upon absenteeism and support retention so that learners can be supported to attain their qualifications. This strategy lays out:

- Our commitment and approach to attendance and retention.
- How we will promote excellent attendance and retention.
- How we will challenge poor attendance to ensure positive retention.

This strategy applies to all learners at the College on FE, HE and WBL programmes.

General Principles

The College attendance and retention strategy is underpinned by the principles summarised in the diagram below:

Inspirational. Inclusive. Influential.
Ysbrydoledig. Cynhwysol. Dylanwadol.
www.cardiffandvalecollege.ac.uk

Revision No:	Original
Approved:	Sept 23
Review Date:	Sept 24

CARDIFF ANDD VALE COLLEGE

ATTENDANCE & RETENTION STRATEGY

To manage attendance and retention effectively at CAVC and support our learners to do their best, we will focus on the areas below.

Inspiring Teaching and Learning
T&L that keeps learners engaged and supports them to gain the skills they need to succeed and progress.

Purposeful Curriculum
Learners will spend their time in college studying what they need to becomes skilled and employable people

Initial Advice & Guidance
We will ensure we recruit learners onto the most appropriate courses.

Passport to Progression
All learners will complete a comprehensive induction which will include the Passport to Progression to ensure right college, right course.

Parental Involvement *
We will involve parents in the learner's journey, working with them to support learner success.

Learner Feedback
We will gather learner feedback and use it to shape the learner journey

Monitoring Attendance
We will monitor attendance in real time throughout the College. We will make sure monitoring is purposeful.

Timely Intervention
We will react to non-attendance quickly involving all appropriate people to support re-engagement.

Progression
We will make sure all of our learners are aware of their progression opportunities from the start of their course, helping them to achieve this goal.

Rewards and Sanctions
We will celebrate excellent attendance and success and will challenge poor attendance and effort.

Support
We will have specialist staff to offer impactful and timely support to our learners.

*age specific but would include guardians, advocate and other support

Revision No:	Original
Approved:	Sept 23
Review Date:	Sept 24

Expectations – Attendance and Retention

- Learners will attend all timetabled teaching and learning sessions associated with their learning programme – 100%. Examples of teaching and learning sessions include workshops, salons, commercial learning environments, tutorials, lectures, laboratory sessions, rehearsals, online learning sessions, work related placements and field trips. [Teaching & Learning sessions are not confined to the classroom]. Attendance may also be required at additional activities outside of the usual timetable, e.g. support sessions, competitions, and catch-up sessions. Registers for online session will be taken and attendance recorded.

- Learners must arrive on time for timetabled activities (as listed above) and remain for the duration of the session. Late arrival at, and early departure from teaching sessions is disruptive, discourteous, unprofessional and unfair to other learners.

- Staff will arrive in class/learning setting to start the session on time.

- Staff should ensure that registers are marked within ten minutes of the start of the class and closed by the end of the timetabled session taking place. Staff who do not have access to a PC and are unable to mark the register during class contact should ensure that they complete the register by the end of the day; it is expected that they will complete a paper register within 10 minutes of the start. In the event of a field trip, sporting event or any other off-site activity, registers must be completed within 24hrs, or as soon as is practicably possible. A list of off-site learners should be left with Curriculum Administrators. Specific requirements are in place for Schools learners, as per the Service Level Agreement. HR procedures are in place if staff do not mark their registers within the set guidelines.

- All learners may access their attendance record via On Track and MyCAVC app. It is their responsibility to monitor this. Learners should raise any issues relating to register marks with their subject lecturer or Course Tutor within 10 days.

- Learners must contact College before 9am on the first day of absence to notify them of the reason they are unable to attend class and when they plan to return. Learners should report their absence via MyCAVC app.   Reporting absence in this way will ensure the register is automatically marked. Learners should also upload evidence of the reason for absence when reporting or provide it as soon as they can after this time. In exceptional circumstances, if the learner is unable to report their absence using the app, they may arrange an alternative with their Course/Personal Tutor.

- Learners who do not contact the College prior to their absence will receive an automated text message; this will be instigated by a specific register mark – Absent, please text.

Inspirational. Inclusive. Influential.
Ysbrydoledig. Cynhwysol. Dylanwadol.
www.cardiffandvalecollege.ac.uk

3

Revision No:	Original
Approved:	Sept 23
Review Date:	Sept 24

- Learners are expected to work with their tutors, Progress Coaches and other support staff to catch up on any work missed. College staff will do all they can to support learners, but it is the learner's responsibility to access any work missed.

- Attendance is linked to the payment of the EMA. Staff will use the correct register marks to ensure EMA is paid. EMA will only be paid if absence is authorised and there are specific criteria for this category of attendance.

1. Inspiring Teaching and Learning

We want teaching to be inspirational. Staff will design excellent learning sessions which engage learners in collaborative and meaningful activities. We want learners to achieve their potential and develop skills for employability and progression; this will be used as a tool to improve attendance and retention. Staff will share excellent practice.

2. Purposeful Curriculum

It is essential that the qualifications our learners achieve at college give them the opportunity to progress into meaningful employment and further study. The aim of our curriculum is to ensure are learners are skilled and employable. The curriculum will be designed to ensure it is current, aligned to regional and national priorities and takes account of the needs of employers.

Timetables will be designed to ensure that there are no unnecessary gaps to facilitate learners making the best use of their time and enabling them to work outside of college. All learners to be provided with a timetable of scheduled teaching and learning sessions. This will also be available on the MyCAVC app and On Track.

3. Strong Initial Advice and Guidance and Tutorial Support

It is important that learners are on the right course and that we enrol with integrity. We will provide clear information on course entry requirements. We will monitor the progress of learners throughout their journey. We will identify where learners are at risk of falling behind and dropping out and will offer the appropriate support.

We will offer opportunities during the first term to ensure that we talk to learners about their choice of course and support them where transfer is appropriate.

The Tutorial programme will include regular opportunities for learners to discuss their progress. Tutors and other staff will continue to link with college support services throughout the learner's journey.

Revision No:	Original
Approved:	Sept 23
Review Date:	Sept 24

4. Induction and Passport to Progress

All full-time learners will complete a cross college induction programme which supports key messages and the college's values and rules. During induction the learners will complete team building exercises and have guidance on logistical, support and course information. Induction is a key part of setting the expectations of the college and the course. It is also an important time for the learners to form friendship groups and to gain a feeling of belonging. This is an imperative feature of positive retention. If learners start their course late, they will still undertake the college induction to ensure that they are welcomed, informed and supported appropriately.

Following Induction learners will complete a programme which is called Passport to Progress which ensures that the learners are on the correct course 'right learner, right course'. This will include completion of the induction passport, completion of 2 WEST, attendance at over 90%, good behaviour and completion of one piece of assessed work.

5. Parental Involvement

We want to work with parents, guardians, care givers or others who can support your learning. If you are an adult learner, we will encourage you to have an advocate or mentor who can support you.

All learners will sign the Learning Agreement at the start of their course agreeing to follow the Attendance and retention procedures. Parents, guardians etc of those learners under 18 will be given a copy of this Learner Agreement along with information on how they can support excellent attendance.

We will contact parents and guardians regularly throughout the learner's journey to provide information on progress. We will contact parents/guardians if a learner does not attend college, displays inappropriate or concerning behaviour or is failing to progress.

6. Learner Feedback

Throughout a learner's journey we will give learners many opportunities to provide feedback on all aspects of their time with us. We will respond to this feedback.

7. Monitoring Attendance, Progress and 'at risk' learners

We will monitor attendance and progress in real time. We will ensure that registers are marked within clear timeframes. We will have an attendance and 'at risk dashboard that all staff have access to. We will develop systems to ensure that learner attendance and progress is monitored by tutors/progress coaches, subject lecturers, departmental management and senior managers.

Inspirational. Inclusive. Influential.
Ysbrydoledig. Cynhwysol. Dylanwadol.
www.cardiffandvalecollege.ac.uk

Revision No:	Original
Approved:	Sept 23
Review Date:	Sept 24

Attendance and progress will also be measured at each Milestone highlighted in the Tutorial Framework. We will include attendance monitoring in reports to the governing body.

We will set KPIs for attendance and these will be communicated to learners. These KPIs will be linked to intervention.

High risk attendance and progress issues will be closely monitored in department and faculty meetings, as well as via cross-college quality activities outlined in the Quality and Planning Calendar.

The College will work hard to ensure learners complete their programme. Where this is not possible learners will be withdrawn using the formal withdrawal procedures only. These can be found in annex 1.

8. Timely Intervention

We will put procedures in place to ensure that there is timely intervention when a learner does not attend or is failing to progress. These procedures will link to all college support functions. Learners' progress, attendance and behaviour will be monitored formally at the 4 milestones outlined in the Quality and Planning calendar.

There will be clear links between attendance and the learner relationship management procedures.

90%+	Satisfactory attendance General monitoring of progress
85 – 90%	Below expectations Monitoring by tutor/progress coach Support and intervention
Below 85%	Poor attendance Link to DHoD via LRM

9. Progression

We will ensure all learners are aware of the progression routes of their chosen course from application. We will include various activities to support progression during the Tutorial programme. The Careers and Ideas team will run a programme of activities to support progression throughout the year.

We will support all learners to choose and plan for their next steps in the spring term.

Revision No:	Original
Approved:	Sept 23
Review Date:	Sept 24

10. Rewards and Sanctions

Anyone with 100% attendance for a term will receive a postcard home. Each department will develop rewards to celebrate strong attendance, behaviour and progress.

The termly quality monitoring meetings and the annual Principal Office Reviews will be used to identify and share good practice in this area.

Any learners whose attendance falls below 90% should receive an immediate postcard; this should also be sent to their parent/guardian. Letters are available for this.

There are clear links between the Learner Relationship Management procedure and monitoring at risk learners and rewards and sanctions.

11. Support

We will ensure that there is a wide-range of support for learners at all sites. We will publicise this to learners throughout the learner journey. The link below shows a summary of CAVC support functions - CAVC Learner Support Services.pdf

Inspirational. Inclusive. Influential.
Ysbrydoledig. Cynhwysol. Dylanwadol.
www.cardiffandvalecollege.ac.uk

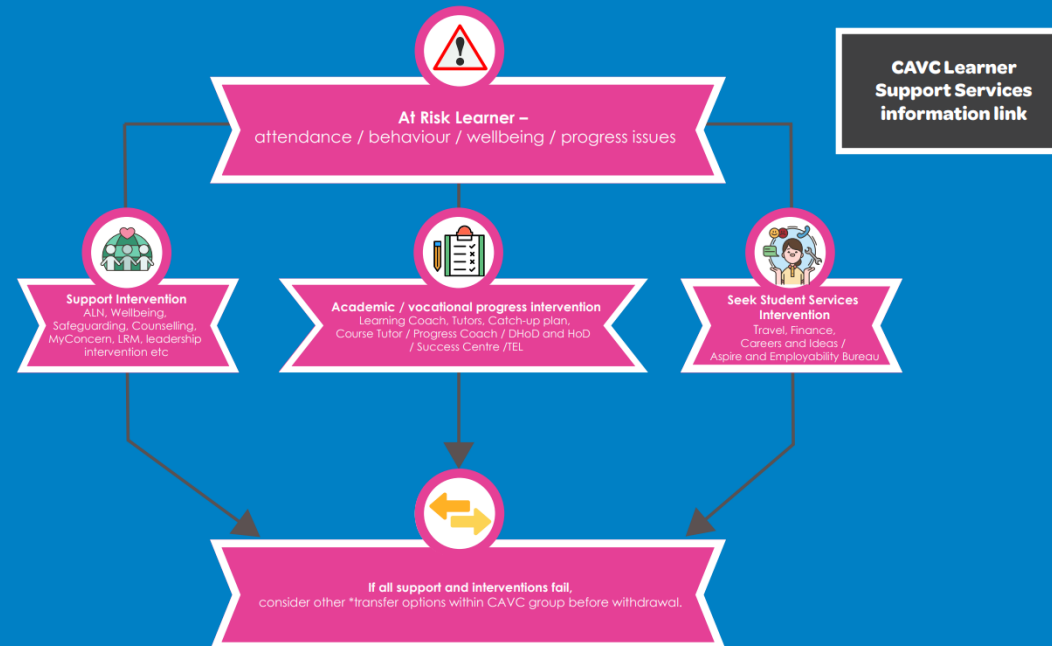| Revision No:	Original
Approved:	Sept 23
Review Date:	Sept 24

Register Marks

The following register marks will be used to record learner attendance.

EBS Mark	Mark	When to use this attendance mark	Effect on attendance percentage
/	Present	The learner is **physically** on site	Positive
Y	Present Online	The learner is present for an online **synchronous** class	Positive
L	Late	After 10 minutes – notes can be used to add time	Positive
B	Left early	Notes can be used to add time	Positive
W	Work Placement		Positive
O	Absent Unacceptable & unexplained	Learner does not turn up to a class with no reason given	Negative
T	Absent, please text	When you do not know why the learner is absent; this will trigger a text message and postcard.	Negative
A	Acceptable Notifiable Attendance	This absence is agreed between the tutor and learner *before the absence takes place*. The reasons for authorised absences are as follows: • Hospital appointments • Religious festivals or holidays • University or careers or job interviews • Driving test (Theory and Practical) • Funerals or weddings of close family member • Exam Attendance • Attendance at court or probation meeting • Attending a counselling session • College responsibilities (events/student voice etc...) • Job Centre Plus (JCP) appointments • Close family bereavement – parent, sibling, grandparent Evidence must be provided one week prior to the absence. **The following MUST NOT be used as Acceptable– these are an ABSENCE MARK:** • **Sickness (can be amended to authorised absence if doctor's note is produced)** • **Minor transport difficulties** • **Driving lessons** • **Studying for examinations** • **Family Bereavement – outside above** • **Family Emergency** • **GP/Dentist Appointment (can be amended to authorised absence if proof of appointment is shown)** • **Child Sickness (can be amended to authorised absence if doctor's note is produced)**	Neutral
V	Different learning activity	Not in the class but attending a different learning activity: • Guest lecture • Visit	
N	Not Expected	The learner is given permission by a lecturer not to attend a lesson • Attendance at tutorial or subject class not required by staff • Suspension from college	Neutral
Z	Cancelled	The College cancels **the class** for one of the following reasons: • Cancelled classes due to staff absence • Unexpected college closure	Neutral

Inspirational. Inclusive. Influential.
Ysbrydoledig. Cynhwysol. Dylanwadol.
www.cardiffandvalecollege.ac.uk

Revision No:	Original
Approved:	Sept 23
Review Date:	Sept 24

Roles and Responsibilities

Role	Responsibility re Attendance
Senior Team	Review and formulate procedures Develop quality monitoring procedures Ensure resource is in place to support Ensure staff and learners are aware of procedures
Head of Department	Support staff and learners to meet requirements of the procedures Meet with staff half-termly to review progress of learners Complete LRM 4
Deputy Head of Department	Support staff and learners to meet requirements of the procedures Meet with staff half-termly to review progress of learners Complete LRM 3
Course Tutor/Progress Coach	Complete ILPs Monitor at risk learners Ensure learners are signposted to support in a timely fashion
Subject Lecturer	Complete progress updates Update markbook Inform Course tutor/Progress Coach of learners at risk Signpost learners to support
Learner	Meet attendance threshold Complete work on time Catch up on any sessions missed

Revision No:	Original
Approved:	Sept 23
Review Date:	Sept 24

Cardiff and Vale College
Coleg Caerdydd a'r Fro

CAVC At-Risk Learner Process – pre withdrawal

At Risk Learner –
attendance / behaviour / wellbeing / progress issues

CAVC Learner Support Services information link

Support Intervention
ALN, Wellbeing, Safeguarding, Counselling, MyConcern, LRM, leadership intervention etc

Academic / vocational progress intervention
Learning Coach, Tutors, Catch-up plan, Course Tutor / Progress Coach / DHoD and HoD / Success Centre /TEL

Seek Student Services Intervention
Travel, Finance, Careers and Ideas / Aspire and Employability Bureau

If all support and interventions fail,
consider other *transfer options within CAVC group before withdrawal.

*Transfer Options [dependent on time of year]:

- **N**ovember or January start courses
- Transfer to a different level [same area]
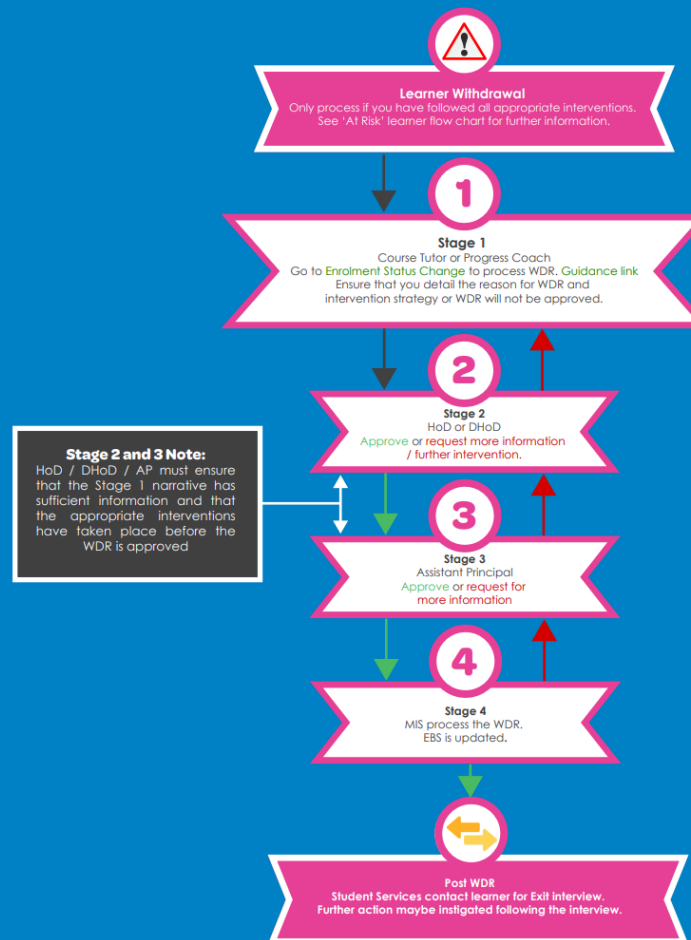- Transfer to a different course
- Transfer to ACT
- Jobs' Growth Wales

For more information, please talk to colleagues in Careers and Ideas

Note:
If a learner is 'at risk' of withdrawal it is imperative that you consider the variety of interventions listed above or [if appropriate] transfer options. You should seek support from your HoD or DHoD if the interventions are failing. Following agreement with your line manager you can begin the withdrawal process.

Original	
Sept 23	
Sept 24	

Cardiff and Vale College
Coleg Caerdydd a'r Fro

CAVC Withdrawal [WDR] Process

Learner Withdrawal
Only process if you have followed all appropriate interventions.
See 'At Risk' learner flow chart for further information.

1

Stage 1
Course Tutor or Progress Coach
Go to Enrolment Status Change to process WDR. Guidance link
Ensure that you detail the reason for WDR and
intervention strategy or WDR will not be approved.

2

Stage 2
HoD or DHoD
Approve or request more information
/ further intervention.

Stage 2 and 3 Note:
HoD / DHoD / AP must ensure that the Stage 1 narrative has sufficient information and that the appropriate interventions have taken place before the WDR is approved

3

Stage 3
Assistant Principal
Approve or request for
more information

4

Stage 4
MIS process the WDR.
EBS is updated.

Post WDR
Student Services contact learner for Exit interview.
Further action maybe instigated following the interview.

11

Revision No:	Original
Approved:	Sept 23
Review Date:	Sept 24

Inspirational. Inclusive. Influential.
Ysbrydoledig. Cynhwysol. Dylanwadol.
www.cardiffandvalecollege.ac.uk

12