

# **Student Progress Review**

# **Policy and Procedure**

**Applicable 2018-19**

NB: This policy and accompanying procedure is available on the University of Cumbria website and it should be noted that any printed copies are uncontrolled and cannot be guaranteed to constitute the current version of the policy.

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# **STUDENT PROGRESS REVIEW POLICY**

## **1. Introduction**

At the University of Cumbria, we aim to facilitate the academic, professional and personal progression of all our students and to support the principle of lifelong learning. Consequently, we are strongly committed to providing a range of services and support mechanisms that help students achieve their goals and objectives, both personal as well as academic. This is facilitated in collaboration with staff across the University and between staff and students, recognising that there will be times when students will need assistance and intervention in order to succeed in their chosen field.

## **2. Aims and Objectives**

The key aim of the Student Progress Review policy and procedure is to aid student retention and achievement by discussing concerns at the earliest opportunity (see Appendix A: Student Progress Review Flow Chart). In order to monitor retention, the use of the Student Progress Review is logged and anonymous data is reported to a range of Committees/Boards throughout the year (see S5: Roles and Responsibilities, below).

In operation, the Student Progress Review enables the PT/equivalent and student to:

- Explore together underlying reasons (which may be academic or personal circumstances or a combination of both) as to why the student is struggling to progress or feels particularly challenged and to
- Agree a way forward, using a structured framework. This may include signposting the student to other University policies, procedures or services or to relevant external agencies (Student Progress Review Procedure, S6).

The procedure consists of an initial Student Progress Review the aim of which is to recommend ways in which a student might progress on his/her course of study and ultimately to aid retention. Where appropriate, up to two follow-on Review Meetings may be arranged.

The Student Progress Review is not a disciplinary process. Such matters should be referred to the separate Student Code of Conduct and Disciplinary Procedure. However, where a student fails to attend a Student Progress Review without good reason, or makes no attempt to fulfil the action plan, referral to the Disciplinary Procedure may be considered.

## **3. Scope**

The Student Progress Review policy and accompanying procedure applies to all students enrolled with the University, whether or not the enrolment leads to a final award, wherever they are based and regardless of their mode of study.

Students registered with other institutions, but studying courses validated/franchised by the University, will be subject to the policies and procedures of their own institution.

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## 4. Definitions

Under this policy, concerns affecting a student's progress will be addressed through the following:

**Student Progress Review (SPR):** the initial meeting requested by either a student or PT/equivalent to discuss the progress concerns, identify signposting opportunities where appropriate and agree an action plan. A Student Progress Review would also be held when a student returns from intercalation, to support reintegration to studies; or can be called to address implications resulting from the Disciplinary Procedure (although the Student Progress Review would not be an extension of the disciplinary investigations).

**Review Meeting 1 and 2 (RM 1 and 2):** there may be up to two Review Meetings, intended to review the progress against the action plan agreed at the initial Student Progress Review. Together, the student and PT/equivalent can evaluate the effectiveness of the action plan and confirm achievements, making revisions where necessary. The Student Progress Review may also be used to discuss a Learning/Assessment Contract following a Module Assessment Board.

## 5. Roles and Responsibilities

Responsibilities for the approval, implementation and operation of the Student Progress Review lie in a number of areas:

### Students:

- To recognise and engage with the Student Progress Review as a positive procedure to aid their progression.
- To contribute to discussions and agree a possible way forward with the PT/equivalent.
- To engage with the agreed action plan and keep PT/equivalent informed of progress.

### PT/Cohort Leader/equivalent:

- To initiate and host a Student Progress Review where faculty has concerns regarding a student's academic progress.
- To respond to requests by students to arrange a Student Progress Review.
- To facilitate a collaborative, participatory approach to possible resolutions or solutions and to agree a way forward with the student via an Action Plan.

### Associate/Deputy Dean/Heads of Department:

- To ensure the Student Progress Review is operated within academic departments.
- To identify relevant academic personnel (PT/Cohort Leader/equivalent) within the programmes to convene and host Student Progress Review meetings.
- To ensure all staff identified to convene and host Student Progress Reviews receive appropriate awareness-raising.
- To ensure agreed data is collected and reported to Academic Board on an annual basis.
- To report data regarding the ongoing use of the Student Progress Review procedures in relation to retention to relevant University Committees and ensure analysis is undertaken and action follows where necessary.
- To ensure all programme staff, including administrative support staff, are aware of the Student Progress Review procedures and to whom concerns about a student should be passed.

- To receive and respond to any concerns raised by students regarding the operation of the Student Progress Review Procedure.

#### Professional Services:

- To raise awareness of the opportunities for signposting amongst students and those operating the Student Progress Review Procedure.
- To be available to offer information, advice and guidance regarding the use of other University polices depending on the circumstances presented.
- Student Academic and Administration Service (SAAS):
  - Programme Administration Team: To receive completed copies of Action Plans for logging and storage.
  - Assessment, Awards and Compliance team: Supports academic departments in the operation, training and awareness-raising of the procedure; facilitates the annual reporting to Academic Board and triennial review of the policy.
- Library and Student Services (LiSS): supports signposting by offering services and facilities to assist students where appropriate

#### Academic Board:

- To approve the implementation of the Student Progress Review policy and procedure and any subsequent amendments.

## **6. The Policy Principles**

There is an expectation that students take significant responsibility for their learning, professional, academic and personal development, using a range of mechanisms available to them, and as such are expected to engage with the Student Progress Review.

When a student becomes aware that circumstances are affecting, or have the potential to affect, progress and/or achievement, they should approach their PT. A Student Progress Review may then follow to address the concerns.

The Student Progress Review can enable students, within a suitably supportive and participatory context, to resolve issues with a degree of independence and to take responsibility for their own progress.

Concerns might manifest themselves in a range of ways and might include, but are not limited to:

- Demonstrating a level of academic performance that is less than desired.
- Concerns affecting engagement with studies possibly identified through a more informal discussion, perhaps through a tutorial with a PT tutor.
- Missing lectures, seminars or other course-related activities.

It is recognised that concerns are experienced in different ways by different people and so discussions at a Student Progress Review will naturally be tailored. However, the underlying principles should be the same for all students. Concerns may be either academic-related or may be more personal, outside of the student's academic life, such as health or family concerns. This will impact on the nature of the action plan and any signposting that may be recommended (Student Progress Review Procedure S6: Signposting Opportunities).

## **7. Relationship with other University procedures**

The Student Progress Review is a formal method applied to address concerns regarding a student's progression/achievement. The Student Progress Review is aligned to other student-related policies as appropriate. The following University procedures exist independently of the Student Progress Review:

- a) Extenuating Circumstances
- b) Academic Appeals Procedure
- c) Intercalation processes
- d) Change of course processes
- e) Special exam/assessment procedures
- f) Extension request procedures
- g) The Student Complaints Policy and Procedure

However, any of the above might be discussed with the student during a Student Progress Review/Review Meeting particularly a) to c) and form a recommendation under the agreed action plan.

Also separate to the Student Progress Review are:

- Personal Tutoring Policy
- Student Code of Conduct and Disciplinary Procedure

A Student Progress Review may also be arranged to discuss the implications of a Malpractice Panel or a Professional Practice Case Conference.

(Refer to [academic-related](#) regulations and [student procedures](#) for non-academic procedures).

Although the current Personal Tutorial policy has similar intentions to the Student Progress Review procedures, it is an informal opportunity for students to engage with course teams. Where concerns about progress could be medium or long term a Student Progress Review should be arranged.

Documentation from a Student Progress Review can be used to inform/support Extenuating Circumstances applications or be provided to the Chair of a Module Assessment Board for consideration. Anonymous data is also collected from the Student Progress Review procedures to monitor its impact on retention and progression, which is not asked of the current PT system.

It is already noted that the Student Progress Review is not a disciplinary procedure. However, students are expected to engage with the Student Progress Review procedure through attending the appointment and fulfilling the action plan. If this does not occur, the student may be referred to the separate Disciplinary Procedure, where non-compliance with the Student Progress Review procedure and/or faculty-specific codes of conduct can be considered.

Minor misconduct will be addressed by course staff through the Disciplinary Meeting (under the Scope of the Student Code of Conduct and Disciplinary Procedure) rather than the Student Progress Review. For example, minor unprofessional behaviours; disruptive behaviour; poor/non-attendance may be addressed through an Disciplinary Meeting. If there are support needs for underlying behaviours demonstrated (such as

poor or non-attendance, minor disruption within sessions, etc) a supportive action plan, not dissimilar to a Student Progress Review plan, can be determined.

In the event that a student perceives that a Student Progress Review has not been applied as it is intended, s/he should outline the concerns to the relevant Programme Leader, not previously involved. The student may also wish to seek advice and guidance from the Students' Union.

## **8. Documents, Action Plans and Records Management**

An Action Plan is generated from a Student Progress Review, providing an overview of discussions, recommendations and the agreed actions. A copy of the action plan is provided to the student and a copy is retained on the student's locally held file. Where relevant, a student may wish to use the action plan to support an Extenuating Circumstances application, or an application for special assessment arrangements, for example.

Following the Student Progress Review, the information may also be copied to other relevant staff, where agreed between the student and PT/equivalent. This should be noted on the Action Plan.

These records may be used by a Presenting Officer if a referral to the Disciplinary Procedure become necessary, ie: where the student has made no attempts to engage with or fulfil the agreed actions/recommendations.

Anonymous data from these records is extracted for reporting purposes (to relevant Committees, Academic Board and relevant external bodies).

The University is committed to complying with the requirements of Data Protection legislation and regulations. Any personal data created as part of this policy will be processed in accordance with the University's Data Protection Act procedures. This includes ensuring that data is held securely, is not disclosed unlawfully and is destroyed at the end of the student's course of study, in line with the University's Records Management procedures.

The University also aims to ensure that users of this policy are aware of Data Protection, Freedom of Information and Records Management issues associated with this policy.

## **9. Disability Discrimination, Equality of Opportunity and Equality and Diversity; Impact Assessment Statements**

The Equality Act 2010 places a positive duty on the University to promote equality of opportunity and covers: Age; Disability; Sexual Orientation; Gender; Gender Re-assignment; Pregnancy and maternity; Religion or belief (or a lack of belief); Race; Marriage/Civil Partnership.

This policy and its implementation will be monitored in line with relevant legislation for its impact on different groups categorised, for example, by race, gender, age, disability and other categories as appropriate. This process will provide a check on whether there are any differences and allow the University to assess whether these differences have an adverse impact on any particular group such that appropriate action is taken.

## **10. Risk Management Statement**

Failure to operate this policy and offer support in addressing student concerns may have an adverse effect on retention, student achievement and student satisfaction. Additionally, there is a risk that the University would not be in a position to meet requirements in reporting data to relevant external bodies, for example HEFCE and OFSTED.

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# **STUDENT PROGRESS REVIEW PROCEDURE**

## **1. Introduction**

The Student Progress Review provides a structured forum for concerns about a student's progress to be raised, discussed and wherever possible, for an action plan to be created to support the student in moving forward.

It is a procedure that can be initiated by either a student or tutor where it is believed that progress may be affected, or is being affected, by underlying concerns. Within the procedure are three possible steps – not all of which may be required (see Appendix 1: Student Progress Review Flow Chart):

**Student Progress Review (SPR):** the initial meeting requested by either a student or PT/equivalent to discuss the progress concerns, identify signposting opportunities where appropriate and agree an action plan. A Student Progress Review would also be held when a student returns from intercalation, to support reintegration to studies, or it can be called upon to address implications resulting from the Disciplinary Procedure (although the Student Progress Review would not be an extension of the disciplinary investigations).

**Review Meeting 1 and 2 (RM 1 and 2):** there may be up to two Review Meetings, intended to review the progress against the action plan agreed at the initial Student Progress Review. Together, the student and PT/equivalent can evaluate the effectiveness of the action plan and confirm achievements and, where necessary, make revisions. The Review Meeting may also be used to discuss a Learning/Assessment Contract following a Module Assessment Board.

## **2. Advice, guidance and support**

Students are encouraged to discuss their concerns with the Students' Union which offers all students registered at University of Cumbria confidential support, advice, information and sometimes, if requested, can accompany students to meetings arranged under these procedures. Further information and contact details for members of the Students' Union Information and Advocacy Service team can be found on the Union's website: <http://www.ucsu.me/support>

Additionally, students can be accompanied to the Student Progress Review. This could be a member of the Students' Union or a University-friend but it is expected that the student him/herself will engage directly with the tutor hosting the meeting and the family member be in attendance in support only. It should be noted that information relevant to the concerns may be discussed that the student has not made the person accompanying them aware of.

## **3. Convening and engaging with the Student Progress Review**

Students are also encouraged to request an appointment themselves and can do so with their Personal Tutor (PT); additionally, the PT may arrange an appointment.

Ideally, a Student Progress Review will take place face-to-face. However, it is recognised that some students may have difficulty in travelling to a main campus at the relevant times. Where there is agreement from both the student and the PT it is

possible, therefore, for the Student Progress Review to take place using other methods (eg. by telephone, email or video conferencing where available). The Student Progress Review will be recorded on an action plan and the student will receive a copy for reference. The procedure is the same when requesting an initial Student Progress Review or any subsequent Review Meetings.

Students can:

- i. Contact PT and ask that a Student Progress Review/Review Meeting is arranged.
- ii. Provide suggested dates and times for the appointment (it may not be possible to use those dates – alternatives will be discussed).
- iii. Provide information regarding the nature of the concerns if possible. This can help PT prepare for the appointment.
- iv. Provide relevant contact details so the appointment can be confirmed.

PT should:

- i. Write to the student providing an appointment date, time and location for the Student Progress Review/Review Meeting, giving reasonable notice – via the student's university email address.
- ii. Provide information regarding the nature of the concerns if possible. This can help the student prepare for the appointment. The letter will incorporate some information about the Student Progress Review aims and intentions and will indicate who will be present at the appointment.
- iii. Ask the student to confirm attendance.

#### **4. The Student Progress Review**

The Student Progress Review is a collaborative meeting between the student and PT, allowing for discussion with a focus on:

- Identifying and clarifying the nature of the concerns.
- Working through possible solutions.
- Agreeing an action plan as a way forward, including any appropriate recommendations and signposting opportunities (see S6 below).

Once agreed, a copy of the action plan will:

- Be provided to the student.
- Be placed on the locally held student file.
- Be forwarded to any academic staff/professional services as agreed at the appointment.

In the event that a student perceives that a Student Progress Review or Review Meeting has not been applied as it is intended, it is recommended that contact is made with the Students' Union Advice Service. If the student would like to do this more formally, s/he can outline the concerns to the Head of Department, if s/he wasn't involved in the appointment. If this member of the team has been involved, the student may wish to contact the Students' Union or Course Information Point to identify the appropriate person.

## 5. The Review Meeting

The Review Meeting is again a collaborative process with PT and student looking back to the Action Plan agreed at the Student Progress Review and evaluating the progress made. It can be an opportunity to identify achievements as well as any areas for ongoing attention and if necessary review the effectiveness of signposting recommendations. A revised Action Plan may result, with the copies being disseminated as above, to all necessary parties.

## 6. Signposting Opportunities

It is recognised that in order to support a student in moving forward, actions and recommendations may fall outside of the immediate academic area. Signposting to other services within or external to the University may be helpful. These will be specific to the student and the concerns discussed. Some examples of signposting include, but are not limited to:

- Referral to a procedure noted in Student Progress Review Policy S7: Relationship to other University Procedures.
- Recommendation to seek information or advice from:
  - Occupational health, a GP or other relevant health care service.
  - External services such as Citizen's Advice.
  - Internal Services such as the University's:
    - Information Services, for example:
      - Use of literature, e-books, on-line journals, search and delivery methods etc.
    - Student and Staff Services, for example:
      - Health and Wellbeing team (eg for: information, advice and guidance relating to disability, specific learning needs, counselling, mental health and wellbeing).
      - Academic Skills and/or Career and Employability teams (eg for: information, advice and guidance on developing an appropriate academic writing style and learning strategies for effective studying as well as increasing your employability by helping with career planning, current and further study options and applying for jobs).
  - Accommodation Officers (eg for: living in halls of residence, being an international student and use of student-related procedures such as making a complaint, or bullying).
- Students' Union for information, advice and guidance relating to any of the actions and/or recommendations within the Action Plan.

**Note:** The Student Progress Review is not a disciplinary process; such matters should be referred to the separate Student Code of Conduct and Disciplinary Procedure. However, where a student fails to attend a Student Progress Review without good reason or makes no attempts to fulfil the action plan, a referral to the Disciplinary Procedure may be considered (Student Progress Review Policy S2: Aims and Objectives).

(Refer to [academic-related](#) regulations and [student procedures](#) for non-academic procedures).

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## Revisions following annual monitoring/triennial review:

### 01/09/17:

- Reflected title change to Student Code of Conduct and Disciplinary Procedure
- Reflected change to service titles
- Removed flow charts to make separate guidance documents

### 01/08/16:

- Updated references to Student Academic and Administration Service, formerly SaMIS.
- Referenced the new Professional Practice Case Conference (Deanery Fitness to Practise Policy).
- Referenced Health and Conduct Committee, replacing the Disciplinary/Fitness to Practise Hearing.
- Updated web links.

**01/09/15:** No changes have been made.

### 01/09/14:

- Updated web links
- Refined host to Personal Tutor rather than PT/equivalent.

**01/09/13:** As a result of the triennial review:

- Amended reference to Students' Union
- Updated role holders within Roles & Responsibilities to reflect changes to faculty structures.

### 01/09/12:

- Change of title to Student Progress Review
- Updated web links
- Reflected changes of names of Services
- Formal triennial review is ongoing into 2012-13.

### 01/09/11:

- Updated web links.
- Reflected changes to University provision.

### 01/09/10:

- Replaced references to Disciplinary Process with Disciplinary Procedure.
- Amended role holders within Roles & Responsibilities (S5) to reflect changes to faculty structures.

### 1st SEPTEMBER 2009 Introduction of the Progress Review Policy & Procedure:

- As a result of the triennial review of the Student Support Session during 2008/09, a number of amendments were made, including a change of title to The Progress Review Policy and Procedure. The structure of the booklets changed and a clearer set of definitions, roles and responsibilities was introduced. The intentions, principles and approach to the appointments remain the same ~ to offer ways in which students who may be facing challenges (academic and/or personal) on their programme of study can achieve their academic goals.

### 04/11/08:

- Booklets merged (previously separate "Intention & Approach" and "Guidelines" booklets).
- Amendments to Flow Chart - clarification of possible routes.

UNIVERSITY OF CUMBRIA POLICY DOCUMENT CONTROL SCHEDULE				
POLICY SCHEDULE				
Policy title	Student Progress Review Policy and Procedure			
Policy owner	Student Academic and Administration Service (SAAS)			
Policy lead contact	Sarah Prince			
Approving body	Academic Board			
Date of approval	1 <sup>st</sup> July 2009			
Date of implementation	1 <sup>st</sup> September 2009			
Version no.	V4.7			
Review interval	Annual monitoring with triennial review			
REVIEW SCHEDULE				
Review	Due date	Reviewed by	Approved by	Completion date
1	2008/09	SDAS/Faculties/SU	Academic Board	1 <sup>st</sup> July 2009
2	2011/12	LiSS/Faculties/SU	Academic Board	September 2013
3	2015/16	LiSS/Deanery/SaMIS/SU		Deferred to 2017-18