**Ideas to improve attendance: Gathered from June 2017 Staff Survey**

* As module leader, emailing individual students who have failed to attend 2-3 weeks in a row offering support; I have had some success in re-engaging students using this approach
* Attendance is notably improved when sessions are moved from 9am to 10am. If possible, this should be explored.
* Having classes in the same rooms every week helps students to remember where they go each week. I insist on having the same rooms and when I don't, I see student numbers drop.
* Paper registers have been used to supplement the nexus pads, often because the student attendance monitoring system is not good when the level is split into groups for workshops etc. and it is easier to identify student attendance/absence from these sessions via a paper register.
* Rearranging timetable at student request: Students were allocated to groups for some activities but allowed to swap groups if they preferred a different time. This did not result in overlarge or too small groups. However students who planned to attend a late session and were ill or missed for any reason had no further opportunities to attend whereas those who planned an earlier session could come to a later one if they missed - again, the most proactive and engaged students get the best deal! As of next year the timing of these workshops will be altered to take account of student feedback, so this may also help.
* Students are expected to attend all lectures prior to placement activity to ensure information required - supervisors can withdraw consent for placement activity if attendance is low and alternative assessment offered Portfolio assessments whereby missing a lecture/2 lectures renders you ineligible for assessment has been enforced at level 4 in the past. Contact: Zoe Knowles
* The University VLE content policy allows for supporting material to be uploaded only after sessions have taken place. However, tutors must fulfil the needs of students with ISLPs where these state the written resources must be provided before sessions.
* Use of Nexus pads to capture attendance AND engagement. Students invited to tap in on arrival and for a second, 'dummy' class, after satisfactory completion of an activity. These engagement scores might then contribute to module marks. Contact: Phil Denton
* Use of short movies about the practical to be watched at the beginning of the practical. Contact: Rodrigo Albuquerque

Phil Denton

31/7/2017