Student Progress Review

Policy and Procedure

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.

Contents

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. 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 support and guidance 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 support students to succeed. The Student Progress Review provides an opportunity to explore any concerns there may be, on the part of the student or of staff, about the student's work on the programme, their engagement or their conduct. Concerns may be discussed at an early stage in order to address problems and agree actions before they become significant or serious. Student Progress Review meetings are logged in the student's file and anonymous aggregated data is reported to a range of Committees/Boards throughout the year (see Student Progress Review Policy Section 5: Roles and Responsibilities, below).

In operation, the Student Progress Review enables the Personal Tutor, Programme Leader, cohort lead, apprenticeship link tutor, work-based tutor or other relevant member of staff and the student to:
• explore together the concerns raised and to address the causes (whether predominantly academic or personal, or a combination of both) underlying the issues, and agree a way forward, using a structured framework. This may include signposting the student to access support from other University services or from relevant external agencies, or ensuring that the student is fully aware of any relevant policies and expectations on them (see Student Progress Review Procedure, Section 6).

The procedure consists of an initial Student Progress Review the aim of which is to recommend ways in which a student might progress on their course of study and ultimately to promote their successful continuation on the programme. Where appropriate, up to two follow-on Review Meetings may be arranged.

Where a student's health and wellbeing is impacting on their ability to engage with their course, their health issues may constitute a disability. In such cases, the University will make reasonable adjustments in line with its duties under the Equality Act 2010 to enable students to participate fully in Student Progress Review meetings, and to be actively involved in the creation of action plans where relevant. Implementation of reasonable adjustments for the Student Progress Review process will be guided by a student's existing Support Plan where they have one in place. If the process of Progress Review leads to a first disclosure of a known or suspected disability, the student will be signposted to the Disability Team for assessment and development of a Support Plan.

The Student Progress Review is a supportive process. Where the concerns under discussion relate to a possible breach of the Student Code of Conduct, the Student Progress Review may be used to intervene early before the concerns become serious. In the event that the conduct issues are serious or persistent, if the student fails without good reason to attend the Student Progress Review arranged to address them, or if the student does not fulfil the action plan, then a Disciplinary meeting under the Student Disciplinary Procedure may be initiated.

3. Scope

The Student Progress Review policy and accompanying procedure applies to all taught students enrolled on any programme of study delivered by the University (including learners registered on a University of Cumbria Apprenticeship).

Students registered with a collaborative partner institution are subject to the policies and procedures of their own institution/organisation. Students

should refer to their programme handbook or equivalent document for information.

The progress of postgraduate research students is considered as part of the University's supervisory and annual review procedures.

4. Definitions

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

Student Progress Review (SPR): this is the initial meeting, which may be requested by either the student, or by a tutor, programme leader or other member of staff involved in teaching or supporting the student on their course of study. The purpose of the Student Progress Review meeting is to discuss the concerns about the student's study, engagement, or conduct and to identify signposting opportunities where appropriate. A Student Progress Review meeting may be arranged to support the student in planning for reassessment or deferred assessment where the Assessment Boards have put an Assessment Contract in place.

A Student Progress Review is also arranged when a student returns from intercalation, to support their reintegration into studies. A Student Progress Review may be arranged to address implications resulting from the Disciplinary Procedure, such as underlining expectations and ensuring that the student knows how to access support. In this situation, it is important that the Student Progress Review fulfils a supportive function to enable the student to continue studying; it is not an extension of the disciplinary process).

The Student Progress Review meeting must create an agreed set of notes for the student's file and will usually also result in an agreed action plan.

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 staff member should review progress on the action plan and confirm achievements,

making revisions where necessary in the first Review Meeting. It is expected that in most cases, the action plan will have been completed by the time of the second Review Meeting and the purpose of the second and final meeting is to confirm the completion of the agreed actions. Where the actions are not complete at the point of a second Review Meeting due to external factors (such as the timing of placement activity), a third meeting may be arranged. If the lack of progress is due to a failure by the student to pursue the action plan actively, the matter may either be re-addressed in a new Student Progress Review meeting and new action plan, or referred to the Disciplinary process.

5. Roles and Responsibilities

A number of people have responsibilities for the effective use of the Student Progress Review as a supportive mechanism:

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 staff member.
- To engage with the agreed action plan and keep the staff member informed of progress.
- To work collaboratively with staff in implementing any Reasonable Adjustments throughout the process.

Staff member:
- To arrange and convene a Student Progress Review where staff have concerns regarding a student's academic work, engagement or conduct, including when the student returns from intercalation, is subject to an assessment contract, or has been involved in a disciplinary process.
- To respond to any request by a student 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.

- To implement any relevant Reasonable Adjustments where the student has a Support Plan in place, or to signpost the student to the Disability Team for assessment if a disability (diagnosed or as yet undiagnosed) is disclosed for the first time during the Student Progress Review process.

Heads of Learning, Teaching and Student Experience/Subject Leads/Programme Leads:
- To ensure the Student Progress Review is operated within academic areas.
- To identify relevant academic staff 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, including the duty to make Reasonable Adjustments where relevant to the student's circumstances.
- To ensure agreed data is collected for reporting to Academic Board on an annual basis.
- To report data regarding the ongoing use of the Student Progress Review procedures to relevant University Committees and ensure analysis is undertaken and action follows where necessary.
- To ensure all programme staff, including Professional Services staff, are aware of the Student Progress Review procedures and how to raise concerns about a student so that a Student Progress Review can be arranged.
- 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 application of other University polices depending on the circumstances presented.
- Academic Registry:
  - Programme Administration team: To identify students returning from intercalation in time to have a Student Progress Review meeting arranged; to receive completed copies of Action Plans for uploading to the student's file.

- o Assessment and Awards team: To support academic staff in the operation of the procedure, including training and awareness-raising to identify students with a new assessment contract after each round of assessment boards in time to have a Student Progress Review meeting arranged; and to facilitate the annual reporting to Academic Board and triennial review of the policy.
  - o Student Procedures: To keep this Policy and Procedure under review and ensure that the process for formal complaints and the Disciplinary Procedure take due account of any relevant Student Progress Review activity, and to ensure that there is clear record-keeping when one of these processes arises from a Student Progress Review or its action plan implementation.
- Student Services:
  - o To support signposting by offering services and facilities to assist students where appropriate.
  - o To advise staff and students on the implementation of Support Plans and Reasonable Adjustments in the Student Progress Review process.

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 Personal Tutor. 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:
- Poor academic performance (declining marks or failed assessments).
- Failure to attend scheduled sessions such Deregistration from programme under the 4-Week Rule is invoked.
- A lack of commitment or confidence in engaging with the programme, possibly identified through informal discussion with tutors, including tutorials with a Personal Tutor.
- Missing lectures, seminars or other course-related activities without good reason and, even where good reason is evident, to an extent that makes it difficult for the student to catch up and to benefit from the learning activity.
- Observed or reported behaviour that is disruptive to the work of other students or of staff.
- Concerns regarding a student's/apprentice's health and wellbeing.

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 due to either academic or personal factors such as health or family concerns. This will impact on the nature of the action plan and any signposting that may be recommended (see Student Progress Review Procedure Section 6: Signposting Opportunities).

7. Relationship with other University procedures

The Student Progress Review is a formal method applied to support students where there are concerns regarding their progress or achievement on the programme. The Student Progress Review is aligned to other student-related policies as appropriate. University policies and procedures are available at Student Policies and Procedures | MyCumbria.

The following University procedures exist independently of the Student Progress Review:

  a) Extenuating Circumstances
  b) Fitness to Practise Policy and Procedure
  c) Academic Appeals Procedure
  d) Intercalation processes
  e) Change of course processes
  f) Special exam/assessment procedures
  g) Extension request procedures
  h) 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 d) and form a recommendation under the agreed action plan.

The Student Progress Review is the starting point for discussing concerns in relation to good health and/or good character requirements of Fitness to Practise. The Student Progress Review process is intended to aid student/apprentice retention and achievement by discussing any such concerns at the earliest opportunity.

Also separate to the Student Progress Review are:
  • Personal Tutoring Policy
  • Student Code of Conduct
  • Student Disciplinary Procedure

A Student Progress Review may also be arranged following the outcomes of a Panel of Inquiry under the University's Policy and Procedures Governing Academic Malpractice.

Personal Tutoring engages all students in an ongoing engagement with their Personal Tutors as part of programme delivery. Where there are specific concerns about a student's progress. a Student Progress Review should be arranged. This is in addition to the planned Personal Tutor meetings.

Documentation from a Student Progress Review can be used to inform/support Extenuating Circumstances applications or be provided to the Chair of a Module Confirmation Board or University Progression and Awards Board for consideration. Anonymous data is also collected from the Student Progress Review procedures to monitor the effectiveness of the policy.

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 Fitness to Practise can be considered. The Disciplinary process has scope to address minor misconduct.

In the event that a student perceives that a Student Progress Review has not been applied as it is intended, they should outline their concerns to the relevant Programme Leader, or to the Principal Lecturer if the Programme Leader has been involved in the Student Progress Review. The student may also wish to seek advice and guidance from the Students' Union.

8. Documents and Action Plans

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 sent to Programme Administration to save on the student's 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 staff member who has convened the meeting. This should be noted on the Action Plan.

These records may be used by an Investigating/Disciplinary Officer if a referral to the Student Disciplinary Procedure becomes necessary, for

example, 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).

Any personal data created as part of this policy will be processed in accordance with the University's Data Protection Act procedures.

9. Equality, Diversity and Inclusion

The University of Cumbria is committed to providing an inclusive environment, where staff, students and visitors are encouraged to be their true self, in order to enhance the individual and collective experience. As a university community, we share the social responsibility of enabling this inclusive environment by valuing, respecting and celebrating differences, to ensure that we generate a sense of understanding and belonging.

The University recognises that our differences are our strength, seeking and valuing different perspectives and ideas, in an environment that is without prejudice and bias.

We are committed to embracing our responsibility as a facilitator of change and continue to develop our equality agenda in line with and, where appropriate, beyond the Equality Act 2010. We do not tolerate discrimination, bullying or harassment in any form on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation.

The Student Progress Review Procedure and its implementation have been subjected to the University's Equality Impact Assessment (EIA) process. This ensures that due regard to any equalities impact has been considered and that appropriate action has been taken to meet the needs of our community, without unlawfully discriminating.

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 OfS and Ofsted.

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. The procedure may be initiated by either a student or tutor where it is believed that progress may be affected, or is being affected, by underlying issues.

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 and information. 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

Students may choose to be accompanied to the Student Progress Review. This could be by a member of the Students' Union or a fellow University student but it is expected that students themselves will engage directly with the staff member hosting the meeting and the person accompanying them will 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. Initiating and engaging with the Student Progress Review

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

A Student Progress Review may take place face-to-face or online. The outcomes of 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 their Personal Tutor 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 the Personal Tutor prepare for the appointment.
iv. Provide relevant contact details so the appointment can be confirmed.

Whether the Student Progress Review is initiated by the student, the Personal Tutor, or another member of staff (such as the Programme Leader, cohort lead, apprenticeship link tutor or work-based tutor), the staff member 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 where these have been raised by staff. This can help the student prepare for the appointment. The communication 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 staff member, 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 Student Progress Review Procedure Section 6 below).

A note taker is not usually present at this meeting unless as a reasonable adjustment.

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, they can outline the concerns to the Programme Leaders, if they were not involved in the appointment. The student should seek informal resolution in the first instance under the Student Complaints Policy and Procedure. If this member of the team has been involved, the student may wish to contact the Principal Lecturer, the Students' Union or the Student Procedures team within the Academic Registry to identify the appropriate person.

5. The Review Meeting

The Review Meeting is again a collaborative process with the Personal Tutor 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 Section 7: Relationship to other University Procedures.
- Recommendation to seek information or advice from:
  - o Occupational health, a GP or other relevant health care service.
  - o External services such as Citizen's Advice.
  - o 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 Support 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).
    - UKVI compliance team for visa and immigration advice.
    - Students' Union for information, advice and guidance relating to any of the actions and/or recommendations within the Action Plan.

UNIVERSITY OF CUMBRIA POLICY DOCUMENT CONTROL SCHEDULE POLICY SCHEDULE

Policy title	Student Progress Review Policy and Procedure
Policy owner	Academic Registry
Policy lead contact	Student Casework Manager
Approving body	Academic Board
Date of approval	January 2025
Date of implementation	January 2025
Version no.	2024/25
Review interval	Annual monitoring with triennial review
Revisions following recent review	• Updates to reflect organisational changes and to align with other student procedures • Scope refers to taught students. The progress of postgraduate research students is considered as part of the University's supervisory and annual review procedures. • Acknowledgement that Fitness to Study is the starting point for discussing concerns in relation to good health and/or good character requirements of Fitness to Practise. • Reasonable adjustments added to sections 2 and 5.

REVIEW SCHEDULE

Review	Due date	Reviewed by	Approved by	Completion date
1	2008/09	SDAS/Faculties/SU	Academic Board	1st July 2009
2	2011/12	LiSS/Faculties/SU	Academic Board	Sept 2013
3	2015/16	LiSS/Deanery/SaMIS/SU		Deferred to 2017-18
4	2020/21			