Count Me In Action Plan overview: Phase 1

1. Information & Expectations
   A. Clarify position of attendance recording within broader student support offer (P)
   B. Revisit terminology (P)
   C. Clarify roles and accountabilities (P)
   D. Embed expectation setting in student induction (S&P)

   May
   April  
   Each stage in the flagging process is designed to effect positive impact on behaviours and outcomes. Current systems & processes are as simple and intuitive as possible and limitations inform future work. Local variances in practice are appropriate, transparent and supportive.

2. Case Management
   Data recorded about attendance supports student engagement and is accurate, proportionate, consistent and timely. Reporting evidences impact through a sustained reduction in non-continuation. Staff effort is targeted, purposeful and valued.

3. Institutional approach
   Our approach recognises different types and levels of engagement. Our practice is informed by the latest research and data concerning nudge theory, gaming behaviours and what works in supporting student engagement.

4. Culture & Behaviours
   Students and staff are clear on the ethos behind the student engagement policy and its place within City’s broader student support framework. Students are empowered to engage and seek support at the earliest possible time and are clear on the support they can expect.

   A. Review the stages to streamline and enhance communications and process (P)
   B. Adapt training, guidance and support mechanisms (S&P)
   C. Identify and review variances in practice (P)

   A. B. C.

   June  
   July  
   August  

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