

*“It wasn’t my fault, my alarm
didn’t go off!”*

An understanding of the perception of
strategies to improve attendance and
punctuality within a Further Education setting.

Mahfia Choudhury
mahfia.choudhury@sbc.ac.uk

It started with an question following a special steering group investigation 3 years prior...

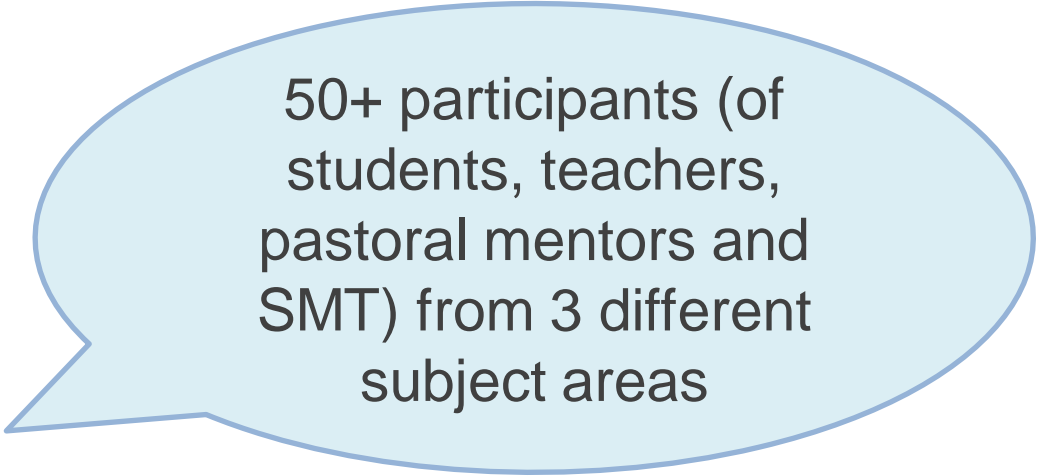
***Why* are students absent or late?**

that grew into an action
research project

with 3 objectives

1. Identify the “working” definitions used for good attendance and punctuality.
2. Evaluate the impact of teaching and learning strategies on student motivation.
3. Outline potential barriers to good student attendance and punctuality within the FE sector.

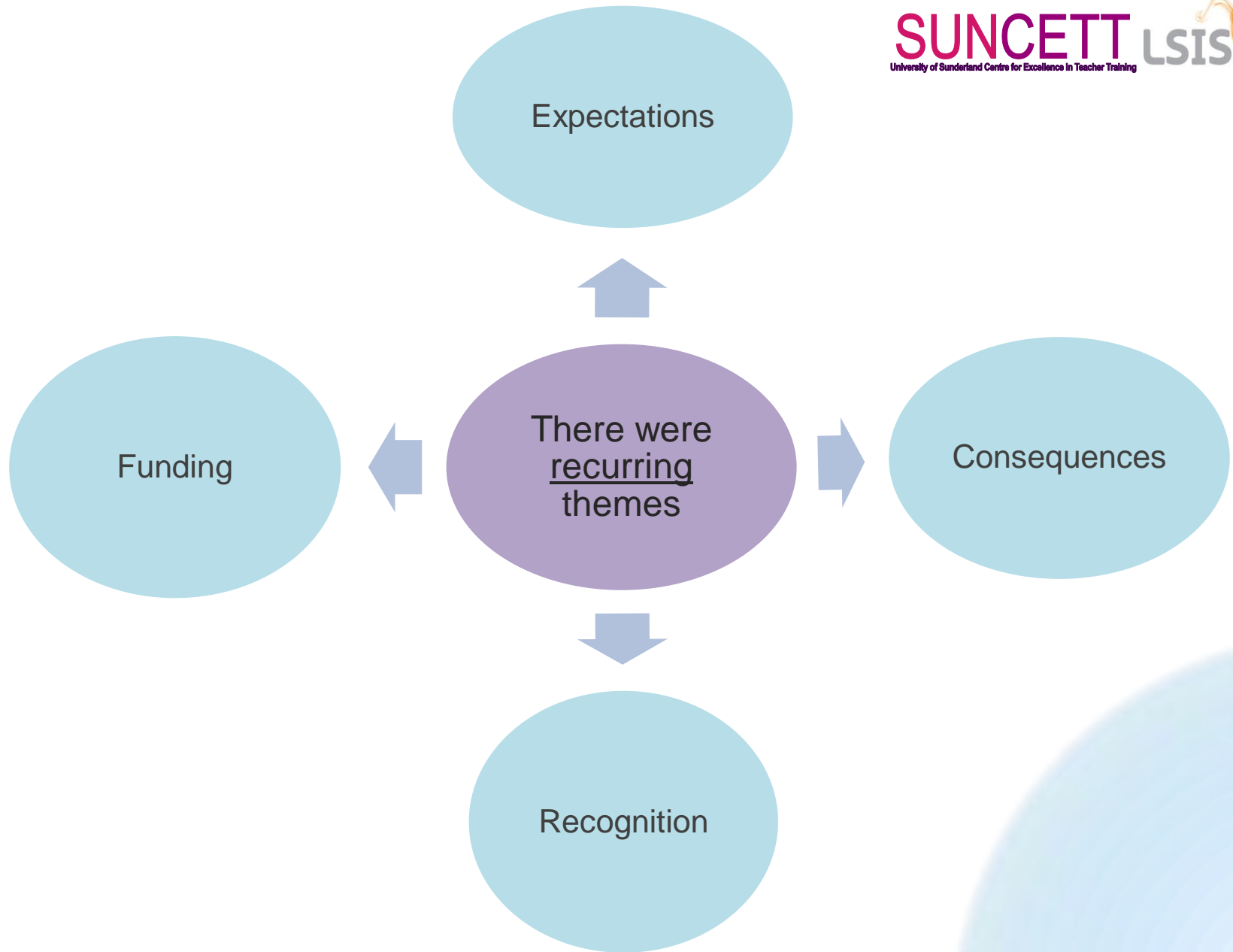
A call for **VOLUNTEERS**



50+ participants (of students, teachers, pastoral mentors and SMT) from 3 different subject areas

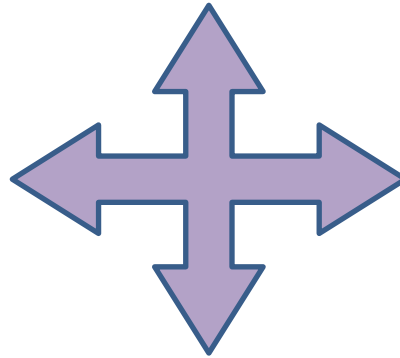
Methodology was a combination of focus group interviews with students, written questionnaires with students and staff and one-to-one discussions.

Findings were analysed for themes...



- Insufficient level of clarity at the beginning of study
 - Inconsistent reinforcement of message
- Subsequent follow up with discipline

- Student knowledge of success rate information
- Impact of funding rules on curriculum practice



- Differing definitions applied to lateness
- Inconsistent practice from curriculum to curriculum, student to student for lateness and follow up with absence
- Level of disruption caused to other learners led to feelings of frustration for students

- Rewards for students who attend and are punctual
 - Nature of Peer / Tutor rapport
 - Spreading of practice through students

Taking the research forward

- Consider the message you're sending; how consistent are you with practice?
- Does your induction enable peer integration, support student transition especially from school to FE, and nurture teacher-student expectations?
- How far does your IAG, Induction and initial course experience establish and reinforce student expectations relating to attendance and punctuality?
- Do you consistently follow up absence or lateness?
- Where students withdraw, can you determine the degree to which a/p was a factor and do you then canvas their opinion to ascertain the reasons to support improvement?
- Consider undertaking focus group discussions with your students, staff and stakeholders too.