



Attendance and Engagement Policy

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Linked policies	ASQ 1.7 Extensions and Extenuating Circumstances Policy; ASQ 1.8 Academic Support and Improvement Policy; SLCC 6.3 Complaints Policy and Procedure; SLCC 6.4 Student Charter; SLCC 6.5 Student Withdrawal Suspension and Transfer Policy; SLCC 6.9 Student Handbook; SWS 7.1 Student Wellbeing and Conduct Policy; SWS 7.2 Fitness to Study Policy;

	SWS 7.4 Safeguarding and Prevent Policy; GA 3.2 Risk Management Framework; GA 3.3 Corporate Academic Governance Framework (CAGF)
Audience	All enrolled students at UKCBC

1. Purpose

United Kingdom College of Business and Computing (UKCBC) is committed to supporting student success, continuation and academic achievement through effective engagement with learning and timely access to support. The College recognises that regular attendance, active participation in academic activity and meaningful engagement with learning resources and support services are important contributors to positive student outcomes and student wellbeing.

This policy establishes the College's principles, expectations and institutional approach relating to attendance and engagement across all higher education provision delivered by the College. It explains the responsibilities of students and staff, outlines how attendance and engagement are monitored, and sets out the College's approach to supporting students where concerns about disengagement arise.

The purpose of this policy is to:

- support students to engage consistently and successfully with their studies
- promote early identification of students who may be at risk of disengagement or non-continuation
- ensure that attendance and engagement concerns are addressed through timely, fair and proportionate intervention
- provide a transparent and consistent framework for monitoring attendance and engagement across the College
- support the College's wider approach to student continuation, academic support, quality assurance and student protection
- ensure compliance with relevant regulatory, contractual and partnership requirements relating to student engagement and continuation

The College recognises that attendance alone does not always provide a complete picture of student engagement. Attendance monitoring is therefore considered alongside a broader range of engagement indicators, including participation in learning activities, assessment engagement, communication with academic staff and engagement with student support services.

This policy operates alongside the Student at Risk and Intervention Framework, which provides the operational structure through which attendance, engagement and continuation related concerns are identified, monitored and managed. Together, the policy and framework support a coordinated, student centred and data informed approach to engagement monitoring, intervention and institutional oversight.

The College is committed to ensuring that all attendance and engagement processes are applied fairly, consistently and proportionately, taking appropriate account of individual circumstances, equality considerations, student wellbeing and the diverse needs of the student body.

2. Scope

2.1 Scope and Partnership Applicability

This policy applies to all students enrolled on higher education programmes delivered by United Kingdom UKCBC, including foundation, undergraduate and postgraduate provision, regardless of mode of study or delivery location. The policy applies to students studying on campus, through blended delivery or through online learning arrangements where attendance and engagement requirements form part of the programme expectations.

The policy also applies to all staff involved in the monitoring, support, administration or oversight of student attendance and engagement, including academic staff, Registry, student support teams and senior managers responsible for continuation and student success.

UKCBC delivers higher education provision in partnership with awarding and validating institutions. Students are therefore subject both to this policy and to the academic regulations, attendance requirements and engagement monitoring arrangements of the relevant partner university.

At the time of approval, this includes:

- Plymouth Marjon University
- University of West London
- Ravensbourne University London

The College maintains its own institutional approach to attendance monitoring, student support and engagement intervention. However, operational processes, escalation thresholds, reporting requirements and formal academic status decisions may vary between partner universities and programme types.

Where partner university regulations or procedures impose additional or more specific requirements relating to attendance, engagement, continuation, interruption of study or withdrawal, those requirements will apply alongside this policy.

In cases where there is any inconsistency between this policy and the formal regulations or procedures of a partner university relating to academic status, progression or withdrawal decisions, the partner university regulations will take precedence.

The Student at Risk and Intervention Framework provides the operational mechanism through which attendance, engagement and continuation related risks are identified, monitored, escalated and managed across the College.

3. Institutional Principles

UKCBC is committed to creating an inclusive and supportive learning environment in which students are encouraged and enabled to participate fully in their studies. The College recognises that attendance and engagement are closely linked to continuation, academic achievement, progression and student wellbeing, and that early support and timely intervention are important in helping students succeed.

The College's approach to attendance and engagement is guided by the following principles.

3.1 Student Centred Support

The College aims to identify concerns relating to attendance and engagement at an early stage and to respond in a supportive, constructive and proportionate manner. The primary purpose of attendance and engagement monitoring is to support student success and continuation rather than to apply punitive measures.

Students experiencing difficulties that affect their engagement are encouraged to seek support as early as possible. The College will work with students to identify appropriate support, guidance or reasonable adjustments where required.

3.2 Early Identification and Intervention

The College uses attendance and engagement information to identify students who may be at risk of disengagement or non-continuation. Monitoring activity is intended to support early identification of concerns so that timely intervention and support can be provided before difficulties escalate.

Attendance information is considered alongside a wider range of engagement indicators, including participation in learning activities, assessment engagement, communication with staff and interaction with student support services.

3.3 Fairness, Consistency and Proportionality

Attendance and engagement processes will be applied fairly, consistently and proportionately across the College. Decisions relating to intervention, escalation or formal outcomes will take appropriate account of individual circumstances, equality considerations, wellbeing concerns and any relevant supporting evidence.

The College recognises that students may experience circumstances that temporarily affect their ability to engage with their studies and is committed to responding appropriately and sensitively in such cases.

3.4 Shared Responsibility

Successful engagement is a shared responsibility between students and the College. Students are expected to participate actively in their studies and engage with the support available to them. In turn, the College is responsible for providing clear expectations, accessible support services, timely communication and appropriate intervention where concerns arise.

3.5 Data Informed and Risk Based Approach

The College adopts a data informed and risk-based approach to attendance and engagement monitoring. Institutional systems and dashboards are used to support the identification of students who may require additional support and to monitor the effectiveness of interventions over time.

Operational intervention activity is coordinated through the Student At Risk and Intervention Framework, which supports consistent case management, escalation and institutional oversight.

3.6 Partnership and Regulatory Compliance

The College's attendance and engagement processes are designed to support compliance with regulatory expectations, student protection responsibilities and partnership requirements. The College works collaboratively with partner universities to ensure that attendance and engagement monitoring supports student continuation, academic standards and accurate student status management.

4. Definitions

For the purposes of this policy, the following definitions apply.

4.1 Attendance

Attendance refers to a student's presence and participation in scheduled teaching, learning or assessment activities that form part of their programme of study. Attendance may include physical attendance at campus-based activities or participation in scheduled online learning activities, depending on the mode of study and programme requirements.

Attendance may relate to:

- lectures, seminars and tutorials
- workshops, laboratories and practical sessions
- scheduled online teaching sessions
- dissertation supervision and academic tutorials
- examinations and time constrained assessments
- placements, field trips or other required academic activity

The College recognises that attendance is an important indicator of student participation and continuation. However, attendance alone does not always provide a complete picture of academic engagement and is therefore considered alongside a broader range of engagement indicators.

4.2 Engagement

Engagement refers to a student's active and meaningful participation in the academic, learning and support activities associated with their programme of study. Engagement includes attendance at scheduled teaching sessions but also extends beyond physical or online presence to include participation in learning, assessment activity, academic communication and interaction with support services.

Indicators of engagement may include:

- attendance at scheduled teaching sessions
- participation in academic activities and tutorials
- access to and use of the Virtual Learning Environment (VLE)
- engagement with learning materials and resources
- submission of assessments and coursework
- participation in examinations or assessment activity
- communication and responsiveness to academic or support staff
- engagement with student support or wellbeing services where appropriate

The College recognises that meaningful engagement may take different forms depending on the student's mode of study, personal circumstances and programme requirements.

4.3 Meaningful Engagement

Meaningful engagement refers to sustained and active participation in learning and academic activity that demonstrates a student's ongoing involvement in their studies. The College recognises that attendance alone does not always provide a complete indication of engagement and therefore considers a range of engagement indicators when assessing continuation related concerns.

4.4 Authorised Absence

Authorised absence refers to a period of absence approved by the College on the basis of appropriate evidence or accepted mitigating circumstances. Authorised absence may be granted where a student is temporarily unable to attend or engage due to circumstances outside their control.

Authorised absence does not remove a student's responsibility to re-engage with their studies as soon as reasonably possible and may be subject to conditions, time limits or review arrangements.

4.5 Unauthorised Absence

Unauthorised absence refers to absence from scheduled academic activity where:

- the student has not informed the College appropriately
- no valid reason or supporting evidence has been provided
- the absence has not been approved through the relevant process

Sustained unauthorised absence may result in formal intervention, escalation or review of a student's registration status in accordance with this policy and associated procedures.

4.6 Student at Risk

A student at risk is a student whose attendance, engagement, academic participation or wider circumstances indicate an increased risk of disengagement, non-continuation or unsuccessful academic outcomes.

Students may be identified as at risk through attendance and engagement monitoring, assessment participation, welfare concerns, safeguarding concerns or other indicators identified through the Student at Risk and Intervention Framework.

4.7 Continuation

Continuation refers to a student's ongoing participation and progression in their programme of study from one stage, level or academic period to the next.

4.8 Partner University

Partner University refers to an awarding or validating institution with which UKCBC delivers higher education provision under formal partnership arrangements. Partner universities may maintain their own academic regulations, attendance requirements and student engagement procedures, which apply alongside this policy.

5. Roles and Responsibilities

Supporting student attendance, engagement and continuation is a shared responsibility between students, academic staff, professional services teams and institutional leadership. The College expects all parties to contribute to the creation of a supportive and academically engaged learning environment.

5.1 Students

Students are expected to take an active and responsible approach to their studies by attending scheduled teaching sessions, engaging meaningfully with learning activities and responding appropriately to communications from the College and partner universities.

Students are expected to:

- attend and participate in scheduled teaching, learning and assessment activities associated with their programme
- engage regularly with learning materials, online systems and academic support resources
- submit assessments and coursework in accordance with programme requirements
- communicate with the College where circumstances affect their ability to attend or engage
- respond to contact and intervention attempts from academic, Registry or student support teams
- seek support at an early stage where difficulties arise that may affect engagement or continuation

Students studying on programmes delivered through blended or online learning arrangements are expected to participate appropriately in scheduled online learning activity and engage with digital learning platforms and communications.

Where a student is unable to attend due to illness, personal circumstances or other factors outside their control, they are expected to inform the College as soon as reasonably possible and follow the relevant processes relating to authorised absence, mitigating circumstances or student support.

5.2 Academic Staff

Academic staff play an important role in supporting student engagement, identifying emerging concerns and encouraging academic participation.

Academic staff are responsible for:

- recording attendance accurately and consistently in accordance with college requirements
- monitoring academic engagement and participation within teaching and learning activities
- identifying students who may be at risk of disengagement or non-continuation
- initiating appropriate early intervention and support conversations
- referring students to student support, safeguarding or wellbeing services where appropriate
- maintaining appropriate records of engagement related concerns and interventions

Academic staff are expected to contribute to a supportive learning environment that promotes inclusion, participation and student success.

5.3 Student Support and Wellbeing Teams

Student support teams are responsible for coordinating engagement related interventions and supporting students whose attendance or engagement gives cause for concern.

Responsibilities include:

- monitoring attendance and engagement information and risk indicators
- contacting students where concerns about engagement arise
- providing pastoral guidance, support and signposting
- coordinating support plans and intervention activity where appropriate
- maintaining accurate and auditable records of interventions and support activity
- escalating high risk or complex cases through appropriate institutional processes

Student support activity is coordinated through the Student at Risk and Intervention Framework and forms part of the College's wider approach to student continuation and wellbeing.

5.4 Registry

Registry is responsible for the formal administration and oversight of student status management processes associated with attendance and engagement.

This includes:

- maintaining accurate student records
- supporting compliance with partner university and regulatory requirements
- administering formal processes relating to interruption, withdrawal or suspension where required
- ensuring appropriate recording and reporting of student status changes
- supporting institutional monitoring and assurance activity

Registry retains responsibility for the formal processing of student status decisions arising from sustained disengagement, in accordance with college and partner university requirements.

5.5 Leadership and Governance Groups

College leaders and governance groups are responsible for maintaining institutional oversight of attendance, engagement and continuation related risks.

This includes oversight of:

- attendance and engagement trends
- continuation and progression risks
- intervention effectiveness
- institutional compliance with regulatory and partnership requirements
- escalation of significant risks through academic governance and risk management structures

Operational oversight of engagement and continuation activity is supported through the Student At Risk and Intervention Framework and associated governance arrangements, including the Attendance Working Group and Quality of Education Committee

6. Attendance and Engagement Expectations

Students are expected to engage consistently and meaningfully with all aspects of their programme of study throughout their period of enrolment. Regular attendance and active engagement support academic achievement, progression, professional development and student wellbeing, and help students to gain the maximum benefit from their learning experience.

The College expects students to attend all scheduled teaching, learning and assessment activities associated with their programme unless prevented from doing so by authorised or exceptional circumstances. This includes participation in campus-based teaching, online learning activities, tutorials, workshops, assessment activities and any other required academic engagement relevant to the programme.

Students are also expected to engage independently with their studies outside scheduled teaching sessions. This includes reviewing learning materials, accessing online resources, completing directed study activities, preparing for assessments and responding to academic feedback and communications.

Attendance and engagement expectations apply throughout the academic year and continue during periods where there may be reduced timetabled activity but ongoing academic requirements, including assessment preparation, dissertation supervision or reassessment activity.

The College recognises that students may engage with learning in different ways depending on:

- mode of study
- programme requirements
- learning needs
- reasonable adjustments
- personal circumstances

Attendance and engagement will therefore be considered holistically rather than solely through physical attendance at timetabled sessions.

Students are expected to engage professionally and respectfully in all teaching and learning environments. This includes arriving punctually, participating appropriately in learning activities and engaging constructively with staff and fellow students. Persistent patterns of non-participation, disruption or disengagement may result in further intervention or referral under other relevant College policies where appropriate.

Where students are studying on programmes delivered in partnership with a university, they are also expected to comply with any additional attendance, engagement or professional participation requirements established by the partner institution.

The College will communicate attendance and engagement expectations clearly through:

- induction activities
- programme and module information
- the student handbook
- the Virtual Learning Environment (VLE)
- communications from academic and student support teams

Students are encouraged to seek advice and support at an early stage if circumstances arise that affect their ability to meet attendance or engagement expectations.

7. Authorised Absence and Mitigating Circumstances

7.1 General Principles

The College recognises that students may experience circumstances that temporarily affect their ability to attend or engage with their studies. Students who are unable to participate in scheduled academic activity due to illness, personal circumstances or other significant factors outside their control are encouraged to inform the College as early as possible so that appropriate support and guidance can be provided.

Students are expected to notify the College promptly where they are unable to attend scheduled teaching sessions or engage with their studies. Wherever reasonably possible, notification should be provided in advance of the absence or, in cases of unexpected absence, as soon as reasonably practicable.

The College will seek to respond to absence related concerns fairly, consistently and proportionately, taking account of individual circumstances, equality considerations, wellbeing concerns and supporting evidence where appropriate.

7.2 Short Term and Extended Absence

Short periods of absence may not require formal approval but should be communicated appropriately to academic staff or relevant student support teams.

Longer periods of absence, repeated absence or circumstances that significantly affect engagement may require consideration through authorised absence, mitigating circumstances or interruption of study procedures.

Where a period of absence is likely to affect a student's ability to continue successfully on their programme, the College may discuss alternative options with the student, including interruption of study, enhanced support arrangements or referral to other relevant procedures.

7.3 Authorised Absence

Authorised absence may be approved where a student provides an appropriate explanation and, where required, supporting evidence demonstrating that their absence arises from circumstances outside their reasonable control.

Examples may include:

- illness or medical treatment
- bereavement or serious family circumstances
- caring responsibilities
- compassionate leave
- safeguarding or wellbeing concerns
- legal, immigration or statutory appointments
- other exceptional personal circumstances

Attendance can be authorised for up to three weeks per semester where it is still possible for the student to meet the learning outcomes of their course, otherwise the student will need to consider an alternative such as interruption of study. In exceptional circumstances, the Head of Student support and experience or their nominee will liaise with the relevant academic team and Student Services to authorise up to four weeks. Requests will be considered on a case-by-case basis, taking account of proportionality, evidence, equality considerations and the likely impact on academic engagement and progression.

7.4 Supporting Evidence

The College may request supporting evidence where this is necessary to support fair and consistent decision making. Any evidence provided will be handled in accordance with relevant data protection and confidentiality requirements.

Authorised absence does not remove a student's responsibility to re-engage with their studies as soon as reasonably possible or to comply with academic requirements associated with their programme.

7.5 Relationship to Other Procedures

Students experiencing circumstances that affect assessment submission or performance should also refer to the relevant mitigating circumstances, extension or academic regulations applicable to their programme.

Where concerns arise regarding a student's wellbeing, safety or fitness to continue with their studies, the College may consider additional support or intervention through relevant safeguarding, wellbeing or Fitness to Study procedures.

8. Monitoring Attendance and Engagement

8.1 Institutional Approach

The College monitors attendance and engagement throughout the academic year to support student success, continuation and academic achievement.

Attendance and engagement monitoring forms part of the College's wider approach to student continuation, quality enhancement, student support and institutional risk management. Monitoring activity is intended to support students to remain engaged with their studies and should be understood primarily as a supportive and preventative process.

8.2 Monitoring Indicators

The College recognises that attendance alone does not provide a complete picture of student engagement. Attendance information is therefore considered alongside a broader range of engagement indicators.

Depending on programme requirements and mode of study, monitoring may include:

- attendance at scheduled teaching and learning activities
- participation in tutorials and academic support sessions
- engagement with the Virtual Learning Environment
- access to learning materials and resources
- assessment submission and participation

- communication with academic and support teams
- engagement with student support services
- other indicators of meaningful participation in study

8.3 Student At Risk and Intervention Framework

Attendance and engagement information is reviewed through the Student At Risk and Intervention Framework, which provides the operational mechanism through which:

- attendance and engagement concerns are identified
- students may be categorised according to levels of continuation related risk
- intervention activity is coordinated
- cases are monitored and reviewed
- institutional oversight and reporting are maintained

The Framework supports a consistent, evidence informed and proportionate approach to student engagement monitoring across the College.

8.4 Record Keeping and Data Management

The College maintains appropriate records of attendance, engagement, intervention activity and outcomes to support consistency, fairness, regulatory compliance and institutional oversight.

Attendance and engagement data will be processed in accordance with applicable data protection legislation and College policies.

9. Attendance and Engagement Escalation Framework

9.1 Principles

Where concerns regarding attendance or engagement are identified, the College will normally adopt a staged, proportionate and supportive approach to intervention.

The primary purpose of intervention is to support students to re engage successfully with their studies and to minimise the risk of non continuation wherever reasonably possible.

The nature, timing and level of intervention may vary according to:

- the seriousness, duration or pattern of disengagement
- the student's overall engagement profile
- assessment participation and academic progress
- mitigating circumstances or supporting evidence
- wellbeing, safeguarding or equality related considerations
- previous intervention history
- programme specific or partner university requirements

9.2 Stage 1: Early Identification and Outreach

Where initial concerns are identified, the College will normally make early contact with the student to:

- discuss the concern
- understand any barriers affecting engagement
- remind the student of attendance and engagement expectations
- signpost relevant support services
- encourage timely re engagement
- Intervention at this stage will normally be supportive and preventative in nature.

9.3 Stage 2: Enhanced Support and Formal Intervention

Where concerns persist or engagement continues to decline, the College may implement enhanced intervention measures.

This may include:

- formal attendance or engagement communications
- meetings with academic or student support staff
- enhanced monitoring arrangements
- agreed support plans
- referral to specialist support services
- escalation to Registry or senior staff where appropriate

Students will normally be informed when concerns have progressed to a more formal stage of intervention.

9.4 Stage 3: Formal Escalation

Where sustained disengagement continues despite support and intervention, the College may progress the case to formal review.

This may include consideration of:

- interruption or suspension of studies
- continuation review processes
- withdrawal procedures
- referral to partner university procedures

Progression to a formal review of student status will normally be managed in accordance with Section 10 of this policy and any applicable partner university regulations.

9.5 Partner Specific Attendance Monitoring Processes

The detailed operational arrangements, attendance thresholds, communication stages, escalation timelines and withdrawal processes vary according to partner university requirements.

The applicable attendance monitoring process for each partner university is set out in the annexes to this policy:

- Annex A: Plymouth Marjon University Attendance Monitoring Process
- Annex B: University of West London Attendance Monitoring Process
- Annex C: Ravensbourne University London Attendance Monitoring Process

Students will be subject to the attendance monitoring process associated with their programme's awarding or validating partner.

Where there is any inconsistency between this policy and a partner university attendance monitoring process, the partner university requirements shall take precedence.

10. Formal Review, Outcomes and Student Status

10.1 General Principles

The College's attendance and engagement arrangements are designed to support students to remain engaged with their studies wherever reasonably possible. In most cases, concerns relating to attendance or engagement will be addressed through supportive intervention, academic guidance and student support processes.

Formal review will normally only be considered where:

- sustained disengagement persists despite intervention
- a student does not respond to reasonable attempts at contact and support
- continuation on the programme appears to be at significant risk
- regulatory, safeguarding or professional requirements necessitate formal consideration

10.2 Formal Review

Where concerns remain unresolved, the College may undertake a formal review of the student's engagement and registration status.

The review will normally consider:

- attendance and engagement history
- assessment participation and academic progress
- intervention and support records
- mitigating circumstances and supporting evidence
- equality, wellbeing and safeguarding considerations
- relevant partner university regulations

Students will normally be informed in writing when a formal review is initiated and will be provided with information regarding available support and relevant procedures.

10.3 Potential Outcomes

Following review, outcomes may include:

- continuation with enhanced monitoring arrangements

- an agreed support or engagement plan
- interruption of studies
- suspension of studies
- transfer to an alternative mode of study where appropriate
- withdrawal or termination of enrolment

Any outcome will be proportionate to the circumstances of the case and consistent with applicable College and partner university requirements.

10.4 Communication of Decisions

Students will normally be informed in writing of any decision affecting their registration status.

Communications will normally explain:

- the nature of the concern
- actions already taken by the College
- opportunities provided for re engagement
- support available
- implications of the decision
- any right of review or appeal

10.5 Administration of Student Status Decisions

Formal decisions relating to interruption, suspension, withdrawal or termination of enrolment will be administered by Registry in accordance with:

- the Student Withdrawal, Suspension and Transfer Policy
- the Student At Risk and Intervention Framework
- relevant partner university regulations and procedures

Where required, the College may notify relevant external bodies, including partner universities, funding authorities, regulatory bodies or visa sponsorship authorities, of changes to a student's registration status.

10.6 Implications of Withdrawal or Non-Continuation

Students should be aware that withdrawal or sustained non engagement may have implications for:

- tuition fee liability

- student funding arrangements
- visa sponsorship or immigration status
- future academic progression
- professional accreditation or placement requirements

depending on individual circumstances and applicable regulations.

11. Appeals

Students have the right to request a review or appeal against formal decisions relating to attendance, engagement, interruption of study, withdrawal or termination of enrolment where appropriate grounds exist.

The College is committed to ensuring that all decisions relating to attendance and engagement are made fairly, consistently and proportionately, and in accordance with relevant College policies, procedures and partnership requirements.

Students will normally be informed in writing of any formal decision affecting their registration status, together with details of the relevant review or appeal process available to them.

Grounds for appeal may include:

- evidence of procedural irregularity
- evidence of mitigating circumstances that could not reasonably have been disclosed earlier
- concerns that relevant information was not appropriately considered
- evidence that the decision was unreasonable or disproportionate in the circumstances

Students submitting an appeal are expected to provide appropriate supporting information or evidence where relevant.

Appeals relating to formal student status decisions will normally be considered in accordance with:

- the College's Academic Appeals Procedure
- the Student Withdrawal, Suspension and Transfer Policy
- relevant partner university regulations and appeals procedures where applicable

Where a programme is delivered in partnership with a university, students may also be subject to the appeals processes of the relevant partner institution. The College will provide appropriate guidance regarding the applicable procedures and routes of escalation.

Submitting an appeal does not automatically suspend or reverse a formal decision unless this is confirmed through the relevant College or partner university procedure.

The College will aim to ensure that appeals are considered within 15 working days and that students are kept appropriately informed throughout the process.

12. Governance, Monitoring and Review

The College maintains institutional oversight of attendance, engagement and continuation through its academic governance, quality assurance and risk management arrangements.

Attendance and engagement data is monitored regularly in order to:

- identify emerging risks relating to student continuation and progression
- evaluate patterns of engagement across programmes and cohorts
- monitor the effectiveness of intervention and support activity
- support institutional quality enhancement and student success initiatives
- inform academic risk management and regulatory reporting

Operational oversight of attendance and engagement activity is coordinated through the Student At Risk and Intervention Framework and associated governance structures, including the Attendance Working Group and relevant academic quality and student support functions.

Attendance and engagement related risks, trends and outcomes may also be reported through:

- Quality of Education and enhancement committees
- Academic Board and associated sub committees
- institutional risk management processes
- partner university reporting arrangements
- Executive Leadership and Board level governance structures where appropriate

The College will periodically review this policy and associated operational processes to ensure that they remain:

- effective
- proportionate
- student centred
- aligned with regulatory expectations
- consistent with partnership requirements and institutional priorities

Review activity may take account of:

- continuation, progression and completion data
- student feedback and experience data
- intervention outcomes and case management trends
- audit findings and quality assurance activity
- changes to regulatory or partnership requirements
- equality, safeguarding and wellbeing considerations

The policy will normally be reviewed in accordance with the College's policy review cycle or earlier where significant operational, regulatory or partnership changes require amendment.

Annex A Plymouth Marjon University Attendance Monitoring Process

This annex applies to students enrolled on programmes delivered by UKCBC in partnership with Plymouth Marjon University.

Purpose

The purpose of this process is to provide a structured and supportive approach to addressing student non attendance and disengagement, while ensuring compliance with Plymouth Marjon University requirements.

Stage 1: Outreach 1 – Absence Support Email

Where a student records two consecutive weeks of non attendance, UKCBC will issue an Absence Support Email. The purpose of this communication is to:

- establish contact with the student
- identify any barriers to attendance
- provide information regarding support services
- encourage immediate re engagement

Stage 2: Outreach 2 – First Warning

Where a student records three consecutive weeks of non attendance, UKCBC will issue a First Warning communication.

This communication will:

- remind the student of attendance requirements
- outline the consequences of continued non attendance
- encourage engagement with support services

Stage 3: Outreach 3 – Final Warning

Where a student records five consecutive weeks of non attendance, UKCBC will issue a Final Warning communication.

The student will be advised that continued non attendance may result in formal withdrawal action.

Stage 4: Intent to Withdraw

Where a student records six consecutive weeks of non attendance, UKCBC will issue an Intent to Withdraw notification.

The communication will provide the student with a final opportunity to re engage or provide evidence of mitigating circumstances before withdrawal action is considered.

Stage 5: Withdrawal

Where a student records seven consecutive weeks of non attendance and has failed to re engage or provide an acceptable explanation, UKCBC may withdraw the student and notify Plymouth Marjon University in accordance with partnership requirements.

Source: Plymouth Marjon Attendance Monitoring Process AY2025/26.

Annex B University of West London Attendance Monitoring Process

This annex applies to students enrolled on programmes delivered by UKCBC in partnership with the University of West London.

Purpose

The purpose of this process is to support student continuation through a structured escalation framework that combines student support, formal intervention and administrative review.

Stage 1: Initial Outreach

Following two weeks of non attendance, UKCBC will issue an Absence Support Email.

The purpose of this communication is to:

- identify barriers to engagement
- provide support information
- encourage prompt re engagement

This communication may be repeated where non attendance continues.

Stage 2: First Warning

Following three weeks of non attendance, UKCBC will issue a First Warning communication.

This stage includes:

- formal written communication
- telephone contact where appropriate
- logging of all intervention activity

Stage 3: Intent to Withdraw

Following four weeks of non attendance, UKCBC will issue an Intent to Withdraw communication providing five days' notice.

The student will be invited to re-engage or provide evidence of mitigating circumstances before further action is taken.

Stage 4: Academic Administration Review

Where non-attendance continues beyond five weeks, the case will be referred for Academic Administration review.

Outcomes may include:

- withdrawal
- deferral
- course transfer
- alternative approved outcomes

Stage 5: Withdrawal Processing

Where withdrawal is confirmed, UKCBC will process the withdrawal and notify the University of West London in accordance with partnership requirements.

Source: UWL Attendance Monitoring Process AY2025/26.

Annex C Ravensbourne University London Attendance Monitoring Process

This annex applies to students enrolled on programmes delivered by UKCBC in partnership with Ravensbourne University London.

Purpose

The purpose of this process is to monitor attendance at defined monitoring points and to intervene where attendance falls below agreed thresholds.

Monitoring Points

Attendance is reviewed at designated monitoring points during the academic year.

Monitoring points are:

- Week 4
- Week 7
- Week 10
- Week 12 (or Week 13 in the final semester of the academic year)

Stage 1: Attendance Alert

Where attendance falls between 70% and 50%, the student will receive:

- an Attendance Alert from Ravensbourne University London
- a UKCBC First Attendance Warning

Stage 2: Attendance Warning

Where attendance falls between 50% and 33%, the student will receive:

- an Attendance Warning from Ravensbourne University London
- a UKCBC Final Attendance Warning

Stage 3: Withdrawal Warning

Where attendance falls below 33% at a single monitoring point, the student will receive:

- a Withdrawal Warning from Ravensbourne University London
- a UKCBC Intent to Withdraw communication

Stage 4: Withdrawal Notification

Where attendance remains below 33% for two consecutive monitoring points, the student will receive:

- a Withdrawal Notification from Ravensbourne University London
- a UKCBC Withdrawal Notification

Withdrawal action may then be implemented in accordance with partner regulations.

Source: Ravensbourne University London Attendance Monitoring Process AY2025/26.