Attendance and Engagement Policy

Field	Detail
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External reference points	Office for Students (OfS) Conditions of Registration; UK Quality Code for Higher Education; Equality Act 2010; UK General Data Protection Regulation (UK GDPR); Data Protection Act 2018; Student Loans Company (SLC) Guidance and Requirements; Quality Assurance Agency for Higher Education (QAA) Advice and Guidance: Enabling Student Achievement; QAA Advice and Guidance: Partnerships; Universities UK Guidance on Student Mental Wellbeing in Higher Education; Relevant Partner University Academic Regulations and Student Engagement Procedures, including the UWL Student Attendance and Engagement Monitoring Policy 2026/27 and the Ravensbourne University London Attendance and Engagement Regulations 2026/27 (General Academic Regulations Section 6).
Linked policies	ASQ 1.7 Extensions and Extenuating Circumstances Policy; ASQ 1.8 Academic Support and Improvement Policy and Procedure; SLCC 6.3 Complaints Policy; SLCC 6.4 Student Charter and Disciplinary Policy; SLCC 6.5 Student Withdrawal, Suspension and Transfer Policy; SLCC 6.9 Student Handbook; SWS 7.1 Student Support and Wellbeing Policy; SWS 7.2 Fitness to Study Policy; SWS 7.7 Safeguarding and Prevent Policy; GA 3.2 Risk Management Framework; GA 3.3 Corporate and Academic Governance Framework (CAGF); SLCC 6.14 Student At Risk and Intervention Framework
Audience	All enrolled students at UKCBC

1. Purpose

UK 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.

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, the Student Support and Experience Team 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.

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, to understand and discuss any barriers affecting students' attendance, 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 attendance and 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 supports academic attainment 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

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 based on 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 is defined in line with the Office for Students (OfS) continuation measures. A student is counted as having continued where, at the census point one year and 14 days after their start date, they are still studying at the College, are studying at higher education level at another provider, or have already qualified. A student who is no longer in higher education at the census point is counted as a non continuer. The OfS publishes continuation rates both including and excluding transfers to another UK higher education institution or to an English further education college at higher education level; in both cases non continuation means the student is no longer in higher education. The College applies this definition when monitoring attendance and engagement, because sustained attendance and engagement, particularly in the first year of study, are the strongest protection against non continuation.

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 staff, Registry or the Student Support and Experience Team
- seek support at an early stage where difficulties arise that may affect engagement or continuation

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 Experience Team

The Student Support and Experience Team is 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
- conducting attendance review meetings with students to discuss concerns, identify barriers and agree actions to improve attendance and engagement

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
- maintaining the student record system in which attendance data are held, under the direction of the Head of Registry
- 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. Student 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.

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 staff and the Student Support and Experience Team

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 from scheduled classes for seven calendar days or less may not require formal approval but should be communicated appropriately to academic staff or the Student Support and Experience Team.Students should not normally be absent from scheduled classes for more than 7 calendar days unless agreed with relevant support staff. 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
- pregnancy related illness or appointments, maternity or other parental leave
- bereavement or serious family circumstances

- caring responsibilities
- compassionate leave
- safeguarding or wellbeing concerns
- legal 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 the Student Support and Experience Team to authorise up to four weeks. Different limits apply where the regulations of the relevant awarding partner so provide: for Ravensbourne University London students, absence may be authorised for up to four weeks per academic year, or up to six weeks in exceptional circumstances, as set out in Annex C. 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.

Longer periods of pregnancy related absence, maternity or other parental leave are managed as an interruption of studies under SLCC 6.5 Student Withdrawal, Suspension and Transfer Policy, with support from the Student Support and Experience Team.

7.4 Lateness

Students are expected to arrive on time for all the scheduled sessions and must remain for the duration of the teaching session. Students who arrive more than 15 minutes into a session, will be marked as late, Students who miss more than 60 minutes of the teaching session will be marked as absent.

Students who leave a session before the end will be marked as absent unless this has been discussed and agreed with the tutor. It is a disciplinary offence to leave sessions without permission of the tutor after being marked.

7.5 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. Where supporting documents are in a language other than English, students should provide an English translation alongside the original documents.

7.6 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

- 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.

Attendance at scheduled in person teaching is recorded electronically by teaching staff on the College's register system, and attendance data are held in the student record system (SITS). Registry undertakes periodic checks that registers have been completed for all scheduled teaching sessions and reconciles register data against SITS. Incomplete or unclosed registers are followed up with the relevant academic team.

8.5 Enrolment, Induction and First Week Attendance

Students complete a face-to-face enrolment, followed by induction (see SLCC 6.12 Admissions Policy and Procedure, Sections 7.6.1 and 7.6.4). Attendance monitoring then begins in the first week of the programme. Registry confirms commencement of study and first week attendance for new and returning

students from register data, and the Student Support and Experience Team follows up students who have not commenced their studies or are not attending as expected.

8.6 Student Finance Reporting

Attendance and engagement information required for student finance purposes is reported to the Student Loans Company through the relevant partner university at the audit points that apply. Where a partner university operates arrangements for the temporary or tactical suspension of Student Loans Company funding for students whose attendance places their continuation at risk, the College will support those arrangements in accordance with the relevant partner process set out in the annexes to this policy.

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 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

The stages set out in this section operate within the tiered model of the Student at Risk and Intervention Framework: Stages 1 and 2 correspond to Early Stage Intervention and Targeted Intervention, Stage 3 to Intensive Intervention, and the Intent to Withdraw process in Annex B to the Formal Outcome Stage.

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 to 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: Escalation to Formal Review

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

This may include consideration of:

- interruption 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 of 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
- interruption of studies (proposed or required)
- 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 or regulatory bodies, 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
- 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.

An appeal must be received within 10 working days of the formal notification of the decision being appealed against. This shall normally be the date given on the official communication. The College may exercise discretion to consider a late appeal where a student demonstrates good reason for the delay.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 ASQ 1.5 Academic Appeals Policy and Procedure
- the Student Withdrawal, Suspension and Transfer Policy
- relevant partner university regulations and appeals procedures where applicable

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. The Attendance Working Group is chaired by the Head of Student Support and Experience, with the Head of Registry as a standing member, and meets twice a month.

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

- Quality of Education Committee
- 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:

-
- 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.

This annex constitutes the local attendance policy for these programmes, as provided for under the Plymouth Marjon University Student Attendance and Engagement Policy. It is designed to meet the minimum expectations of that policy and is applied following approval by the University.

A1 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.

A2 Minimum Expectations

In line with the University's Student Attendance and Engagement Policy, students are expected to:

- attend all scheduled learning and teaching activities
- engage fully in learning activities, whether delivered in person or online
- submit all assessments by the published deadlines and attend examinations
- undertake independent learning outside timetabled sessions
- attend scheduled meetings with staff, including the Personal Development Tutor
- attend placements or work based learning where these form part of the programme
- inform UKCBC where they are unable to attend
- check their College and University email accounts regularly

A3 Measuring Attendance and Engagement

Attendance and engagement are measured by point of contact. A point of contact day is any whole day on which a student has timetabled events. The expectation is met where the student attends at least one timetabled teaching or learning event for each module on that day.

Attendance is recorded for each timetabled session, for each module, in each week. Engagement with online learning is monitored at module level through the virtual learning environment on a weekly basis.

A calendar week includes every day of the week, including weekends, but excludes published closure days. A calendar week in which a student does not attend any timetabled session for any module is recorded as missed contact.

A4 Escalation Process

Escalation begins where a student misses three consecutive timetabled sessions or records two consecutive weeks with no point of contact, whichever period is the longer. The process then operates on a weekly cycle as follows.

- Week 0: the Programme Leader makes informal contact with the student by telephone or email, requesting a response within one calendar week. The Programme Leader consults the student's Personal Development Tutor before any formal escalation.

- Week 1: where no response is received, a formal letter is issued through the University's Registry and Programme Support Office (RPSO) to the student's University email account and personal email address,

and to the home address by recorded delivery, copying the Personal Development Tutor and the Programme Leader.

• Week 2: where there is still no contact, a second email is issued warning the student that withdrawal is likely and requiring the student to make contact with the Personal Development Tutor.

• Week 3: the Personal Development Tutor monitors contact. Where the student has made no contact within one calendar week, the Personal Development Tutor advises RPSO, copying the Programme Leader, that the student should be withdrawn.

• Week 4: RPSO processes the withdrawal and the student is informed of the decision by email.

Where a student provides new evidence or demonstrates exceptional circumstances at any point before withdrawal is completed, the process may be halted and the absence may be retrospectively authorised. Repeated intermittent unauthorised missed contact may also constitute grounds for withdrawal, even where it does not trigger the weekly escalation sequence. Any absence or non engagement of 60 calendar days or more will result in immediate withdrawal.

A5 Pre Withdrawal Support

Before a withdrawal is processed, the student will be offered a meeting with the Programme Leader and/or the Personal Development Tutor, where appropriate, to discuss their circumstances and the options available to them, which may include an interruption of studies.

A6 Authorised Absence

Absence through illness of fewer than four calendar days does not need to be authorised, but students must inform UKCBC staff. Absence of four calendar days or more requires the written approval of the Programme Leader, normally requested in advance; retrospective requests may be considered up to seven calendar days after the last day of absence.

Authorised absence will normally be approved for periods of up to 14 calendar days; longer periods may be approved in exceptional cases. A request may be refused where the absence would be detrimental to the student's academic progress or where attendance levels are already a concern, in which case an interruption of studies may be recommended instead. Work demands and holidays are not valid grounds for authorised absence. Students remain responsible for catching up on any learning missed during a period of absence.

Grounds on which absence may be authorised include:

• medical appointments

• parental or caring responsibilities

• bereavement or compassionate grounds

• unforeseen emergencies, including IT failure

• interviews or careers appointments

• jury service

• absence related to a disability, where consistent with an agreed support plan

• attendance at approved University events

A7 Student Loans Company Reporting

Where a student in receipt of student finance is recorded as not attending or engaging at a Student Loans Company census point, the student will be withdrawn and the withdrawal reported to the Student Loans Company. Maintenance and fee payments will end and any overpayment may be reclaimed from the student.

A8 Appeals

A student may appeal against withdrawal under this process on the following grounds only: exceptional circumstances which, for good reason, the student was unable to raise before or during the escalation process; or attendance information that was incomplete or inaccurate and could not reasonably have been corrected at an earlier stage. There is no right of appeal where an interruption of studies was requested and granted during the escalation process but rejected by the student. Appeals are considered through the University's complaints procedure.

Source: Plymouth Marjon University, Student Attendance and Engagement Policy, Version 1.2, approved by Senate June 2026 and effective until 31 August 2027.

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. It reflects the UWL Student Attendance and Engagement Monitoring Policy 2026/27, in particular Appendix C (student attendance and engagement procedures for UK subcontracted provision) and Appendix D (UWL Attendance Standards Framework), which take precedence in the event of any inconsistency.

B1 Purpose

The purpose of this process is to support student continuation through supportive early intervention, formal monitoring at defined attendance checkpoints and, where necessary, formal action taken by UKCBC under authority delegated by the University.

B2 Initial Attendance Checks

Within the first two weeks of teaching, UKCBC will identify and report to the University any new or returning student who has not attended, together with their enrolment status and any known engagement or contact information. New students who have not completed enrolment, attended induction or attended any teaching may have their enrolment cancelled by the University under its New Student Non Engagement Process following a final notice.

B3 Supportive Early Intervention

Where a student has no recorded attendance and no or low wider engagement for two consecutive teaching weeks, UKCBC will contact the student to identify barriers, encourage re engagement and signpost support. Where this continues for three consecutive teaching weeks, a further communication will be sent and telephone contact attempted. Where it continues for four or more consecutive teaching weeks, the student will normally be transferred to the Formal Attendance and Engagement Monitoring Process.

B4 Formal Attendance and Engagement Monitoring

Attendance is reviewed at attendance checkpoints notified by the University each year, and UKCBC must provide complete and up to date attendance data by the University's deadlines. At each checkpoint, students are identified who have no recorded attendance, whose recorded attendance falls below the UWL formal intervention point set out in Appendix D of the University's policy, or whose attendance pattern otherwise remains a cause for concern. Following a checkpoint, UKCBC will issue an approved communication explaining the concern, the improvement required and the possible impact on the student's continuation and, where applicable, their Student Loans Company funding.

B5 Formal Attendance Review

Where attendance does not improve sufficiently, the student may be referred for a Formal Attendance Review, managed by UKCBC under delegated authority and chaired by the Head of Registry, with academic and student support input as required. The review considers the student's attendance and engagement record, assessment activity, communications and responses, authorised absences and any known personal or academic circumstances.

Outcomes may include: continued monitoring; for students receiving relevant Student Loans Company funding, a request through the University, aligned with the relevant SLC attendance confirmation date, for the SLC to apply, continue or lift a tactical suspension of maintenance and tuition fee loan payments; a University Initiated Deferral under section 13.11 of the University’s Academic Regulations; or the issue of a five working day withdrawal notice.

B6 Withdrawal

Before any student is withdrawn, UKCBC must issue a withdrawal notice giving the student five working days to respond. A notice may be issued following an attendance checkpoint or a Formal Attendance Review, including where a student has had no recorded attendance and no engagement with the virtual learning environment for at least four consecutive teaching weeks. Periods of authorised absence do not count towards that period.

Any response or evidence of re engagement received within the notice period will be considered before a decision is made. Where no satisfactory response is received, UKCBC may withdraw the student under delegated authority in accordance with sections 13.15 and 13.16 of the University's Academic Regulations, communicate the decision to the student and notify the University so that the student record is updated in SITS and, where applicable, the Student Loans Company is informed.

B7 Records and Oversight

UKCBC will maintain accurate, complete and auditable records of attendance, the contact and support offered, responses received and the reasons for decisions, and will supply this information to the University on request. The University may increase its oversight of individual cases or of the provision where required.

B8 Appeals

A student may appeal to the University Secretary against a withdrawal or a required deferral decision made under this process, in accordance with the University's Appeal Regulations.

Source: UWL Student Attendance and Engagement Monitoring Policy 2026/27, Appendices A, C and D.

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. It reflects the Ravensbourne Attendance and Engagement Regulations 2026/27 (General Academic Regulations, Section 6, Chapter 1), which take precedence in the event of any inconsistency.

C1 Expectations

Students are expected to engage in all timetabled sessions for their course and must attend the teaching group to which they are assigned. During online sessions students are expected to have web cameras on and be actively engaged. Students arriving more than 15 minutes into a session will be marked late; students missing more than 60 minutes of a session, or leaving before the end without the tutor's agreement, will be marked absent, and leaving a session without permission after being marked in may be referred to the Student Disciplinary Procedure.

C2 Reporting Absence

Absences of 7 calendar days or fewer must be reported to the UKCBC Student Support and Experience Team on the first day of absence, via the absence reporting facility on eVision or by email to support@ukcbc.ac.uk. These absences are not authorised but may be taken into account in mitigation. Absences of more than 7 calendar days for reasons beyond the student's control require supporting evidence in line with the Ravensbourne Supporting Evidence Framework, and planned absences should be requested at least 7 calendar days in advance. Requests will not be accepted for holidays, weddings or celebrations, non urgent travel, religious observance or working commitments.

C3 Authorised Absence

Absence may be authorised for up to four weeks in an academic year where it remains 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 Student Support and Experience Manager or their nominee will liaise with the relevant academic team and the Student Support and Experience Team, to authorise up to six weeks.

C4 Monitoring and Thresholds

Attendance is calculated on mandatory teaching sessions and monitored at regular intervals throughout the academic year. Students will be contacted when their attendance falls below 80%. Engagement metrics, including assessment submissions and performance, engagement with online materials and engagement with in class activities, are monitored alongside attendance, but engagement alone will not compensate for or reverse periods of non attendance.

Ongoing poor attendance and engagement may lead to withdrawal: higher education students will be withdrawn where their attendance falls below 40%.

C5 Student Finance

Where a student is at risk of withdrawal due to not meeting attendance and engagement requirements, the University may temporarily suspend the student's access to Student Loans Company maintenance loan funding. Students will receive a warning and an opportunity to improve before a suspension is applied, and the suspension will be lifted where the student re engages and their attendance is above the withdrawal threshold.

C6 Misuse of Attendance Monitoring

Misuse of the attendance monitoring process, including being marked present when absent, swiping another student's card, leaving class early without good reason and permission, or falsifying documents to gain an authorised absence, is a disciplinary offence and will be referred for consideration under the UKCBC Student Disciplinary Procedure.

C7 Work Placements

Where a work placement forms part of the course, attendance is monitored in collaboration with the placement host and credit bearing placement attendance counts towards overall attendance for the academic year. Students must submit a weekly timesheet approved by the placement host; failure to do so may detrimentally affect the attendance record and may result in withdrawal.

C8 Appeals

Students withdrawn for non attendance or non engagement may appeal the decision by following the Ravensbourne appeals process.

Source: Ravensbourne University London Attendance and Engagement Regulations 2026/27, General Academic Regulations Section 6, Chapter 1.

Version History

Version	Date	Author	Summary of changes	Approved by
4.2	September 2026		Role titles updated following organisational restructure, and internal consistency corrections. October 2026 amendments: Student At Risk and Intervention Framework added to linked policies and linked policy titles corrected; student record system, register, first week attendance, Attendance Working Group and student finance reporting arrangements added; references to visa sponsorship and immigration status removed from Sections 10.5 and 10.6.	
4.3	23 October 2026	Head of Registry	Annexes B and C realigned to the UWL Student Attendance and Engagement Monitoring Policy 2026/27 (Appendices A, C and D) and the Ravensbourne University London Attendance and Engagement Regulations 2026/27; authorised absence provisions partner qualified in section 7.3; student finance reporting extended to cover partner operated SLC suspension arrangements; front sheet, footer and cross references updated for approval; approved by Quality of Education Committee on 23 October 2026. Student status terminology aligned with SLCC 6.5: suspension removed as an engagement outcome (sections 9.4 and 10.3). Staff comments of 23 October 2026 addressed (sections 3.1, 4.1, 5.3, 7.3, 7.5, 8.5, 9.1 to 9.4, 10.3 and 10.6), including pregnancy, maternity and parental leave in authorised absence and corrected cross references to SLCC 6.12. Annex subheadings numbered and QAA spelt out, in line with GA 3.1 (26 October 2026). Version History table aligned with the suite (26 October 2026). Absence reporting email changed to support@ukcbc.ac.uk, the primary Student Support and	Quality of Education Committee

Version	Date	Author	Summary of changes	Approved by
			Experience contact (26 October 2026).	