Attendance and Engagement Policy and Procedure

Academic year 2026/27

Document owner	Director of Teaching and Learning
Approval authority	UHE(UK) Academic Board
Review date	September 2027 or earlier following regulatory change
Applies to	Students on taught provision validated by the University of Roehampton or University of Bradford
Operational lead	Director of Teaching and Learning, supported by Student Services and Quality Office
Precedence	The applicable validating university regulation, agreement, operations manual, programme specification or approved variation prevails

How to use this policy

Important for every student
Attendance and engagement monitoring is designed to identify concerns and offer support. A percentage or missed session does not automatically cause suspension, withdrawal or termination, however there is a proven relationship between attendance and success on your course, and we recommend that your goal is to attend 100% of your taught sessions. Where you experience barriers to this, the monitoring will detect this issue and offer you support to return to attending and catch up on missed work, before it impacts upon your ability to pass the course.

This policy explains what UHE(UK) expects from you, how attendance and engagement concerns are handled, what support is available, and who may make any formal decision.

Attendance and Engagement Policy and Procedure

1. Purpose and principles

1.1 This policy explains how UHE(UK) monitors attendance and academic engagement, identifies barriers to study, offers support and, where concerns continue will take steps to sanction poor attendance.

1.2 Attending and engaging regularly gives you the best opportunity to succeed and helps UHE(UK) identify when support may be needed. Attendance and engagement information may also be relevant to continuation, funding, safeguarding, professional requirements and Student Route sponsorship. It is considered in context and is not automatic proof of academic failure or misconduct.

1.3 You will be treated fairly and consistently. Decisions will use accurate evidence, take account of your circumstances and reasonable adjustments, give you an opportunity to respond, and explain the reasons and next steps in writing.

1.4 UHE(UK) separates monitoring and support from formal academic status decisions. No attendance percentage or single indicator can by itself authorise interruption or suspension, withdrawal, termination, loss of credit or an award decision.

2. Scope, precedence and regulatory identity

2.1 This policy applies to students enrolled on taught UHE(UK) programmes leading to awards validated by the University of Roehampton or the University of Bradford, including campus based, blended and distance learning delivery.

2.2 Immigration, funding or sponsor compliance action must be distinguished from an academic decision. Where the same facts engage more than one route, Academic Services, Quality Office and Compliance will coordinate sequencing and communications.

3. Definitions

Term	Meaning
Attendance	Presence at a scheduled compulsory or expected learning, assessment, placement, tutorial or support activity, recorded through an approved method.

Term	Meaning
Academic engagement	Meaningful participation in learning, teaching, assessment and required academic contact. Evidence may include attendance, VLE activity, assessment activity, tutorial participation and response to academic communications.
Engagement concern	A pattern or event indicating possible disengagement, risk to continuation, welfare concern, sponsorship/funding risk or inability to meet programme requirements.
Authorised absence	Absence approved or recorded under the applicable UHE(UK), validator, circumstances, disability, placement or statutory process.
Attendance Improvement Plan (AIP)	A time limited written support plan specifying concerns, actions, support, adjustments, evidence, responsibilities, review date and possible next steps.
Case Review Panel	A local evidence and recommendation panel operating only within approved delegated authority. It is not an assessment, progression, continuation or award board.
Working day	A day on which UHE(UK) is open for normal business, excluding weekends, public holidays and published closure days, unless the applicable validator defines it differently.

4. Student expectations and institutional responsibilities

4.1 You are expected to attend and engage with compulsory activities, submit assessments or use the correct personal/mitigating circumstances process, keep your contact details up to date, respond to formal communications and seek help promptly when something is affecting your studies.

4.2 UHE(UK) must publish programme specific attendance and engagement expectations, explain how data is collected and used, identify compulsory activities and provide accessible routes for reporting absence or requesting support.

4.3 Teaching staff must record attendance promptly and accurately. You may ask Academic Services to check or correct a record and should provide any supporting information as soon as possible.

4.4 Programme Leads must ensure expectations are academically justified and applied consistently. Academic Services maintains the authoritative record.

4.5 Student Services coordinates support, reasonable adjustment liaison, welfare and safeguarding action. Compliance manages Student Route sponsorship duties. The Quality Office checks due process.

5. Evidence and monitoring

5.1 Monitoring may use approved registers, online session records, VLE activity, assessment submission/participation, tutorials, placements and required academic contacts. Library or digital resource usage may support contextual review but must not be treated as decisive evidence by itself.

5.2 Data will normally be reviewed weekly during teaching periods. Programme level trends may be reported monthly and through annual quality monitoring.

5.3 Before formal escalation, Academic Services must check data completeness, known timetable or system errors, authorised absence, reasonable adjustments, approved circumstances, placement patterns and conflicting indicators.

5.4 UHE(UK) may use attendance percentages or other thresholds to identify students who may need contact or support. A threshold is a warning sign only. It cannot operate as an automatic penalty or final decision about your status.

5.5 Personal data will be collected and shared only for identified educational, support, regulatory, safeguarding, funding or sponsorship purposes, with role based access, an appropriate retention schedule and a route for correction.

6. What happens if UHE(UK) is concerned about your attendance or engagement

Stage 0 — Routine monitoring: no formal warning

Trigger: Normal attendance and engagement monitoring or a single low-level concern.

Required action: Correct records where needed; provide routine reminders and accessible support information. No formal warning.

Stage 1 — Early contact and support

Trigger: A meaningful pattern of missed compulsory activity, non-response, non-submission or other contextual indicators.

Required action: Contact the student in writing and, where appropriate, by another agreed channel. Explain the concern and evidence, invite a response, check welfare/adjustments/circumstances, offer support and set a review date. Record the contact.

Stage 2 — Formal meeting and Attendance Improvement Plan

Trigger: The concern persists, is serious, or creates funding, sponsorship, placement, professional or continuation risk.

Required action: Give reasonable written notice of a meeting, normally at least five working days. Share the evidence and possible next steps. Permit the student to submit evidence and be accompanied by a supporter where the applicable rules allow. Agree or issue an AIP, normally for two to four teaching weeks, with clear actions and review criteria.

Stage 3 — Final UHE(UK) engagement review

Trigger: Material failure to engage with the AIP, prolonged unexplained absence, inability to establish contact, or an urgent regulatory risk.

Required action: Issue a final written notice and hold a review. Consider all evidence, reasonable adjustments, circumstances, welfare/safeguarding factors and whether another procedure is more appropriate. The outcome may be closure, continuation of support, a revised AIP, referral to another procedure, or preparation of a recommendation to the competent authority.

Stage 4 — outcome decision making stage

Trigger: The evidence may justify interruption/suspension, withdrawal/termination, a continuation decision, reassessment/restudy status or another academic status consequence.

Required action: Academic Services and the Quality Office prepare a balanced case summary and route it to the local Case Review Panel to determine a reserved academic or registration outcome.

Stage 5 — Formal outcome and follow-up

Trigger: A duly authorised decision has been received.

Required action: Academic Services issues or coordinates the formal outcome, updates the student record, explains the effective date and consequences, identifies the correct appeal/review route, and coordinates any required funding, sponsor or validator notification.

7. Your Attendance Improvement Plan (AIP)

7.1 Your AIP will explain the concern and evidence, the actions you are expected to take, the support and reasonable adjustments available, who is responsible for each action, how contact will take place, the review date and the possible next steps.

7.2 An AIP must be realistic, measurable and tailored to the student's programme and circumstances. It must not require disclosure of unnecessary medical or personal information.

7.3 Missing one part of an AIP does not automatically decide your case. The review will consider your overall progress, your explanation and evidence, whether support was accessible and whether the plan remained reasonable.

7.4 Where the student does not participate, UHE(UK) may proceed on available evidence after documenting reasonable contact attempts and checking for known vulnerability, disability, safeguarding or communication barriers.

8. Reporting absence, personal circumstances and reasonable adjustments

8.1 Report an absence through the published route as soon as you reasonably can. Evidence requests will be proportionate and will follow the relevant personal/mitigating circumstances, disability, placement or statutory procedure.

8.2 Authorised absence records the reason for non-attendance but does not automatically determine assessment attempt status, extensions, deferral, progression or sponsorship consequences. Those matters must follow the applicable procedure.

8.3 Before formal escalation, staff must consider whether the matter should be referred to personal/mitigating circumstances, disability and reasonable adjustments, Fitness to Study, safeguarding, conduct, complaints or suspension/interruption procedures.

8.4 No student will be disadvantaged for disability related absence where reasonable adjustments or an alternative engagement method should have been provided.

9. Student Route, funding and external reporting

9.1 Compliance will maintain separate sponsor monitoring controls consistent with current UKVI requirements and the sponsor licence. These controls may use contact points and attendance indicators but must not be presented as replacing academic regulations.

9.2 Students at sponsorship risk must receive clear written information about the concern, evidence requested, support, possible sponsorship consequences and the distinction between sponsor action and academic registration status.

9.3 Any notification to UKVI, the Student Loans Company, a validating university or another body must be accurate, authorised, documented and made within the applicable timescale.

9.4 Where urgent sponsor action is legally required, UHE(UK) may act within that duty while separately routing any academic status question to the competent validator authority.

10. Who can make each decision

Matter	UHE(UK) role	Who makes or confirms the decision
Correct attendance record; routine contact; support referral; AIP	Programme Team / Academic Services / Student Services within assigned roles	Operational UHE(UK) action
Local recommendation following persistent non-engagement	Case Review Panel or authorised officers	Decision making body UHE(UK)
Voluntary interruption/suspension request	UHE(UK) administers and decides	Decision making body UHE(UK)
Required suspension/interruption, termination or withdrawal of registration	UHE(UK) administers and decides	Decision making body UHE(UK)
Progression, continuation, reassessment/restudy, credit, exit award or award	Academic Services prepares board papers	ROEHAMPTON ROUTE: Roehampton Module Assessment Board and/or Awards and Progression Board, according to the decision. BRADFORD ROUTE: Bradford Continuation and Award Board process.
Student Route sponsorship action	Compliance within sponsor licence and delegated authority	UHE(UK) sponsor decision; does not itself replace validator academic authority
Appeal against academic status decision	Quality Office identifies route and supplies records	Student completes requires forms.

11. What your formal letters and records must contain

11.1 Formal notices must be sent to the student's registered contact address and any approved accessible format. Significant communications and contact attempts must be recorded.

11.2 A Stage 3 or Stage 4 communication must identify the validator route, concern, evidence, procedure stage, meeting/reply deadline, support and representation arrangements, possible outcomes and contact for questions.

11.3 A final outcome must state the decision maker, authority, reasons, evidence considered, effective date, academic and practical consequences, conditions, record changes and the review/appeal route and deadline.

11.4 Records must distinguish allegations, provisional recommendations and final authorised decisions. Staff must not communicate a reserved outcome as final before ratification or approval.

12. Asking for a correction, review or appeal

12.1 A student may ask for correction of factual attendance data or review of an operational AIP decision through the route stated in the relevant letter. The reviewer must not have been the original decision maker.

12.2 The original authorised decision normally remains in effect while an appeal is considered. Temporary continuation or another interim arrangement is available only if approved.

12.3 ROEHAMPTON ROUTE: a formal academic appeal is normally due within 10 working days of formal notice of the decision. Use the Roehampton form and submission route stated in your outcome letter.

12.4 BRADFORD ROUTE: a formal academic appeal is normally due within three weeks of receiving the ratified decision. A request for review of the formal stage outcome is normally due within two weeks. Use the Bradford form and route stated in your outcome letter.

12.5 Complaints about service, delay, communication, discrimination or administration follow the Student Complaints Procedure. A complaint cannot overturn academic judgement or a decision.

13. Roles and responsibilities

Role	Core responsibility
Students	Meet published expectations; report absence; maintain contact; respond to communications; participate in support and use the correct circumstances/appeal route.
Teaching staff	Record attendance accurately; identify concerns; make early contact where appropriate; refer support or safeguarding issues.
Programme Leads	Set justified programme expectations; assure data quality; provide academic context; support AIPs and case summaries.
Academic Services	Maintain the authoritative record; confirm validator/cohort route; issue formal communications; prepare case papers; implement only authorised status decisions.
Student Services	Coordinate support, welfare, accessibility, reasonable adjustment and safeguarding responses; contribute to AIPs.
Compliance	Apply sponsor monitoring and reporting requirements; distinguish sponsorship action from academic authority.
Quality Office	Check procedure, delegation and regulatory routing; coordinate appeals guidance; audit case quality and policy compliance.
Case Review Panel	Review evidence and make proportionate operational decisions or recommendations within approved terms of reference.

Role	Core responsibility
Director of Academic Services	Accountable for regulatory advice, student record integrity, formal status notices and validator liaison.
Academic Board / QSC	Approve and oversee policy, receive assurance and trend reports, and monitor compliance; they do not replace validator boards for reserved individual decisions.

14. Quality assurance and review

14.1 Academic Services and the Quality Office will sample case files each term for data accuracy, timeliness, equality, reasonable adjustment practice, regulatory routing, decision authority and communication quality.

14.2 Academic Board will receive an annual anonymised report on attendance and engagement trends, interventions, outcomes, appeals, equality impacts, sponsor compliance, data quality and improvement actions.

14.3 The policy will be reviewed annually and sooner where validator regulations, sponsorship duties, programme requirements, systems or organisational delegations change.

14.4 No material amendment will be implemented until its regulatory, equality, data protection, operational, student information and system impacts have been assessed and approved.

15. Related documents

- UHE(UK) Academic Regulations 2026/27
- Applicable University of Roehampton and University of Bradford regulations, validation agreements and operations manuals
- Suspension of Studies Policy and Procedure
- Academic Appeals Procedure
- Personal/Mitigating Circumstances procedures
- Health, Wellbeing and Fitness to Study Policy
- Student Conduct and Disciplinary Policy
- Student Complaints Procedure
- Student Disability and Reasonable Adjustments procedures
- Data Protection Policy and retention schedule
- Programme specifications, module descriptors and approved variance registers

Schedule 1 — Student checklist if UHE(UK) contacts you

Step	What you should do
1. Check your route	Confirm that the letter says ROEHAMPTON ROUTE or BRADFORD ROUTE and that your programme and cohort details are correct.
2. Check the evidence	Review the attendance or engagement records. Tell Academic Services promptly about errors, authorised absence or missing context.

Step	What you should do
3. Respond by the deadline	Explain what happened and provide relevant evidence. Ask for an accessible format or reasonable adjustment where needed.
4. Use the support offered	Attend the meeting where possible, discuss barriers openly and use Student Services, academic support or other specialist help.
5. Follow your AIP	Keep a copy, understand each action and review date, and contact UHE(UK) early if the plan is not workable.
6. Read the outcome carefully	Check who made the decision, its effective date, practical consequences and the correct validator specific review or appeal deadline.

Publication note: this policy must be read with the UHE(UK) Academic Regulations 2026/27, your programme specification and the regulations applicable to your validating university and cohort. Your formal letter will identify the rule, decision maker and appeal route that apply to you.