



## Learner Engagement and Attendance Monitoring Policy

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## 1. Purpose

- 1.1. This policy sets out how The School of Professional Studies (SPS) monitors and records Learners' engagement with their programmes of study, including their physical attendance in class. It also explains how SPS will respond if Learners do not actively participate, and the procedures to be followed if Learners are unable to attend their classes.

## 2. Scope

- 2.1. The policy outlines the expectations, processes, and responsibilities related to attendance, participation, and ongoing engagement throughout the duration of the programme.
- 2.2. This policy applies to:
- All Learners from the point of enrolment until completion, withdrawal, or transfer
  - All Staff involved in programme delivery and Learner support, including Tutors, Facilitators, Assessors, support Staff, programme Managers, and Administrative personnel
  - All delivery locations and platforms, including physical training spaces, online learning environments, virtual classrooms, and any third-party venues used by SPS

## 3. Principles

- 3.1. The School of Professional Studies (SPS) recognises that consistent attendance and active engagement are fundamentally linked to a Learners capacity to achieve their potential and successfully complete their course. As a responsible training provider, SPS has a duty to proactively monitor Learner engagement to identify and mitigate risks of underachievement. Interventions will be supportive, seeking to understand underlying reasons and exploring all viable options to help Learners re-engage fully with their course.
- 3.2. This Engagement and Attendance Monitoring Policy is implemented as part of a broader strategy designed to support Learners in overcoming barriers to study and attain the best possible outcome from their studies.
- 3.3. Within this policy we refer to:
- *'Attendance'* meaning Learners 'physical presence at timetabled classes connected to the course;
  - *'Engagement'* which is the level of involvement and commitment a Learner has towards their learning and covers a broader range of interactions with the

course; indicators of 'meaningful engagement' would include assignment submissions, engagement with tutors and recorded interactions.

- 3.4. SPS records information about Learners' attendance in class and their overall engagement with their course. With this information, SPS identifies any Learners who may be at academic risk; '*academic risk*' refers to the risk of a Learner not successfully completing their course.
- 3.5. It is SPS policy to:
- clearly communicate expectations around attendance and assignment submissions to learners and the consequences of not meeting these,
  - proactively identify and support Learners who are at academic risk and support them to engage with their course fully,
  - give Learners the opportunity to excuse themselves from lessons if they genuinely cannot attend and provide a reasonable opportunity for them to catch up with the course content,
  - ensure there is clear guidance in place for Learners to notify the School of any mitigating circumstances that have affected their ability to participate in assessments
  - direct 'at risk' Learners to internal and external support services that can help them overcome any impediment to study or assessment that they may be facing,
  - ensure Learners have an opportunity to interrupt or defer their studies in the event of compelling personal circumstances that make continued study unfeasible,
  - withdraw Learners if their non-engagement raises serious concerns about their ability to continue on the course, and ensure that changes of circumstances are promptly reported to external awarding and funding bodies,
- 3.6. Information about Learners' attendance and engagement is shared with the regulatory authority for quality assurance and monitoring purposes.
- 3.7. Any decisions that may affect a Learners enrolment status will be considered on a case-by-case basis by the SPS management, which consult all relevant stakeholders to ensure that decisions made are in the Learners' best interests and adhere to regulatory requirements.
- 3.8. SPS understands the impact that an undisclosed disability, learning need or mental health concern can have on a Learners performance and wellbeing. Learners will be encouraged to let us know if they have any specific learning, support or accessibility needs so that we can accommodate these in accordance with our Reasonable Adjustments policy.

#### 4. Expectations around Attendance and Engagement

- 4.1. Learners are expected to attend all of their scheduled activities in accordance with their timetable, and must submit their work on time.
- 4.2. All programmes taught at SPS are delivered in-person and require Learners to be physically present in class for their attendance to be counted. In exceptional circumstances, SPS may deliver classes online using remote applications. Separate regulations and guidance on the management of online attendance will be published if this is required.
- 4.3. Learners are required to arrive for their classes on time and remain for the duration of the teaching session.
- 4.4. Where a Learner cannot attend a lesson or other scheduled activity, they should contact their course tutor with evidence to excuse themselves before the class is scheduled to take place. They should also make suitable arrangements to catch up on any lesson content missed.
- 4.5. Where a Learner is unable to submit an assignment on time or attend a summative assessment exercise, they should use the appropriate policy for considering mitigating circumstances.
- 4.6. Where a Learner cannot attend a lesson or other scheduled activity due to unforeseen circumstances, they should use the correct procedures for authorising periods of absence (see Appendix 1).

#### 5. How Attendance is Recorded

- 5.1. Attendance is calculated as an accumulative percentage from the beginning of the course.
- 5.2. Attendance is taken and recorded at every scheduled guided learning session using approved registers. Records clearly identify the Learner, date, session, delivery method, duration and attendance status. Attendance data is reviewed regularly by delivery and quality staff to monitor engagement and identify Learners at risk of falling below the required participation threshold.
- 5.3. *For Skills Bootcamp courses, Learners are expected to attend **a minimum of 80% of the guided learning hours** for the programme in order to be counted as having completed, unless an exceptional circumstance applies and is appropriately evidenced.*
- 5.4. *Attendance data is retained as part of SPS's audit trail and is used to support **completion and outcomes**. Attendance information is **submitted to the Greater London Authority (GLA) through the agreed reporting and claims processes**, in line with published guidance and funding schedules.*
- 5.5. *Attendance data is **submitted to the GLA on a monthly basis**.*

## **6. Late Arrival/ Early Departure**

- 6.1. Learners arriving late (between 15 to 45 mins after the start of the class) will be noted and may be challenged by the class lecturer.
- 6.2. Persistent lateness and/or early departure will be reported by the class Lecturer to the Programme Manager. This will be taken into account at the next attendance and engagement monitoring point and may contribute to a decision to withdraw a learner.

## **7. Withdrawal**

- 7.1. Learners enrolled on our programmes are expected to maintain regular attendance, active engagement, and consistent progress. Where a Learner is unable or unwilling to meet these expectations, withdrawal from the programme may be necessary. Our withdrawal process ensures fairness, clarity, and the opportunity for Learners to re-engage where appropriate.

### **Voluntary Withdrawal**

- 7.2. Learners may choose to withdraw from the programme at any time. To do so, they must:
  - Notify the Course Tutor and Programme Manager in writing
  - Participate in a brief exit conversation to confirm their decision, discuss next steps, and explore alternative support where needed
  - Withdrawal will be confirmed in writing, and Learners will receive information regarding certification (if applicable), re-enrolment options, and external advice or support

### **Withdrawal due to Non-Engagement**

- 7.3. SPS may initiate withdrawal where a Learner demonstrates sustained non-attendance or insufficient engagement, including:
  - Repeated absences without notice
  - Failure to respond to contact attempts
  - Lack of participation in mandatory learning activities, assessments, or reviews
- 7.4. Before withdrawal is actioned, Learners will be contacted and given the opportunity to re-engage. This typically includes:
  - An initial warning
  - A support conversation to identify barriers

- A final written notice outlining required actions and a re-engagement deadline

If no meaningful engagement is shown, the Learner will be formally withdrawn.

### **Withdrawal for Misconduct or Policy Breach**

- 7.5. Learners may also be withdrawn if they breach behavioural, safeguarding, or academic integrity policies. In such cases, an investigation will be carried out and the Learner will be informed of the outcome in writing.

### **Impact of Withdrawal**

- 7.6. Upon withdrawal:
- Access to learning platforms, resources, and support services will end
  - Learners may request a record of participation or partial completion where available

### **Re-Enrolment**

- 7.7. Learners who have withdrawn or been withdrawn may be eligible to re-enrol at a later date, subject to programme capacity, readiness to study, and any relevant funding regulations. Re-enrolment decisions are made on a case-by-case basis.

## **8. Appealing a Withdrawal**

- 8.1. Learners have a right of appeal in the event they are withdrawn from their course for low attendance and/or poor engagement. The following outlines the circumstances under which an appeal may be submitted and the procedures for submitting and considering appeals in these instances.
- 8.2. Further to 8.1; Learners may only appeal once. This means that Learners who have used their right of appeal to challenge a withdrawal will not be able to appeal again, if the withdrawal is upheld.

### **When to submit an appeal:**

- 8.3. An appeal under this policy may be submitted if:
- there is good evidence that attendance or engagement has not been properly recorded by SPS
  - there is good evidence that the procedures in this policy have not been followed
  - The Learner can produce new evidence excusing their poor attendance or engagement with a valid reason why this evidence could not have been produced at a prior stage

*NB: SPS shall send warning notifications using the latest contact details provided by Learners and shall make reasonable efforts to ensure these communications are received and understood. No appeal will be considered on the basis that the Learner was unaware of these notifications or the risk of withdrawal, unless it can be shown that invalid contact details were mistakenly used by SPS.*

- 8.4. The appeal may only be submitted after a Learner has received the official notification of withdrawal from their programme of study for reasons of non-attendance and poor engagement.
- 8.5. Upon receiving the notification, Learners have 10 working days to submit an appeal. The appeal will be reviewed by the course team and the Learner notified of the outcome within 2 working days. Appeals submitted after this deadline will be deemed 'out of time' and rejected unless a Learner can demonstrate why they were unable to appeal within the 10 working day window provided.

**How to submit an appeal:**

- 8.6. To lodge an appeal, Learners must request the SPS Non-Academic Appeal Form from the course team at their campus and complete all sections of the form accurately and in full.
- 8.7. Learners should additionally provide **supporting evidence** to substantiate their appeal; this evidence must be relevant to the circumstances and might include (for example):
  - Medical certificates,
  - Official letters or appointments,
  - A death certificate
- 8.8. Appeals submitted without supporting evidence will be considered incomplete and may not be accepted.
- 8.9. Once the form is completed and evidence attached, the appeal must be submitted to the Programme Manager and/or Campus Dean; this must be done by the Learner and not on their behalf.

**How appeals are considered:**

- 8.10. Upon receiving an appeal the Programme Manager and/or Campus Dean will meet to consider whether the substance of the appeal merits a change to the original decision to withdraw the Learner from their course.
- 8.11. Based on the information provided, the team will decide to either:
  - Uphold the appeal (reversing the original decision), or

- Not uphold the appeal (confirming the original decision).

8.12. Learners will receive a formal communication of the outcome within 2 days.

8.13. Where an appeal is upheld, the Learner will be reinstated on the course and SPS may specify time-based conditions of attendance and/or engagement that must be met for the Learner to continue. Any such special conditions will be monitored by Academic Tutors and the Programme Manager and/or Campus Dean. If these conditions are not met within the determined timeframe then the withdrawal will be reinstated.

## **9. Responsibilities**

### **Learner Responsibilities**

- Attend all scheduled sessions, workshops, and assessments on time
- Actively participate in learning activities, discussions, and independent study
- Communicate promptly if they are unable to attend or engage, following the agreed absence reporting process
- Provide evidence to support any circumstances affecting attendance or engagement
- Adhere to the behaviour, conduct, and academic integrity standards of the programme

### **Tutor Responsibilities**

- Accurately recording attendance for every session
- Monitoring Learner engagement and raising concerns early
- Providing high-quality teaching, clear instructions, and accessible learning materials
- Offering support, guidance, and reasonable adjustments where appropriate
- Contacting Learners who show signs of disengagement and documenting outreach attempts

### **Programme Management Responsibilities**

- Overseeing the consistent application of the Attendance and Engagement Policy across programmes
- Reviewing cases of ongoing non-engagement and authorising withdrawal decisions
- Monitoring programme-level attendance and engagement trends
- Supporting tutors and support staff in managing Learner needs and concerns

### **Organisational Responsibilities**

- Providing a safe, inclusive, and accessible learning environment
- Ensuring Learners have access to appropriate resources, platforms, and support systems
- Communicating the attendance and engagement expectations clearly at induction
- Maintaining secure and confidential records in line with data protection requirements

### **10. Retention of Attendance Records**

- 10.1. The hard copy of paper registers will be kept securely within the registry until the end of programme.
- 10.2. Updated attendance records will be provided to regulatory authorities upon request (e.g. Ofsted, Greater London Authority).
- 10.3. Detailed daily records of Learner's attendance and comments will remain electronically on the system for the duration of the programme. After completion of the course, detailed records will be archived and only the overall percentage of attendance will be immediately accessible on the system.

### **11. Review of this Policy**

- 11.1. This policy will be reviewed annually or as required by changes in external regulations. Changes to it will be ratified by the Board of Governors.

## **Appendix 1: Procedures for Authorising Periods of Absence**

### **1. Requesting a Notification of Absence form**

- 1.1. A notification of Absence form covers both medical and non-medical circumstances. A learner wishing to request an absence will need to complete a form and submit/email it to the Course tutor. The form should clearly explain why the absence is required, the length of the absence and any associated evidence to support the learner's form.
- 1.2. Learners must complete and submit the notification of absence form at least 7 calendar days in advance of the requested absence date.
- 1.3. Requests for one or more authorised leaves of absence may not exceed a total of two sessions.
- 1.4. If a leave of absence exceeds two sessions, the request will be escalated to the Programme Manager/ Campus Dean for review and final determination.
- 1.5. In cases where multiple leave requests cumulatively exceed the two-session limit, the matter will also be referred to the Campus Dean for a final decision.
- 1.6. No leave of Absence will be authorised during any induction period.
- 1.7. No leave of Absence will be authorised during the first 2 sessions of any term at any level of study.
- 1.8. Suitable medical documentary evidence includes:
  - A medical certificate,
  - A medical report,
  - A note from a hospital,
  - A formal notification of a hospital or clinic appointment
- 1.9. In case of illness, the note from the GP or a Hospital should also state the period during which the learner will not be able to attend classes.
- 1.10. Other acceptable documentary evidence for excusing absence includes:
  - A court letter,
  - A police crime report,

- A death certificate or order of service (absence due to a funeral),
  - A death certificate in case of bereavement (only grandparents, parents, siblings, offspring or long-term partners will be included as a close member of family and not aunts, uncles, cousins, nephews, nieces or friends),
- 1.11. Statements from family, friends or a landlord will not be accepted as the sole supporting evidence.
- 1.12. All evidence must be in English or accompanied by an English translation from an accredited translator. The school cannot seek evidence on a learner's behalf from a third party.
- 1.13. Where the absence falls at a time of assessment (assignment submissions, presentation deadlines or examinations) and the learner wishes to request mitigating circumstances, the 'Mitigating Circumstances Request Form' should be used.
- 1.14. Learners will be expected to liaise with their Academic Tutor to make arrangements to catch up with any work missed during their absence.
- 1.15. In certain cases, where this is considered to be in the best interests of the learner (e.g. long-term illness preventing the student from attending the classes), the school reserves the right to withdraw the learner from the course or transfer them to a different mode of study until their circumstances allow them to return to studies.

## Version History

Version	Changes	Date	Approved by:
0.1	Draft	-	-
1.0	First Approved Version	July 2025	Governing Body