

Student Attendance and Engagement Policy

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Owner: Register, Mr Stephen Plant

Oversight committee: Academic Board

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Regularity alignment with Office for Student (OfS) conditions

The Student Attendance and Engagement Policy forms an integral part of London Academy for Applied Technology (LAAT)'s academic governance and student support framework and supports the maintenance of educational quality, student progression, and regulatory compliance.

The policy aligns with OfS Conditions B1 (Academic Experience), B2 (Resources, Support and Student Engagement), and B3 (Student Outcomes) by promoting consistent monitoring of attendance, active student participation, and timely academic and pastoral intervention to support continuation, completion, and progression.

It further aligns with Condition C1 (Consumer Protection) by ensuring that expectations relating to attendance and engagement, associated support mechanisms, and potential consequences are clearly communicated to students in an accessible and transparent manner. In addition, the policy supports Conditions E2 and E3 (Management, Governance, and Accountability) by establishing clear institutional responsibilities, reporting arrangements, and oversight mechanisms for monitoring engagement data and managing student risk. Through these arrangements, the policy contributes to the effective delivery of learning opportunities, protects students' academic interests, and ensures that attendance and engagement are systematically managed in line with regulatory expectations and sector standards.

This policy is informed by relevant sector reference points, including the UK Quality Code for Higher Education and the OIA Good Practice Framework, and is implemented through LAAT's academic governance and quality assurance arrangements to ensure consistency, fairness, and effective oversight.

Terms of Reference

1. Purpose

The purpose of this policy is to set out London Academy for Applied Technology's (LAAT) approach to the systematic monitoring of student attendance and engagement to promote academic success, student wellbeing, retention, and progression.

Effective attendance and engagement monitoring enables LAAT to:

- Identify early indicators of academic risk or disengagement
- Provide timely, proportionate, and supportive interventions
- Ensure that students are able to meet programme learning outcomes

- Meet regulatory, validating partner, and statutory obligations

This policy reflects sector best practice and supports LAAT's commitment to providing a high-quality, student-centred educational experience.

2. Scope

2.1 Applicability

This policy applies to all students enrolled on higher education programmes delivered by London Academy for Applied Technology (LAAT) under franchised or validated arrangements. It covers all modes of study, including full-time, part-time, blended, and approved online delivery. The policy applies to all scheduled teaching, learning, assessment-related, and defined engagement activities that form part of a student's programme of study and is applicable across all LAAT teaching locations, learning environments, and approved digital platforms.

2.2 Exclusions and Precedence

This policy does not replace or override the academic regulations, attendance requirements, or student engagement expectations of LAAT's validating partner. Where any inconsistency arises between this policy and validating partner regulations, the partner's requirements will take precedence, and this policy will be interpreted and applied in alignment with those regulations.

3. Definitions

Attendance: A student's recorded presence at scheduled teaching, learning, and assessment-related activities, whether delivered face-to-face or online, as required by the programme and module specifications.

Engagement: A broader measure of a student's active participation in their learning. This may include, but is not limited to, attendance at teaching sessions, submission of assessments, participation in tutorials or group activities, engagement with academic feedback, use of the virtual learning environment (VLE), and appropriate academic communication with staff.

Early Alert: An internal monitoring and review process triggered when a student's attendance or engagement falls below defined institutional thresholds, prompting timely review, student contact, and the consideration of appropriate academic or pastoral support interventions.

Authorised Absence: An absence that has been approved by LAAT following notification by the student and the submission of acceptable mitigating circumstances, in accordance with institutional procedures.

Unauthorised Absence: An absence from scheduled learning activities that has not been approved by LAAT, where no prior notification has been provided or where the explanation given is not accepted.

Reasonable Adjustments: Appropriate and proportionate modifications or support arrangements made to ensure that students with protected characteristics are not placed at a substantial disadvantage, in accordance with the Equality Act 2010 and LAAT's equality, diversity, and inclusion commitments.

4. Principles

London Academy for Applied Technology (LAAT) applies the following principles in the monitoring of student attendance and engagement. These principles underpin all related processes, decisions, and interventions under this policy.

4.1 Fairness and Consistency: Attendance and engagement monitoring processes are applied consistently across programmes, cohorts, and modes of delivery. Decisions are made using clear criteria to ensure equitable treatment of all students and to avoid arbitrary or inconsistent practice.

4.2 Supportive and Preventative Approach: Attendance and engagement data is used primarily as a supportive and preventative tool to identify early signs of disengagement. The focus of intervention is on timely communication, understanding individual circumstances, and providing appropriate academic or pastoral support, rather than on punitive or disciplinary measures.

4.3 Proportionality: Actions and interventions taken in response to non-attendance or disengagement are proportionate to the nature, frequency, and impact of the concern. LAAT ensures that responses are measured, evidence-based, and appropriate to the individual circumstances of each case.

4.4 Inclusivity and Accessibility: LAAT recognises that students may face legitimate barriers to attendance and engagement, including disability, health conditions, caring responsibilities, or other personal circumstances. The institution is committed to inclusive practice and to the provision of reasonable adjustments and tailored support to enable equitable access to learning.

4.5 Transparency and Accountability: Attendance expectations, monitoring processes, potential outcomes, and escalation routes are clearly communicated to students and staff. Decisions taken under this policy are appropriately recorded, justified, and subject to review in line with institutional governance and quality assurance arrangements.

5. Governance, Committees and Terms of Reference

5.1 Governance and Oversight

Strategic oversight of student attendance and engagement is provided by the Board of Governors, which holds ultimate responsibility for institutional governance, regulatory compliance, and risk management. The Board ensures that LAAT's arrangements for monitoring attendance and engagement support student success, continuation, and progression.

Responsibility for academic assurance and day-to-day operational oversight of this policy is delegated to the Academic Board. The Academic Board provides assurance that attendance monitoring arrangements are:

- Aligned with regulatory expectations and validating partner requirements
- Consistently implemented across programmes and delivery modes
- Informed by appropriate data, evidence, and analysis
- Integrated with wider academic quality and student support processes

5.2 Oversight Committee Responsibilities

In relation to this policy, the Academic Board will:

- Approve this policy and consider any proposed amendments as part of periodic review
- Receive and consider reports on attendance and engagement trends, risks, and patterns of concern

- Monitor the effectiveness of attendance-related interventions and student support measures
- Seek assurance that actions taken under this policy are fair, proportionate, and appropriately documented
- Recommend enhancements to policy, procedures, or resources to strengthen student engagement and outcomes

6. Policy Statement

6.1 Attendance Expectations

Students are expected to attend and actively engage with all scheduled and required learning activities as specified in programme and module documentation. Regular attendance and engagement are essential to academic progress, achievement of learning outcomes, and successful completion of the programme of study.

6.2 Monitoring and Recording

LAAT will monitor and record student attendance and engagement using approved institutional systems and processes. Monitoring may include, but is not limited to:

- Attendance at scheduled teaching and learning sessions
- Participation in required online and blended learning activities
- Submission of assessments and engagement with academic feedback

Attendance and engagement data will be recorded accurately and reviewed regularly to identify patterns of disengagement.

6.3 Early Identification and Support

Where a student's attendance or engagement falls below expected levels, LAAT will initiate an early identification and support process. This will normally include:

- Generation of an early alert
- Timely contact with the student to discuss concerns
- Consideration of the reasons for non-attendance or disengagement
- Signposting or provision of appropriate academic, pastoral, or wellbeing support

The aim of early intervention is to support students to re-engage with their studies and to address barriers to participation at the earliest opportunity.

6.4 Escalation and Outcomes

Where attendance or engagement concerns persist despite appropriate support and intervention, the matter may be escalated for further review in line with LAAT procedures. Potential outcomes may include referral to related institutional processes, such as deferral, study break, or withdrawal, in accordance with the relevant policies.

Attendance and engagement monitoring under this policy is intended to support student success and continuation and does not constitute a disciplinary process.

7. Standard Operating Procedure (SOP)

Detailed operational procedures for implementing this policy are set out in **Appendix A**. The Standard Operating Procedure (SOP) provides clear guidance to staff on how attendance and engagement monitoring is carried out in practice and ensures consistency, transparency, and accountability in implementation.

The SOP sets out, as appropriate:

- Responsibilities for recording attendance and engagement
- Thresholds used to identify non-attendance or disengagement
- Communication processes and expected timelines
- Escalation routes and decision-making responsibilities
- Record-keeping and data management requirements

The SOP should be read alongside this policy and is subject to periodic review to reflect operational or regulatory changes.

8. Regulatory, Partner and Legal Alignment

This policy is aligned with the following regulatory, partner, and legal requirements and should be read in conjunction with them.

8.1 Validating Partner Requirements

- Academic regulations, attendance requirements, and student engagement expectations of Plymouth Marjon University

Where validating partner requirements are updated, this policy will be reviewed to ensure continued alignment.

8.2 Regulatory Framework

- Office for Students Conditions of Registration:
 - B2 – Information for students
 - B4 – Fairness and transparency
 - C1 – Consumer protection

8.3 Legal and Statutory Requirements

- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)

If regulatory, partner, or legal requirements change, LAAT will review and update this policy accordingly.

9. Monitoring, Compliance and Review

9.1 Monitoring

Attendance and engagement data is monitored on an ongoing basis by the Student Support Team and reviewed at appropriate intervals. Summary data, trends, and identified risks are reported to the Academic Board as part of LAAT's quality assurance and student support arrangements.

9.2 Compliance

Failure to comply with this policy may be addressed through appropriate academic or administrative processes, in accordance with LAAT procedures and related policies. Any actions taken will be proportionate, documented, and subject to appropriate oversight.

9.3 Review

This policy will be formally reviewed every two years, or sooner where required due to changes in regulatory expectations, legal obligations, validating partner requirements, or institutional practice. The Policy Owner is responsible for initiating the review and presenting proposed amendments for approval through the appropriate governance routes.

10. Responsible people/ Roles include

- **Register (Policy Owner): Mr Stephen Plant**
Overall accountability for policy implementation
- **Head of Academic Quality: Dr Vishwanath Kokkonda**
Ensures policy compliance, documentation, and audit readiness.
- **Student Support Officer: Ms Nadia Asim**
Responsible for operational monitoring and intervention
- **Academic Staff**
Academic staff are responsible for the accurate and timely monitoring of student attendance and engagement.
- **Students**
Students are expected to take responsibility for their own attendance and engagement.

List of people and contacts

Role	Name	Contact email
Register	Mr Stephen Plant	Stephen.plant@laat.ac.uk
Head of Academic Quality	Dr Vishwanath Kokkonda	Vishwanath.kokkonda@laat.ac.uk
Student support officer	Ms Nadia Asim	nadiaasim@laat.ac.uk

11. List of Documents

This policy should be read alongside the following documents:

- Deferrals Policy
- Study Break Policy
- Withdrawals Policy
- Fitness to Study Policy
- Student Handbook
- Academic Regulations (Validating Partner)

12. Evidence

- Deferrals Policy
- Study Break Policy
- Withdrawals Policy
- Fitness to Study Policy
- Student Handbook
- Academic Regulations (Validating Partner)

Mapping table for evidence items related to OfS conditions

Evidence Item	Purpose / What it Demonstrates	Relevant OfS Condition(s)
Deferrals Policy	Sets out clear procedures for temporary suspension of studies, ensuring fair decision-making and continuity of learning	B1 (academic experience), B3 (student outcomes), C1 (consumer protection), E2 (management)
Study Break Policy	Provides structured arrangements for approved breaks in study, supporting student wellbeing and progression	B2 (student support), B3 (student outcomes), C1 (information clarity), E3 (accountability)
Withdrawals Policy	Ensures transparent and fair processes for voluntary and academic withdrawals, including financial and academic implications	B3 (student outcomes), C1 (consumer protection), C5 (treating students fairly), E2 (governance)
Fitness to Study Policy	Establishes procedures for supporting students whose health or wellbeing affects engagement and academic performance	B2 (student support), B3 (student outcomes), C3 (student protection), C5 (fair treatment)
Student Handbook	Provides comprehensive guidance on attendance, engagement expectations, support services, and academic regulations	B1 (academic experience), C1 (clear information), E3 (accountability)
Academic Regulations (Validating Partner)	Ensures alignment with validating partner requirements and sector-recognised academic standards	B4 (assessment and awards), B5 (standards), E1 (governance), E2 (institutional control)

Appendix A – Standard Operating Procedure (SOP):

Student Attendance and Engagement

A1. Process Overview

The purpose of this SOP is to set out the step-by-step process for monitoring student attendance and engagement, identifying concerns at an early stage, and implementing timely and appropriate support or escalation. Attendance monitoring is intended to support student success, retention, and progression and is not a disciplinary process.

A2. Stage 1 – Recording Attendance and Engagement

- Academic staff record attendance for all scheduled teaching and learning activities using LAAT's approved systems.
- Engagement indicators may include attendance records, participation in online learning activities, and assessment submission data.
- Records must be accurate, timely, and complete.

A3. Stage 2 – Monitoring and Threshold Review

- The Student Support Team reviews attendance and engagement data on a regular basis.
- Defined thresholds are used to identify patterns of non-attendance or disengagement.
- Where thresholds are breached, an Early Alert is generated.

A4. Stage 3 – Early Alert and Student Contact

- Following an Early Alert, the Student Support Team contacts the student within a reasonable timeframe.
- The purpose of contact is to:
 - Inform the student of attendance concerns
 - Understand any underlying issues or mitigating circumstances
 - Encourage re-engagement

A5. Stage 4 – Support and Intervention

- Where appropriate, students are offered academic, pastoral, or wellbeing support.
- This may include referral to academic staff, student support services, or consideration of reasonable adjustments.
- Agreed actions and outcomes are recorded and monitored.

A6. Stage 5 – Escalation (Where Required)

- Where attendance or engagement does not improve despite support, the matter may be escalated for further review.
- Escalation may include referral to related processes such as deferral, study break, or withdrawal, in line with relevant LAAT policies.
- Any escalation is proportionate, evidence-based, and appropriately authorised.

A7. Record-Keeping and Data Protection

- Attendance and engagement records are maintained securely in accordance with UK GDPR and LAAT data protection requirements.
- Access to records is restricted to authorised staff with a legitimate role in student support or academic oversight.