



South Gloucestershire and Stroud College

Higher Education Attendance and Engagement Policy and Procedure 2025-2027

**If you would like this document in an alternate format
Please contact the Human Resources Department**

Prepared by:	Jo Kear
Job Title/Role:	Director of Higher Education
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Approved by:	SGS Executive
Date:	01/08/2025

MANDATORY INITIAL IMPACT SCREENING



I have read the guidance document: Completing a Policy Impact Assessment?	✓
If this policy raises equality, diversity or inclusion concerns, the Inclusion Committee has been consulted?	✓
If this policy raises environmental or sustainability issues, the Estates Team have been consulted?	✓
If this policy has been up-dated, please tick to confirm that the initial impact screening has also been reviewed:	✓

Please list each College Strategic Priority that this policy is designed to address/implement:

EQUALITY, DIVERSITY & INCLUSION IMPACT ASSESSMENT

Characteristic	This policy seeks to:		
Age	Supports staff and learners to recognise that prejudice and discrimination on the grounds of age are unacceptable in an educational establishment		
Disability	Commit to making reasonable adjustments to promote equality of access and opportunity for learners, employees and members of the public with disabilities and/or learning difficulties/disabilities.		
Faith or Belief	Supports staff and learners to recognise and address religious or racial discrimination and incitement to religious hatred		
Gender	Protect staff and learners from sexism in all forms		
Race or Ethnicity	Provide opportunities for the advancement of persons of minority race or ethnicity		
Orientation	Eliminate discrimination on the grounds of sexual orientation and promote equality of opportunity through a supportive, inclusive environment		
Gender reassignment	Work with individuals to ensure appropriate support at identified periods		
Economic disadvantage	Use available resources to identify and address any issues of inequality as a result of social and economic factors. Supporting learners and staff, both academically and pastorally in order for all to be successful		
Rural isolation	Use available resources to identify and address any issues of inequality as a result of rural isolation. Supporting learners and staff, both academically and pastorally in order to access College services and be successful.		
Marriage	Support staff and learners to recognise and challenge discrimination on the basis of marriage		
Pregnancy & maternity	Promote equality of opportunity through a supportive, inclusive environment		
Carers & care leavers	Use available resources to identify and address any issues of inequality as a result of being in care or a care leaver. Supporting learners both academically and pastorally in order to be successful.		
Vulnerable persons	Safeguarding children or vulnerable adults		
Please identify any sections of the policy that specifically seek to maximise opportunities to improve diversity within any of the College's stakeholder groups:			
Please identify any sections of the policy that specifically seek to improve equality of opportunity within any of the College's stakeholder groups:			
Is there any possibility that this policy could operate in a discriminatory way?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	If you have ticked yes (red), which characteristic will be most affected? Choose an item.
If yes please confirm that the Policy has been sent for a full Equality & Diversity Impact Assessment, and note the date:	<input type="checkbox"/>		Click or tap to enter a date.

Note: if the policy does not seek to increase diversity or improve equality you should go back and review it before submitting it for approval.

MAPPING OF FUNDAMENTAL RIGHTS	
Which United Nations Convention on the Rights of the Child (UNCRC), Right does this policy most protect:	Art. 2 Non-discrimination Art. 17 Access to information Art. 23 Disability protection
Which Human Right (HRA) does this policy most protect:	Art. 14 Prohibition of discrimination Art. 10 Freedom of expression

DATA PROTECTION & PRIVACY BY DESIGN SCREENING	
Tick to confirm that you have considered any data protection issues as part of the design and implementation of this policy; and, that implementing this policy will <u>not</u> result in the collection, storage or processing of personal data outside of official College systems:	<input checked="" type="checkbox"/>
Tick to indicated that this policy has or requires a Data Privacy Impact Assessment:	<input type="checkbox"/>

ENVIRONMENTAL, SOCIAL AND ECONOMIC IMPACT ASSESSMENT			
Does this policy relate directly or indirectly to any legal, regulatory environmental or sustainability standard(s)?		Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
If so, please list them:			
Will any aspects of this policy result in:			
Reduced miles travelled or provide / improve / promote alternatives to car based transport (e.g. public transport, walking and cycling car sharing, the use of low emission vehicles, community transport, environmentally friendly fuels and/or technologies)		Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Reduced waste, environmental hazards and/or toxic materials for example by reducing PVC, photocopier and printer use, air pollution, noise pollution, mining or deforestation? Or increase the amount of College waste that is recycled or composted?		Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Reduced water consumption?		Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Reduced instances of single use plastic?		Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Reduced use of natural resources such as raw materials and energy to promote a circular economy?		Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Improved resource efficiency of new or refurbished buildings (water, energy, density, use of existing buildings, designing for a longer lifespan)?		Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Will this policy improve green space or access to green space?		Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Please list the sections of this policy which specifically target an improved environment:			

Will any aspects of this policy result in:		
The promotion of healthy working lives (including health and safety at work, work-life/home-life balance and family friendly practices)?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Greater employment opportunities for local people?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
The promotion of ethical purchasing of goods or services for example by increasing transparency of modern slavery in our supply chain?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Greater support for the local economy through the use of local suppliers, SMEs or engagement with third sector or community groups?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
The promotion of better health, increased community resilience, social cohesion, reduced social isolation or support for sustainable development?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Mitigation of the likely effects of climate change (e.g. identifying proactive and community support for vulnerable groups; contingency planning for flood/snow, heatwaves and other weather extremes)?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
The promotion of better awareness of sustainability, healthy behaviours, mental wellbeing, living independently or self-management?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Please list the sections of this policy which specifically target improved sustainability:		

What is the *estimated* carbon impact of this policy (in terms of tCO2e)	Increased (+tCO2e) □	Decreased (-tCO2e) □	Net Zero CO2 ⚙
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Mandatory initial impact screening completed by:	Jo Kear
Date	31/07/2025
Initial impact screening supported by (Please list each individual)	

Attendance and Engagement Policy and Procedure 2025-27

1. Policy Intent

- 1.1. The purpose of the South Gloucestershire and Stroud (SGS) College Higher Education (HE) Attendance and Engagement Policy and Procedure is to ensure high standards of student achievement through consistent attendance whilst providing a clear framework within which the College operates.
- 1.2. This procedure provides a framework for staff dealing with students at risk of withdrawing from their programme of study.

2. Scope

- 2.1. SGS has high expectations of all HE students and will ensure that all have the opportunity to excel in their chosen programme of study. To enable full time and part time students (of all ages) to succeed, the College expects, in the absence of agreed extenuating circumstances, that students will attend all of their scheduled sessions, including online lessons, on time and be ready to learn.
- 2.2. International students are required to adhere to the UKVI Student Sponsor regulations for attendance. These will be monitored in accordance with this policy guidelines. An overview and related guidance can be found in Appendix 2.
- 2.3. The HE Central (HEC) Department will coordinate formal interventions if non-engagement occurs for students on University of Gloucestershire validated degrees and Higher National qualifications. Attendance and engagement on all other L4+ provision (e.g. CIPS, CIPD, AAT, apprenticeships) will be monitored by the Professional and Financial Service Department.

3. Procedures

- 3.1. At SGS, we provide a supportive learning environment which recognises every students' rights and responsibilities at all times. In order to achieve this, the following procedure sets out our expectations on attendance, punctuality and retention.
 - 3.1.1. As set out in the HE Student Code of Conduct engaging with the formal and informal learning opportunities that are offered by the programme or subject community is a key component of attaining the best possible academic outcomes. Attendance at scheduled learning opportunities is the most important indicator of engagement and therefore the specific monitoring of attendance, as a component of wider engagement, is central to this policy.

- 3.1.2. Poor attendance not only affects the absent individual but can have a negative impact on the learning of the wider cohort by compromising pedagogical approaches and creating the impression of disengagement.
- 3.1.3. Engagement, participation and attendance are co-owned by students and SGS.
- 3.1.4. Success relies upon mutual trust and working together to fulfil respective responsibilities. The HE Student Code of Conduct, Programme and Module Handbooks explain these expectations.
- 3.1.5. Where there are particular requirements for a student to attend specific teaching events in order to demonstrate engagement with the learning in a module for the award of credit or to pass the module, these must be set out in the relevant module guides.
- 3.1.6. Some programmes include modules where attendance may be essential to meet Professional and Statutory Regulatory Body and/or other statutory or contractual requirements. Details are provided in the relevant programme specifications and programme handbooks, since the requirements may be additional to the requirements in this policy.
- 3.1.7. Students are expected to participate fully in their learning activities and engage with their Personal Tutor throughout the duration of their studies.
- 3.1.8. Students must take responsibility for complying with academic regulations and seek support if required.
- 3.1.9. Students should contact their Personal Tutor and Programme Lead to explain the reasons for their absence as soon as possible in cases of illness, family emergency or other pressing reason. Students will normally inform us on the first day of their absence.
- 3.1.10. The engagement of all HE students will be consistently monitored by their Personal Tutor and Programme Lead via ProSolution (i.e. registers) and ProMonitor.
- 3.1.11. It is the responsibility of the Programme Lead and the Subject Area Lead (in areas that have this function) to monitor student progress on their courses and plan informal interventions. Informal interventions will include additional tutorial support, increase monitoring and signposting to HE Support Services.
- 3.1.12. Legitimate reasons that may trigger an intervention by the Programme Lead include:
 - Failure to submit at an assessment point;
 - Failure to regularly attend timetabled sessions;
 - Failure to attend a tutorial;
 - Lack of sustained engagement with the Digital Learning Environment and Learning Resources.

- 3.1.13. The data presented via SGS' student record system (ProSolution) will provide key evidence in combination with a Personal Tutor's/Programme Lead's/Subject Area Lead's professional judgement at the termly Inclusion Committee meetings. ProSolution at SGS will be used to support (not replace) human intervention. Every half term, the Programme Lead and Subject Area Lead (where applicable) will provide a list of students who are at risk of non-engagement for discussion at the HE Inclusion Panel. Inclusion Panels function to recommend additional measures/ approaches to support each student to re-engage.
- 3.1.14. Outcomes from the Inclusion Panel meetings will be recorded centrally and actions will be followed up by the Personal Tutor, Programme Lead or relevant support service. Please refer to the Student Support Guidance (see Appendix 1).
- 3.1.15. Following the meeting supportive letters will be sent from the HE Central Team detailing outcomes and reminding them of their responsibilities to attend and engage in their studies.
- 3.1.16. In line with the Student Support Guidance student attendance and engagement will be reviewed by the Personal Tutor and Programme Lead after three weeks to monitor progress.
- 3.1.17. The consistent and transparent monitoring of engagement, including attendance, enables students to get support at an early stage, thereby avoiding the need to exercise more serious academic procedures such as the Instigated Withdrawal Process (see Appendix 2 of this document for full details of this process).
- 3.1.18. Effective attendance and engagement monitoring will help to:
- Increase a student's engagement with their programme of study at an early stage and therefore improve academic outcomes;
 - Mitigate against the negative impact that low physical attendance and digital engagement has on a student cohort and academic staff morale;
 - Support the student in taking responsibility for their programme of study by providing data and information to enable informed choices;
 - Enhance and facilitate a student-centred approach to learning;
 - Improve retention and student wellbeing;
 - Foster a culture of attendance throughout a programme of study;
 - Help students build skills and work patterns appropriate for professional life post-study;
 - Support the College in satisfying UKVI attendance monitoring requirements for relevant international students.

4. Policy Implementation

- 4.1. HE Students have a responsibility to adhere to the terms of this policy. All HE teaching staff, management, HE Central and support staff are responsible for contributing to the monitoring of student non-engagement and implementing measures to support.

5. Enforcement

- 5.1. Consistent non-engagement may result in the student being required to withdraw through the Instigated Withdrawal Process (see Appendix 2 of this document for full details of this process).
- 5.2. All HE staff will promote, accommodate and support the approach and procedures within this Policy, whilst ensuring Freedom of Speech is maintained. Failure to do so, or evidence of influencing the student voice, will result in disciplinary action. This Policy does not undermine or conflict with the SGS Freedom of Speech and Expression Code of Practice. In the unlikely event of any case of conflict the SGS Freedom of Speech and Expression Code of Practice will take precedence.

6. Related Policies, Procedures, Charters, Plans, Guidance and Legislation

- [SGS Access and Participation Plan 2024-25 to 2027-28](#)
- [SGS Access and Participation Plan Summary 2024-25 to 2027-28](#)
- [SGS Compliments, Complaints and Appeals Policy & Procedure](#)
- [SGS Corporate and Social Responsibility Statement](#)
- [SGS Diversity, Equity, Inclusion and Belonging Policy](#)
- [HE Fee and Bursary Policy 2025-26](#)
- [SGS Fitness to Study Policy and Procedure](#)
- HE and Professional Student Code of Conduct

7. Impact

- 7.1. The expected impact of this Policy is to support individual students ensuring that, wherever possible, barriers preventing their non-engagement are mitigated and even removed.

8. Additional useful information

HE Student Support Guidance

This guidance provides information on the process for supporting students who are below the expected levels of attendance and engagement. Content relates to:

- Personal Tutors roles and responsibilities.
- Total Support Guarantee (TSG) referrals.
- Action Planning for students identified as non-engagement and/ or low attendance
- Fitness to Study policy.
- Instigated Withdrawal procedure.

Stage	Activity	Actions Required
Stage 1 Personal Tutor	Personal Tutor Completes 1.1 Tutorial	<p>Log 1.1 on ProMonitor '<i>Learner comments</i>'</p> <p>Complete TSG referral if required: <i>Manage Learner Meetings > TSG Referral > Select which one (type of referral and correct site) > click send email link TSG Referral Guide Here</i></p> <p>If concerns are raised (engagement, attendance, assessments), progress to Stage 2.</p>
Stage 2 PL/ SAL refers student to termly Inclusion Panel. - Attendance below 80% - non submission - wellbeing concern raised - My Concern raised	<p>Student referred to Personal Tutor and related services, as required.</p> <p>Initial supportive letter sent centrally.</p> <p>HE Central to start Instigated Withdrawal, as required.</p>	<p>Inclusion Panel meets.</p> <p>Minutes recorded centrally.</p> <p>Inclusion Panel members refer student to PAT and/ or support services, as required.</p> <p>If student has completely disengaged they may be referred to the Instigated Withdrawal Process (see Appendix 2).</p> <p>Personal Tutor will be responsible for developing an action plan for the student which will be updated after a three-week period.</p>

		Student will be discussed again at the next Inclusion Panel.
<p>Stage 3</p> <p>Action plan updated by programme team.</p> <p>If no improvements are made student will be referred back to the Inclusion Panel.</p>	<p>Inclusion Panel discuss case. Outcome could include:</p> <p>a) Student continues with further support.</p> <p>b) Fitness to Study Policy (see policy)</p> <p>c) Instigated Withdrawal (for those who have fully disengaged, see Appendix 2)</p>	<p>Tutor to record updated action plan on ProMonitor. > <i>HE Action Plan</i></p> <p>Highlight risk of Fitness to Study Policy/ Instigated Withdrawal being instigated by Curriculum Standards and Quality (CSQ) team</p> <ul style="list-style-type: none"> - Set targets with high expectations - Book in 3-week review meeting

Appendix 2

Instigated Withdrawal Guidance

The criteria below provides information on the process for supporting students dropping below the expectations of the Attendance and Engagement Policy 2025-27 and is aligned to the guidance for Personal Tutors. It outlines Total Support Guarantee (TSG) referrals, non-engagement / low attendance action plans and the Fitness to Study process.

Interventions for all other students are as follows:

- Those recorded as having missed 10 - 20 consecutive teaching activities will be reminded of their responsibilities to attend and engage in studies.
- Those recorded as having missed 21 or more consecutive teaching activities or are recorded as having not met the submission deadline for up to 2 assessments, will be required to meet with their Personal Academic Tutor (or other appropriate staff) to discuss underlying reasons for non-submissions/attendance.

The College can initiate a student withdrawal using the Instigated Withdrawal Procedure. This procedure will be used for any student who:

- Fails to submit 3 or more assessments by the expected due date.
- Is deemed to have disengaged following a review of their activity.
- Does not respond to meeting requests.
- As a result of being in debt to the College.
- As a result of disciplinary action by the College.
- As a result of a breach in the HE and Professional Student Code of Contract.
- As a result of the failure to complete the Identity Check requirements or to enrol on the course within the stipulated time.
- For students studying under a visa, as a result your immigration status becoming invalid.

Instigated withdrawals can be requested by the HE Curriculum, Standards and Quality Team, College Finance Team and the HE Admissions Team. Only the Director of HE (or the Deputy Principal in the absence of the Director of HE) can authorise an instigated withdrawal. Once the withdrawal has been authorised, the HE Admissions Team will communicate the withdrawal to the student. Student Finance will be advised of the withdrawal by the College (if applicable).

Following your withdrawal, you will lose access to the College's services and facilities (e.g. teaching, assessment marking, student support and wellbeing services, IT services/library) including the College email facilities.

International Students

Interventions for international students studying under a visa are as follows:

- Those recorded as having missed 3 - 9 consecutive teaching activities will be reminded of their responsibilities to attend and engage in studies.
- Those recorded as having missed 10 or more consecutive teaching activities or are recorded as having not met the submission deadline for up to 2 assessments, will be required to meet with their Personal Tutor (or other appropriate staff) to discuss underlying reasons for non-submissions/attendance.

International students are required to adhere to the UKVI Student Sponsor regulations for academic engagement [Sponsorship duties \(accessible\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/sponsorship-duties)

Band 1 – Study at a higher education provider at Regulated Qualifications Framework (RQF) level 5 (Scotland Qualifications Framework (SCQF) 8 and equivalents) and below:

- Each student in this band must be required to attend a minimum of 15 hours (Monday to Friday) classroom-based study per week. Where the student has not reached 85% attendance of their classroom-based study in any given month, the sponsor must review the reason for the student's absence. The student's record must then be annotated with the reason for the non-attendance and the steps being taken to improve the student's attendance.
- Where a student's attendance falls below 70% for three consecutive months, the sponsor must withdraw sponsorship due to lack of academic engagement unless there are exceptional and evidenced reasons for the non-attendance (e.g. illness).

Band 2 – Study at a higher education provider at RQF 6 (SCQF 9/10 and equivalents), RQF 7 (Taught and Research) (SCQF 11 and equivalents), and RQF8 (SCQF 12 and equivalents)

- The sponsor must have a single academic engagement policy in place that applies consistently to international students across their institution. This can be the same policy that applies to home students, although there is no requirement or expectation that home students are to be included. The policy may differentiate between levels of study.

- Academic engagement in band 2 is indicated by activities such as:
 - Attending required lectures, seminars or tutorials
 - Undertaking research or fieldwork
 - Submitting essays, assignments and attending examinations.