Attendance and Engagement Policy and Procedures

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1. Purpose

1.1 The Engineering College of Technology (ECT) is committed to fostering a learning environment in which students are enabled to succeed academically and professionally through clear expectations for attendance and engagement and the provision of timely, proportionate and supportive interventions. Attendance and engagement constitute key indicators of student participation and progression, and this Policy sets out the institutional framework through which ECT monitors these indicators, interprets them in context and responds to emerging concerns. It establishes ECT's overarching expectations for student participation across all undergraduate and postgraduate taught programmes, regardless of mode or place of study, and explains how attendance and engagement data are used to identify students who may require additional support.

1.2 ECT recognises that meaningful engagement encompasses more than attendance at synchronous learning activities; it includes accessing recorded sessions, engaging with online learning materials, completing formative and summative assessments, communicating appropriately with academic staff, and participating in the wider virtual learning environment. This Policy therefore reflects the realities of remote, online, and international study, ensuring that both synchronous attendance and agreed asynchronous routes are treated as legitimate modes of participation where they enable students to meet programme requirements.

1.3 Through this Policy, ECT promotes transparency in how attendance and engagement are monitored and reviewed. Monitoring draws primarily on data generated through Moodle, including live tutorial participation via Big Blue Button and access logs for recorded and other digital learning activities. These insights support ECT's commitment to identifying potential concerns early, offering students appropriate opportunities to re-engage and directing them towards academic or pastoral support where necessary. The Policy is designed to be responsive to the diverse needs of ECT's student population, scalable across delivery modes, and adaptable to institutional development.

1.4 This Policy also defines the relationship between attendance and engagement monitoring and the Students at Risk of Academic Failure Policy and Procedures, which provide the formal framework for intervention where a student's attendance or engagement falls below expected thresholds, including the 30% attendance threshold applied at the end of a study period (semester or trimester). Where initial outreach and supportive measures do not result in meaningful improvement, or where attendance or engagement concerns are significant, students will be referred under the Students at Risk framework for structured intervention.

2. Scope

2.1 This Policy applies to all students enrolled on undergraduate and postgraduate taught programmes delivered by the Engineering College of Technology (ECT), regardless of mode, pattern or place of study. It applies equally to students studying full-time or part-time, and to those undertaking programmes delivered wholly online or through alternative modes that incorporate synchronous and asynchronous learning activities. All

students are expected to meet the attendance and engagement requirements associated with their programme and modules, recognising that active engagement, whether through participation in scheduled live tutorials, viewing recorded sessions, accessing digital learning materials on Moodle, or maintaining academic communication, is an essential component of successful study.

2.2 Students registered on courses delivered entirely online remain subject to attendance and engagement monitoring through digital systems, including Moodle activity logs and Big Blue Button tutorial data. While physical attendance is not applicable to online provision, students are required to engage meaningfully with synchronous and asynchronous learning in accordance with programme expectations. For students whose circumstances, time zones, caring responsibilities, or accessibility needs require alternative arrangements, agreed asynchronous routes may be recognised as equivalent forms of engagement where these remain consistent with programme learning outcomes and module requirements.

2.3 Some programmes may have additional attendance or engagement requirements established by Professional, Statutory and Regulatory Bodies (PSRBs). Where such requirements apply, they will be clearly stated in the relevant Programme Specification and must be adhered to in conjunction with this Policy. Students undertaking sponsored programmes, or programmes with external reporting obligations, may also be subject to further attendance-related requirements, which will be communicated to them in advance.

2.4 This Policy should be read alongside the **Students at Risk of Academic Failure Policy and Procedures**, which define the formal intervention process where significant or sustained concerns arise; the **Student Support Policy and Procedures**, which outline the mechanisms for reasonable adjustments, pastoral support and specialist referrals; and the **Mitigating Circumstances Policy and Procedures**, which govern short-term events affecting assessment. These documents collectively form the institutional framework through which ECT monitors participation, supports students to re-engage where needed, and maintains academic standards and student outcomes.

2.5 All processes described in this integrated Policy and Procedures document will be implemented in compliance with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018**,** ensuring that attendance and engagement data are processed lawfully, fairly and transparently. ECT will meet its obligations under the Equality Act 2010, including the duty to make reasonable adjustments and to ensure non-discriminatory application of attendance and engagement requirements. Information for students will be provided in clear, accurate and durable formats consistent with Competition and Markets Authority (CMA) guidance and Office for Students (OfS) Condition C1 on consumer protection. All digital information, platforms and documents related to this Policy will comply with the Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018**.**

3. Expectations

3.1 ECT expects all students to participate actively in their academic programmes and to take responsibility for meeting the attendance and engagement requirements necessary for successful study. Active engagement extends beyond presence at scheduled activities and encompasses meaningful interaction with synchronous and asynchronous learning, completion of required assessments, timely communication with staff and the demonstration of professional conduct appropriate to higher education. These expectations are central not only to academic achievement but also to students' wider professional development and their integration into the ECT learning community.

3.2 Attendance at scheduled synchronous learning activities, including live webinars and other timetabled online sessions delivered through Big Blue Button, forms an important component of the learning experience. Equally, students are required to engage consistently with asynchronous materials available via Moodle, such as recorded lectures, digital resources, guided learning activities and assessment-related tasks. Students must complete assessments by published deadlines, engage constructively in online learning environments, and attend meetings arranged with the Learning Support Officer or Programme Leader where engagement concerns arise or support is offered.

3.3 Students are responsible for notifying their Learning Support Officer in a timely manner of any anticipated absences or barriers to engagement, ideally in advance or at the earliest opportunity on the first day of non-attendance. Professional conduct is required in all learning activities, including honest registration of attendance, respectful interaction during online sessions, and adherence to academic integrity principles when participating in both individual and group tasks.

Student Expectations

3.4 Students are expected to:

- Attend all scheduled synchronous teaching activities, including live webinars delivered via Big Blue Button.
- Engage consistently with asynchronous learning materials, including recorded sessions, module content, reading and assessment resources.
- Submit all coursework and assessments by the published deadlines.
- Respond promptly to official communications and attend required meetings with the Learning Support Officer or Programme Leader.
- Notify their Learning Support Officer of any anticipated or unexpected absence at the earliest opportunity.
- Conduct themselves professionally and honestly in all academic activities, including attendance registration and participation in online learning environments.

3.5 Students are encouraged to:

- Participate in optional academic and support activities designed to enhance learning and wellbeing.

- Make use of available support services, including academic skills development, wellbeing support and financial guidance.
- Maintain proactive communication with staff about their progress and seek assistance where required.

ECT Responsibilities

3.6 ECT is committed to providing students with a learning environment that supports consistent attendance and engagement. In doing so, ECT will:

- Maintain high levels of digital platform availability, with Moodle normally accessible for at least 99.5% of the time.
- Ensure that recordings of synchronous sessions are normally made available within 48 hours.
- Monitor and escalate accessibility issues (including captions, transcripts and navigability) through VLE support channels to ensure timely resolution.
- Provide clear, durable information about attendance and engagement expectations and routes to support.
- Contact students promptly where concerns arise, offering opportunities for early re-engagement before any formal escalation is considered.

Professional Conduct

3.7 ECT expects students to demonstrate professional behaviour in managing their attendance and engagement. This includes timely communication regarding absences, respectful participation in online sessions, appropriate use of digital learning platforms, and adherence to academic integrity requirements.

4. Monitoring Attendance and Engagement

4.1 ECT monitors student attendance and engagement for the purposes of supporting academic success, identifying students who may require additional support, and maintaining academic standards across its programmes. Monitoring is designed to enable early and constructive intervention and to ensure that concerns are identified promptly and addressed in a proportionate and consistent manner. Attendance and engagement data are therefore used as indicators to inform supportive outreach rather than as a means of applying immediate sanctions.

4.2 In line with ECT's commitment to fairness and transparency, engagement analytics are not used in isolation or as the sole basis for decision-making. Automated indicators are considered alongside contextual information, including academic staff observations, student communications and information shared during support meetings. This approach ensures that attendance and engagement are interpreted holistically and that individual circumstances are considered when concerns arise.

4.3 Attendance and engagement monitoring is undertaken primarily through Moodle and associated systems, including Big Blue Button. These platforms provide insight into students' participation in both synchronous and asynchronous learning activities, enabling ECT to form an informed view of engagement patterns across different modes of delivery.

4.4 In the context of fully online or blended provision, attendance is understood as timely participation in scheduled live learning activities or the completion of agreed equivalent

asynchronous tasks. Engagement includes, but is not limited to, accessing weekly learning content, participating in discussion forums where required, submitting formative and summative assessments, viewing recorded teaching to agreed thresholds and responding appropriately to academic communications. Where live attendance is not feasible due to factors such as time zone differences, caring responsibilities, or accessibility needs, alternative asynchronous engagement routes may be agreed. ECT will proactively identify affected students and ensure an agreed asynchronous engagement plan is in place. This plan will specify structured alternative activities aligned to the same learning outcomes as live sessions and include opportunities for tutor interaction and timely feedback, ensure students are not disadvantaged in their learning experience. For the purposes of monitoring, synchronous activity and scheduled asynchronous engagement are treated as equivalent where such arrangements are in place.-zone differences, caring responsibilities, or accessibility needs, alternative asynchronous engagement routes may be agreed. For the purposes of monitoring, synchronous activity and scheduled asynchronous engagement are treated as equivalent where such arrangements are in place.

Monitoring Systems

4.5 Attendance and engagement are monitored using digital systems, with a particular focus on Moodle as the central learning platform. Monitoring draws on:

- Attendance at live tutorials delivered through Big Blue Button, including automated attendance records.
- Access to recorded sessions and other digital learning materials, including frequency and duration of engagement.
- Interaction with course materials on Moodle, such as downloads, submissions and forum participation.
- Assessment submission records and responsiveness to academic communications via Moodle and ECT email.

4.6 Together, these indicators provide a comprehensive picture of student participation across both synchronous and asynchronous learning activities.

Recording Attendance and Engagement

4.7 ECT uses a dashboard of attendance and engagement indicators to identify emerging patterns of disengagement. Indicators typically include live session attendance, asynchronous activity, assessment submission and responsiveness to communications. Where a student demonstrates sustained low engagement, such as two consecutive weeks of reduced participation, or fails to submit a required assessment, the Learning Support Officer will initiate supportive contact to explore the reasons for disengagement.

4.8 Attendance at live tutorials is automatically recorded through the integration between Big Blue Button and Moodle. Students are required to join live sessions using their ECT login credentials to ensure accurate recording. Engagement with recorded content and other learning materials is captured through Moodle access logs.

4.9 Students are expected to engage honestly and professionally with attendance and engagement systems. Any attempt to falsify attendance or engagement records, including logging into sessions without genuine participation, may be considered a breach of the

Student Code of Conduct and addressed in accordance with relevant disciplinary procedures.

Review Schedule

4.10 Attendance and engagement data are reviewed at defined points during each teaching period to support timely intervention. Reviews will normally take place:

- at mid-study period (mid-semester or mid-trimester);
- at the end of the study period (semester or trimester); and
- on a monthly basis where feasible, particularly in longer teaching periods.

4.11 Initial monitoring and review are led by Learning Support Officers, with escalation to Programme Leaders where concerns persist or patterns of disengagement are identified. Aggregated summaries of attendance and engagement trends are used for institutional oversight and quality assurance purposes.

Use of Attendance and Engagement Data

4.12 Attendance and engagement data is used to:

- Identify students who may be experiencing difficulties with engagement.
- Trigger appropriate and timely support interventions.
- Where a student's attendance falls below 30% of scheduled sessions by the end of a study period (semester or trimester), ECT will formally refer the student under the Students at Risk of Academic Failure Policy and Procedures. Section 5.4 sets out this formal threshold and outcome, while Section 5.3 outlines an earlier engagement flag at below 70% to support proactive outreach.

4.13 All attendance and engagement data is processed and stored in accordance with ECT's data protection requirements and are accessible only to authorised staff for the purposes of student support, academic oversight and quality assurance.

5. Thresholds and Triggers for Identifying Attendance and Engagement Concerns

5.1 ECT uses attendance and engagement data to identify students who may be at risk of academic underperformance and to determine when additional support or formal review may be required. Thresholds and triggers are designed to support early identification of concerns and do not, in themselves, constitute disciplinary action or academic penalty. Where thresholds are reached, this will normally prompt a review of the student's engagement and an offer of appropriate support.

Engagement Thresholds

5.2 Low engagement is characterised by limited or inconsistent interaction with scheduled learning activities and course materials over a sustained period. Indicators of low engagement may include reduced participation in scheduled synchronous teaching activities, minimal engagement with recorded sessions and learning resources, or a lack of meaningful interaction with Moodle content.

5.3 As a general guide, students whose overall engagement falls below 70% on the relevant engagement indicators at any point in the study period may be flagged for review. This threshold is intended to trigger early outreach and support intervention in

order to address emerging concerns before they progress to more serious academic risk.

Formal Escalation Threshold

5.4 Where a student's attendance is below 30% of scheduled sessions by the end of the study period (semester or trimester), the student will normally be designated as being at risk of academic failure and referred under the Students at Risk of Academic Failure Policy and Procedures for structured review, intervention and ongoing monitoring. In fully online delivery, where an agreed asynchronous engagement plan is in place, the completion of scheduled asynchronous activities aligned to the intended learning outcomes will be counted as attendance for the purposes of this threshold.

Informal Triggers for Review

5.5 In addition to defined thresholds, students may be identified for review where attendance or engagement data, academic staff observations, or patterns identified during mid-study period (mid-semester or mid-trimester) reviews suggest disengagement. Informal triggers may include sustained reduction in engagement, failure to participate in expected learning activities, or concerns arising from missed assessments or communications.

Review and Resetting of Status

5.6 Where a student re-engages with their studies and demonstrates sustained and consistent participation, their status in relation to attendance and engagement monitoring may be reviewed. Any decision to pause or reset escalation will be subject to academic judgement and will take into account the timing within the study period, the extent of demonstrated re-engagement and whether meaningful academic recovery remains possible.

6. Intervention and Support

6.1 ECT is committed to supporting students to maintain consistent attendance and engagement throughout their studies. The primary purpose of intervention under this Policy is to provide timely, compassionate and effective support that enables students to re-engage with their learning and progress successfully. Engagement concerns are addressed through a graduated and proportionate approach, recognising that difficulties with attendance or participation may arise for a range of academic, personal or practical reasons.

6.2 Students identified as having low or declining attendance or engagement will normally be offered supportive intervention at the earliest appropriate stage. Initial intervention is intended to be informal and developmental in nature, focusing on identifying barriers to engagement and signposting students towards relevant sources of support. Where concerns persist, or where engagement falls below defined thresholds, intervention may escalate in line with the relationship set out between this Policy and the Students at Risk of Academic Failure Policy and Procedures.

Supportive Approach

6.3 Support offered to students in response to attendance or engagement concerns may include one or more of the following, depending on individual circumstances:

- Academic skills development, including support with study strategies, assessment preparation and independent learning skills.
- Access to wellbeing, counselling, or pastoral support services, including referral to specialist or external provision where appropriate.

- Financial guidance and signposting to internal or external sources of support.
- Adjustments to study arrangements or assessment timelines, where appropriate and in accordance with relevant policies and procedures.

6.4 Intervention under this Policy is founded on collaboration with the student and seeks to encourage responsibility, reflection and re-engagement rather than to impose sanctions.

Relationship to Formal Intervention Frameworks

6.5 Where a student's attendance falls below the formal escalation threshold, or where engagement concerns are sustained despite supportive intervention, the student will normally be referred under the Students at Risk of Academic Failure Policy and Procedures. That framework provides the structured mechanism through which formal review, intervention planning and ongoing monitoring are undertaken.

6.6 Movement into the Students at Risk framework does not in itself constitute a disciplinary action but reflects the need for more structured academic oversight and support.

Continued Non-Engagement

6.7 Where a student continues to disengage from their studies and does not respond to reasonable offers of support, the matter will be progressed through ECT's formal academic and regulatory processes. This may include referral for academic review, consideration by the relevant progression or continuation panel, or initiation of withdrawal procedures where required. The student will be informed of the process being applied, the actions required of them and the potential implications for their academic standing. All decisions will follow the principles of procedural fairness and will provide the student with the opportunity to be heard.

Last Date of Attendance

6.8 For statutory and reporting purposes, including regulatory returns, the last date of attendance is recorded as the most recent date on which the student attended a scheduled live learning activity or accessed a timetabled learning activity via Moodle, in accordance with ECT's reporting requirements.

Encouragement to Seek Advice

6.9 Students who experience difficulties with attendance or engagement, or who may be at risk of withdrawal, are strongly encouraged to seek advice and support at an early stage. Support may be accessed through academic and student support services within ECT, as well as through appropriate external organisations where applicable.

7. Appeals and Review

7.1 ECT is committed to ensuring that decisions made under this Policy are fair, transparent and applied consistently. Students have the right to request a review of relevant decisions and, where appropriate, to submit an appeal in accordance with ECT's Academic Appeals policies and procedures.

7.2 Where a decision made under this Policy relates to academic progression, formal escalation to the Students at Risk of Academic Failure Policy and Procedures, or any outcome that may affect a student's continuation or enrolment, the appropriate route is an academic appeal. Academic appeals must be submitted in accordance with ECT's

Academic Appeals Policy and Procedures, which set out the applicable grounds, timescales and stages for review.

7.3 An academic appeal may normally be considered on one or more of the following grounds:

- Procedural irregularity in the application of the Attendance and Engagement Policy or associated procedures.
- New evidence that could not reasonably have been made available at the time the original decision was taken.
- Evidence of bias, perceived bias or manifest unfairness in the decision-making process.
- Extenuating circumstances that, for good reason, were not previously disclosed and which are materially relevant to the decision.

7.4 While an academic appeal is under consideration, the student's enrolment will normally remain in good standing, subject to ECT's academic regulations. Students are encouraged to seek independent advice and support from appropriate academic or student support services before submitting an appeal.

7.5 Concerns relating solely to the delivery or handling of processes, rather than to an academic decision or outcome, may be raised through ECT's Student Complaints Policy and Procedures.

7.6 Full details of the appeals and complaints processes, including submission requirements and timescales, are published on the ECT website and Moodle.

8. Escalation and Intervention Process

8.1 This section sets out the procedural stages through which attendance and engagement concerns are identified, reviewed and addressed. The process follows a graduated and proportionate model that prioritises early intervention and support, with escalation to formal academic risk processes occurring only where concerns persist or defined thresholds are met.

Stage 1 – Identification of Attendance and Engagement Concerns

8.2 Attendance and engagement data is monitored on an ongoing basis in accordance with Section 4 of this document. Concerns may be identified through routine monitoring, scheduled reviews or specific triggers including sustained low engagement, missed assessments or recurring patterns of non-attendance.

8.3 As a general operational guide:

- Students whose overall engagement falls below 70 % across attendance and engagement indicators will normally be flagged for informal review.
- Students whose attendance falls below 30% by the end of a study period (semester or trimester) will normally be considered for formal referral under the Students at Risk of Academic Failure Policy and Procedures.

8.4 Thresholds act as triggers for review and support and do not, in themselves, result in automatic escalation or academic penalty.

Stage 2 – Informal Outreach and Initial Review

8.5 Where a concern is identified at an informal stage, the Learning Support Officer (LSO) will normally initiate contact with the student using official ECT communication

channels. Outreach aims to make the student aware of the concern and to provide an opportunity to discuss any barriers to attendance or engagement.

8.6 Informal outreach is intended to:

- allow the student to explain factors affecting their engagement;
- identify any immediate academic, personal, or practical support needs;
- provide relevant guidance or signposting; and
- agree appropriate short-term actions to support re-engagement.

8.7 Informal outreach may take place through written communication, a virtual discussion or a combination of both. Where a student does not initially respond, reasonable further attempts to make contact will normally be made before escalation is considered.

Stage 3 – Support Meetings and Ongoing Monitoring

8.8 Where attendance or engagement concerns persist following informal outreach, or where the nature of the concern warrants more detailed discussion, a support meeting will normally be offered. Support meetings are usually led by the Learning Support Officer and may involve the Programme Leader or other relevant staff where appropriate.

8.9 Support meetings aim to:

- develop a shared understanding of the causes of disengagement;
- identify appropriate sources of academic or pastoral support;
- agree clear expectations for improved attendance or engagement; and
- ensure the student understands the potential consequences of continued non-engagement.

8.10 Outcomes of support meetings are documented on the student record and reviewed as part of ongoing monitoring. Where improvement is demonstrated, the student will normally return to routine attendance and engagement monitoring.

Referral to Students at Risk of Academic Failure

8.11 Where attendance or engagement concerns remain unresolved despite reasonable informal intervention, or where the formal threshold for escalation is reached, the student will normally be referred under the Students at Risk of Academic Failure Policy and Procedures.

8.12 Referral to the Students at Risk framework represents a transition from preventative attendance and engagement monitoring to a structured academic risk process. From this point, responsibility for intervention, monitoring, and any subsequent academic decisions will be managed in accordance with that Policy and its associated Procedures.

9. Interpreting Attendance and Engagement Data

9.1 Attendance and engagement are reviewed holistically and in context. Staff are expected to exercise academic judgement when interpreting engagement patterns and to recognise that attendance and engagement may present differently for individual students.

9.2 A student may attend scheduled sessions without engaging meaningfully with learning activities or assessments, while another may engage consistently with asynchronous materials but be unable to attend live sessions. Where agreed alternative routes to engagement are in place, these will be considered during review.

9.3 Individual circumstances such as accessibility needs, time-zone differences, caring responsibilities, or temporary personal difficulties must be considered when evaluating attendance and engagement data.

10. Recording Attendance and Last Date of Attendance

10.1 Attendance at scheduled synchronous learning activities is recorded automatically through the integration of Big Blue Button with Moodle. Engagement with asynchronous content is captured through Moodle activity records.

10.2 Students are expected to engage honestly with attendance systems. Any attempt to falsify attendance or engagement information may be treated as a breach of the Student Code of Conduct and addressed under the appropriate procedures.

10.3 For reporting and regulatory purposes, the last date of attendance is recorded as the most recent date on which the student attended a scheduled live learning activity or accessed a timetabled learning activity via Moodle.

11. Reporting Absences

11.1 Students are expected to notify ECT of any anticipated absence or barrier to attendance or engagement at the earliest opportunity, using the designated communication channels. Where possible, absences should be notified in advance as part of open and timely communication with ECT.

11.2 ECT does not operate a system of authorised or approved absences. Notification of an absence does not remove the expectation that students engage with their studies and meet academic requirements, nor does it automatically prevent attendance or engagement concerns from being identified through monitoring. Where absences are unavoidable, students are expected to engage with alternative learning activities and available support wherever possible.

11.3 Repeated, unreported, or prolonged absences may trigger attendance and engagement review and informal intervention in line with these Procedures. Persistent non-communication, or failure to re-engage following outreach, may be treated as an indicator of disengagement and managed accordingly.

11.4 Where absences are linked to short-term circumstances that affect assessment or progression, students may be directed to seek guidance or apply through the Mitigating Circumstances Policy and Procedures, as appropriate.

12. Legal Rights and Obligations

12.1 This Policy is implemented in accordance with ECT's legal and regulatory obligations. Nothing in this document is intended to limit or remove any statutory rights held by students.

12.2 Attendance and engagement monitoring, including the collection and use of relevant data, is conducted in line with applicable data-protection legislation, including the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018.

Students have the right to access information held about them and to understand how their data are used, in accordance with ECT's Data Protection Policy.

12.3 ECT is committed to meeting its obligations under the Equality Act 2010. Attendance and engagement expectations are applied in a fair and non-discriminatory manner, and reasonable adjustments will be made where required to support students with disclosed disabilities or other protected characteristics, in line with relevant institutional policies and procedures.

12.4 Students retain the right to challenge decisions taken under this Policy through the appropriate institutional routes. Academic decisions are subject to the Academic Appeals Policy and Procedures, while concerns about the handling of processes may be raised under the Student Complaints Policy and Procedures. These routes operate independently of attendance and engagement monitoring and uphold the principles of procedural fairness and transparency.

12.5 Nothing in this Policy or its associated Procedures affects a student's right to raise concerns with external bodies, including the Office of the Independent Adjudicator for Higher Education, once ECT's internal procedures have been exhausted.

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