Waltham International College

4.0 Academic Regulations



4.05 Attendance, Retention and Support Policy

Version Number:	**9**
Reviewed by | Approved by:	Compliance Review | BoG
Review date | Approved date:	May 2026 | July 2026

Compliance Alignment Statement

This version of the Attendance, Retention and Support Policy has been aligned to current UK and Office for Students requirements as of May 2026. The substantive changes are listed below.

Version Control Statement

Version	Date	Changes	Reason	Author	Next Review
1	29/11/18	Replaces the attendance policy and merges with confirmation of commitment to retention and student support. Includes procedures for identifying at-risk students	New Policy	Head of HE	July 2019
2	30/07/19	Minor additions and clarifications. External References and related policies added	Annual Review	Head of HE	July 2020
3	July 2020	- Changed follow up schedules for non-attendance to weekly, removing specific meeting days. Marking of registers has been revised to include requirements for online classes. - Travel abroad has been revised to include conditions for students attending scheduled online classes - Corrected grammar, spellings, and punctuations	Annual Review	Head of HE	July 2021
4	July 2021	Roles revised in line with current structure and university guidance	Annual Review	Head of HE	July 2022
5	July 2022	Roles revised in line with new structure. Deferral from sick note change from 4 weeks to 2 weeks. The removal of physical attendance to digital. Assessment Officer responsible for Extenuating Circumstances rather than Head of HE.	Annual Review	Head of HE	July 2022
6	April 2024	A general review has been completed, and a few sentences are restructured for clarity. Few points have been identified for the responsible officer to address.	QA review	Senior Quality Assurance Officer	July/Aug 2024
7	September 2024	Minor amends for clarity of reading	Annual Review	QA Lead	August 2025
8	August 2025	Updates and review	Annual Review	Head of Registry	August 2026
9	May 2026	- Textual revisions made throughout to bring the policy into compliance with applicable regulations - Added Purpose and Scope - Expanded External references	Compliance Alignment 2026 (OfS)	QA Compliance Review	August 2027

External Reference Points

- OfS Regulatory Framework 2018 (as amended) – Conditions B1, B2, B3, B5, C1
- OfS Condition B3: student continuation and completion (numerical thresholds)
- QAA UK Quality Code 2024 – Enabling Student Achievement; Student Engagement
- Equality Act 2010 – anticipatory duty, reasonable adjustments, PSED
- UK GDPR and Data Protection Act 2018
- Consumer Rights Act 2015 and CMA Guidance for HE Providers 2023
- Higher Education and Research Act 2017
- Higher Education (Freedom of Speech) Act 2022
- Student Finance England / Student Loans Company attendance monitoring requirements
- Awarding partner attendance and engagement requirements
- Mental Health Act 1983 (as amended 2007) – where relevant to wellbeing-related absence

Related Policies and Documents

Affects all other policy documents. This document should however be read together with the following documents:

- 4.01 Academic Regulations
- 4.02 Teaching and Learning Strategy
- 4.03 Assessment Policy
- 4.11 Fit to Study Policy
- 4.13 Disability, Inclusion Policy
- 4.14 Student Code of Conduct
- 4.15 Extenuating Circumstances Policy (including Extension and Deferrals)

Contents

Compliance Alignment Statement 2
Version Control Statement 2
External Reference Points 3
Related Policies and Documents 3
1. Purpose 5
2. Scope 5
3. Introduction 5
4. Principles 5
5. Learner Registrations and Certification 6
5.1 Franchised Provisions 6
6. Defining At Risk Students 7
7. Mitigating Against Risk Factors 7
8. Attendance Expectations 7
9. Attendance Monitoring 8
9.1 Monitoring Non-Engagement 8
9.2 Valid Mitigating Circumstances 8
9.3 Absence Notification 9
9.4 Withdrawal and Suspension 9
10. Identifying At Risk Students 9
10.1 Non-Attendance 9
10.1.1 Recording Attendance 10
10.1.2 Monitoring Non-Attending Students 10
10.1.3 Follow-Up of Non-Attending Students 11
10.1.4 Travelling Abroad During Term Time 11
10.2 Non-Participation in Learning Activities and Resources 12
10.2.1 Engagement in Teaching Sessions, learning Activities, and VLE 12
10.3 Non-Submission of Assignments 12
10.3.1 Submission Requirements and Recording 12
10.3.2 Monitoring Students Not Submitting Work or at Risk of Failure 12
10.3.3 Follow-up of Students Who Have Not Submitted Work or Failed to Achieve a Pass Grade 13
11. Support for Students 13
12. Individual Plan for Academic Success (IPAS) 14
13. Evidence and Record Keeping 14
14. Reasonable Adjustment and Equality 15
15. Consumer Protection and Student Rights 15
16. Data Protection 15
17. Monitoring and Reporting 15
18. Appendices 15

1. Purpose

This Policy sets out Waltham International College's (WIC) approach to monitoring and supporting student attendance, engagement, and retention across all higher education programmes. It establishes the framework through which WIC meets its obligations as an OfS-registered provider under Conditions B1, B2, and B3, fulfils its duty of care to students, and complies with Student Finance England attendance monitoring requirements for students in receipt of student loans.

2. Scope

This Policy applies to all students enrolled on higher education programmes at WIC, whether studying full-time, part-time, on-campus, or via blended or online learning. It applies to all modes and levels of study from Level 4 to Level 7. Where programmes are delivered through franchised arrangements with awarding partners, the requirements of those partners apply in addition to this Policy, as set out in Section 5.1.

3. Introduction

Regular attendance, active participation, and timely engagement with learning and assessment are fundamental to student success. WIC is committed to enabling all students to achieve their academic potential and complete their programmes successfully, and recognises that proactive monitoring of attendance and engagement is central to that commitment.

This policy establishes a structured, transparent framework for monitoring attendance, participation, and assessment engagement across all programmes and modes of study, including franchised provision delivered in partnership with awarding partners. It sets out the responsibilities of staff and students, the processes for identifying and responding to disengagement, and the support available to students at risk of non-continuation.

The policy reflects WIC's regulatory obligations to the Office for Students, awarding partners, and funding bodies, and is informed by the QAA UK Quality Code and the Equality Act 2010. It should be read alongside the related policies listed above, in particular the Extenuating Circumstances Policy (4.15), the Fit to Study Policy (4.11), and the Academic Appeals Policy (4.07).

4. Principles

WIC's approach to attendance monitoring and student support is underpinned by the following principles:

- Student-centred**:** Attendance monitoring is a means of identifying and supporting students in need, not a punitive mechanism. Early intervention is offered in a spirit of care and collaboration.
- Proportionality**:** Interventions are proportionate to the level of risk or disengagement identified, escalating only where earlier support has not enabled re-engagement.
- Equality and inclusion**:** The policy is applied fairly and consistently across all student groups, with reasonable adjustments made for students with disabilities or other protected characteristics in line with the Equality Act 2010.

- Transparency: Students are informed of attendance expectations, monitoring processes, and potential consequences at induction and through programme handbooks, in line with CMA guidance and OfS Condition C5.
- Evidence-based practice**:** Attendance and engagement data is used to identify trends, evaluate the effectiveness of interventions, and inform continuous improvement, in line with OfS B3.
- Shared responsibility: While WIC provides comprehensive academic and pastoral support, students are expected to take an active role in their own engagement and progression.

5. Learner Registrations and Certification

All individual learners must be registered to the correct programme within one month of enrolment, and valid learner certificates must be claimed within the agreed timescales. The College maintains a secure, accurate, and accessible audit trail ensuring that each learner's registration and certification can be traced to the certificate issued.

To achieve this, the College will:

- register each learner in accordance with awarding body requirements;
- provide a mechanism for programme teams to check and verify the accuracy of learner registrations;
- ensure that all learners are made aware of their registration status;
- notify the awarding body promptly of any withdrawals, transfers, or changes to learner details;
- ensure that all certificate claims are submitted in a timely manner and are based solely on internally verified assessment records;
- submit certificate claims for all passed modules following the Assessment Board meeting for that trimester;
- assign responsibility for certificate claims to the Assessment Manager/Officer;
- conduct audits of all certificate claims submitted to the awarding body and of all certificates received from the awarding body to ensure accuracy and completeness;
- ensure that students collect their original certificates in person, sign a register upon receipt, and that a copy is securely retained by the College;
- maintain all related records securely and in compliance with the required legal retention period post-certification.

5.1 Franchised Provisions

In line with Leeds Trinity University's Student Registration Policy, learners must register within the published deadlines each academic year. Students are responsible for the accuracy of their registration information, and registration must be completed both with the College and with the awarding body. Learners cannot access teaching, learning, or assessment opportunities until they are fully registered. Failure to complete registration may result in withdrawal from the programme.

6. Defining At Risk Students

WIC recognises that failure to engage is an early and reliable indicator of risk to continuation, progression, and completion outcomes. Disengagement may take the form of absence from scheduled sessions, failure to participate in learning activities or VLE resources, failure to submit assessed work, non-participation in placement activities, or failure to achieve satisfactory grades, particularly where a student has not engaged with formative feedback during the preparation of assignments.

The College takes the view that the effects of non-attendance, non-participation, and non-submission are cumulative. A student who disengages across multiple dimensions simultaneously is at significantly greater risk than one whose difficulties are isolated or short-term.

This policy enables staff to detect early signs of risk and provides clear guidance on appropriate and timely action, with student support as the central response. Where continued non-engagement persists despite intervention, the policy provides an escalating process to ensure all reasonable means of re-engaging a student are explored before withdrawal is considered.

The College defines student success broadly, encompassing academic achievement, personal development, and progression into employment, further study, or enterprise. Retention, students remaining with the College and completing their programme within the expected timeframe alongside their peers, is central to this definition.

7. Mitigating Against Risk Factors

The primary approach WIC uses to mitigate risks to continuation and completion is early, targeted academic and pastoral intervention informed by engagement data.

Proactive outreach is particularly important at key transition points in the student lifecycle. Student induction is one of the most critical of these points: new students are given comprehensive information at the start of their programme to set clear expectations around attendance, participation, and engagement. This information is revisited and updated at transition points between levels and stages of study.

WIC regards students as partners in their learning. The College emphasises shared responsibility for success: while it is the responsibility of all staff to identify and respond to students at risk of disengaging, students are expected to engage actively with support, provide feedback on their experience, and take ownership of their progression. Students are encouraged to contribute to a learning community with a strong cohort identity, in which peer support and a sense of belonging are regarded as protective factors against disengagement and withdrawal.

8. Attendance Expectations

Students are expected to attend all scheduled academic activities, including taught sessions, tutorials, assessments, placement activities, and any other compulsory elements of their programme. Regular attendance is essential for academic success and positive student outcomes. The minimum expected attendance rate is 80% of all scheduled sessions per module and programme period, unless awarding partner requirements specify otherwise.

Students who are unable to attend for any reason must notify the College prior to or as soon as possible after the absence using the approved notification process. All absences, whether authorised or unauthorised, are recorded and monitored.

9. Attendance Monitoring

WIC operates a systematic, risk-based attendance monitoring system that identifies students who may be at risk of non-engagement or non-completion at an early stage. Attendance, engagement, and assessment data are used as indicators to inform professional academic and pastoral judgement. Decisions relating to suspension or withdrawal are not automatic and are made following structured review, documented consideration, and appropriate engagement with the student.

The Student Management Committee (SMC) provides institutional oversight of engagement monitoring. It reviews evidence of student engagement and the outcomes of support interventions, and makes recommendations regarding continued monitoring, escalation, suspension, or withdrawal in line with College regulations and awarding partner requirements. The SMC meets weekly and considers all students on the at-risk register. WIC's engagement monitoring complies with Student Finance England requirements for students in receipt of government student loans. The College will report any failure to engage to the relevant funding body where required.

9.1 Monitoring Non-Engagement

The College uses a combination of attendance data, VLE usage, assignment submission records, and data from other College systems to monitor each student's academic engagement with their programme of study.

The College will initiate a supportive intervention when any of the following indicators are identified:

- a student (on Degree Programmes stricter attention is paid to Foundation/Level 4 students) does not attend more than two learning events in Weeks 1–4 of Term One, including Welcome Week and induction sessions;
- a student misses three consecutive learning events in one week, or three learning events in any week from Week 4 onwards;
- a student fails to attend a scheduled meeting with College staff, including Personal Tutors, the ACE team, Year Leads, Engagement Officers, or Student Support staff;
- a student does not access their VLE modules at least once per week;
- a student fails to meet a submission deadline or does not submit other required work.

Any of the above indicators suggests that a student is not engaging fully with their programme. The student will be contacted to discuss the reasons for the lack of engagement, and timely, appropriate support will be provided in accordance with this policy. Staff and students are responsible for familiarising themselves with these processes to ensure consistent practice.

9.2 Valid Mitigating Circumstances

When a student notifies the College of an absence due to a valid mitigating circumstance, such as a medical procedure, illness, accident, or bereavement, or other valid personal circumstances, the College will continue to monitor engagement in line with standard procedures. Appropriate contact and support will be maintained throughout the period of absence, and the student will be referred to relevant support services where necessary.

Such absences may be approved but are still recorded as non-attendance. All students requesting approval of absences must provide supporting documentation, as required by regulatory bodies and

awarding organisations. Approved mitigating circumstances do not remove the requirement for students to engage where reasonably possible, nor do they suspend monitoring under this policy.

9.3 Absence Notification

Students must report all absences as follows:

- Short-term illness (up to 3 days): self-certify via the student portal or notify Registry Team directly
- Illness of 4 days or more: provide a doctor's note or equivalent medical evidence
- Planned absence (e.g., medical appointment, religious observance, caring responsibility): request authorisation from the Programme Leader in advance
- Emergency or unforeseen absence: notify the College as soon as possible on the day of absence

WIC recognises that students may have complex needs and responsibilities. The College will take a supportive and empathetic approach to absence management, particularly where absence is related to disability, mental health, or other protected characteristics.

9.4 Withdrawal and Suspension

Withdrawal refers to the permanent cessation of a student's registration on a programme. Decisions are made in line with the Academic Regulations and awarding body requirements.

Suspension refers to a temporary interruption of studies, normally used where a student is unable to engage for a defined period but intends to return.

Persistent disengagement may result in withdrawal, following review, documented consideration, and appropriate engagement with the student. Examples of circumstances that may lead to withdrawal include, but are not limited to:

- a student has not submitted assessed work, attended, or engaged with their studies for four or more learning weeks and has not responded to contact from the College;
- repeated occurrences of disengagement as described above;
- failure to respond to attempts by College staff to make contact in support of re-engagement;
- failure to attend meetings or interventions arranged to support re-engagement.

Students with valid mitigating circumstances who are unable to engage or attend timetabled sessions for a period exceeding two weeks will normally be advised to suspend their studies. If a student chooses not to suspend, continued non-engagement, regardless of the approved nature of the absences, may result in withdrawal from the programme.

10. Identifying At Risk Students

10.1 Non-Attendance

WIC expects all students to attend all scheduled sessions, including practical workshops, online classes, placements, and off-site visits. The College operates an electronic attendance recording system, which all students are expected to understand and engage with.

10.1.1 Recording Attendance

For all on-campus sessions:

- attendance is recorded onto an electronic register by the tutor at the start of each session;
- electronic registers close one hour after the start of the session;
- students who arrive within the first hour receive full attendance credit;
- students who arrive after one hour lose attendance credit proportionally for each hour of lateness;
- late arrivals beyond 45 minutes are recorded by the Registry department based on tutor notes;
- students who arrive late or leave early have their attendance accurately recorded, including time of arrival or departure and an explanatory note.

For online sessions, tutors record as present all students who log in and participate actively in the class.

10.1.2 Monitoring Non-Attending Students

After each session, the Attendance Officer reviews the electronic system and contacts students who are absent. Students with ongoing issues are required to contact the Registry Team to explain their circumstances, and are signposted to the Student Support Officer or Student Welfare Officer as appropriate.

The electronic recording system calculates attendance as a percentage and assigns a colour-coded status to each student's record, triggering the following responses:

Attendance Level	Trigger	Colour	Person responsible	What happens
A drop in attendance to 80%	Or 1 week of unreported absence	Green	Personal Tutor	**If absent**: student is contacted by phone. **If present**: Personal Tutor meets with student to discuss the importance of regular attendance and refers to Student Support Officer/Student Welfare Officer if issues are identified.
60% to 79%	Or two consecutive weeks of absence	Yellow	Registry Team	**First written warning** letter issued, whether student is present or absent. **Case noted** on the Student Management Committee (SMC) tracker.
50% to 59%	Or three consecutive	Blue	Attendance Officer	Student contacted or met **(Second Warning**).

	weeks of absence			**Commitment Meeting** held with Personal Tutor. Letter issued and case noted on SMC tracker.
Below 50%	Or four or more consecutive weeks of absence	Red	Attendance Officer	**Final warning** letter issued. Meeting arranged with student (**Cause for Concern**). Meeting may be escalated to include the Programme Manager.

10.1.3 Follow-Up of Non-Attending Students

For students who do not respond to contact or invitations to meetings, the following process applies:

- the Attendance Officer compiles weekly percentage attendance data from the electronic system and presents it at the corresponding SMC meeting;
- responsible officers take appropriate action as soon as attendance data is available and record detailed notes on follow-up progress for each student;
- responsible officers attend the weekly Student Management Committee from Week 2 of the academic year, presenting reports and discussing individual students;
- the SMC reviews each student's full engagement history, including attendance, formative assessment participation, submissions, VLE activity, placement activity, and engagement with support plans, and determines appropriate action;
- students in receipt of student funding who provide evidence of illness or planned long-term absence exceeding two weeks are advised to contact the Student Loans Company to defer their studies;
- students who do not respond to any contact or support arrangements are recommended for suspension and reported to the Student Loans Company regarding the change in their circumstances;
- students who respond but remain unable to attend after two weeks are also suspended, with the SLC notified accordingly;
- for students on franchised or awarding university provision, the student is reported through the relevant partner systems as withdrawn where applicable;
- students who return after an absence of two weeks or more are placed on an Individual Plan for Academic Success (IPAS), see Section 12.

10.1.4 Travelling Abroad During Term Time

All students on full-time programmes are strongly advised not to travel or book holidays during term time. In genuine emergencies, students who need to travel must notify both the College and the Student Loans Company in advance. Students who do not return to College within two weeks, including those on emergency travel, are subject to the suspension procedures set out in Section 9.4.

These requirements apply to all students, including those attending online sessions. While the College recognises that online learning can be accessed from any location, this cannot be used as justification for travel that interferes with scheduled sessions or for failure to notify the College and SLC of travel plans.

10.2 Non-Participation in Learning Activities and Resources

10.2.1 Engagement in Teaching Sessions, learning Activities, and VLE

Attendance in a session does not automatically indicate active participation in learning. WIC academic staff are central to designing engaging lesson plans and learning activities that reflect curriculum and programme outcomes. These plans encompass pre-session preparation, in-session individual and group activities, and post-session reflection. While much of this activity is directed in person, a significant proportion of resources and activities is accessible through programme and module VLE pages.

WIC considers the monitoring of in-session participation alongside VLE access essential to understanding a student's overall engagement and likelihood of success. Access to and analysis of awarding partner VLE utilisation data is integral to this approach, particularly in identifying students who may be at risk of non-progression despite surface-level attendance.

10.3 Non-Submission of Assignments

10.3.1 Submission Requirements and Recording

Students are required to submit completed assignments by specified deadlines throughout the academic year and may also be required to complete other forms of assessed work, such as presentations. Evidence from the sector indicates that students who submit work and engage with tutor feedback are more likely to progress and achieve higher grades than those who do not.

Formative assessments, class activities completed during the course of study, form part of engagement. Summative assessments are an essential part of the course and students who do not submit assessed work are at significant risk of failing to achieve the intended learning outcomes, with direct consequences for their progression and completion outcomes.

10.3.2 Monitoring Students Not Submitting Work or at Risk of Failure

The College records the submission and non-submission of all assessed work. This information is made available to staff responsible for teaching and supporting students. Where a student has not submitted work, or has submitted but received a referral or fail grade, a monitoring process aligned with the attendance monitoring system is applied as follows:

Submission status	Colour	Person responsible	What happens
Formative work not completed at Weeks 3, 6, or 9	Green	Subject Tutor	Tutor contacts student to discuss formative feedback and encourage submission, to allow adjustment of summative assessment approach if needed.
Summative work not submitted two weeks before the final	Yellow	Module Leads and Personal Tutors	Module Lead and Personal Tutor work together to contact all such students

deadline; or work submitted but student unlikely to achieve a pass grade; or student has not responded to calls to engage with formative feedback			and discuss available options, with support from the ACE team.
Work not submitted by the summative deadline with no extenuating circumstances application.	Blue	Programme Lead/ Academic Student Support Officer	Student contacted or met. Discussion confirmed by letter. Note placed on student file with copy of letter.
No response to calls to submit work, or no resubmission following a referral grade	Red	Programme Manager	Letter issued and meeting arranged to explain the implications and next steps.

10.3.3 Follow-up of Students Who Have Not Submitted Work or Failed to Achieve a Pass Grade

- Late submissions and resubmissions are normally discussed and authorised at Assessment Boards formally approved by the awarding partner.
- Students whose circumstances are causing disruption to their studies or preventing submission should discuss these issues with the Student Support Officer or their Programme Manager at the earliest opportunity. Students will be signposted to the appropriate channels, which may include applying for extenuating circumstances or, in more serious cases, deferring their studies.
- Extenuating circumstances and extension requests are considered during Assessment Boards. The Assessment Officer is authorised to approve extenuating circumstances applications, which are presented to the Assessment Board for ratification.
- Non-submissions, late submissions, and referrals authorised by the Assessment Board are reviewed and categorised during Student Management Committee meetings.
- For completeness, attendance data is cross-referenced with non-submission and referral records to provide a holistic picture of each student's engagement.

11. Support for Students

The College provides structured academic and pastoral support to address barriers to engagement and to safeguard student continuation, progression, and completion outcomes.

Students who are experiencing difficulties that are affecting their ability to submit work or engage with their programme should raise these with their Personal Tutor or Programme Manager at the earliest opportunity. Where relevant, students are strongly advised to submit an extenuating circumstances

request as soon as possible. Further information is available in the Extenuating Circumstances Policy (4.15).

The College's support provision includes:

- Personal tutoring**:** regular meetings with a designated Personal Tutor to discuss academic progress, wellbeing, and development;
- Student Support Officer**:** available to provide advice, guidance, and referral for students experiencing difficulties;
- Student Welfare Officer and Programme Managers**:** available to offer confidential support for personal, health, and pastoral issues, and to identify and refer students who may be at risk;
- Student Support Services**:** including wellbeing, counselling, disability support, and learning support;
- Academic Skills support (ACE team):** academic writing, referencing, study skills, and assignment preparation;
- Financial guidance**:** signposting to bursaries, hardship funds, and financial advice;
- Mental health support**:** access to College wellbeing advisors and referral to external services where needed;
- Class representatives**:** peer support through student representatives who are involved in welfare discussions and can provide informal guidance within the student community;
- Interruption of Study**:** a temporary break from studies where circumstances require, in line with the Academic Regulations.

12. Individual Plan for Academic Success (IPAS)

Where a student is identified as being at risk of non-progression or has experienced a period of significant disengagement, the College operates the Individual Plan for Academic Success (IPAS). The IPAS provides a framework for differentiated, tailored support matched to the needs of the individual student and the demands of their programme.

Students are normally placed on IPAS by their Programme Manager in the following circumstances:

- return from a long absence;
- persistent difficulties with participation in learning activities or assignment submissions;
- placement on the at-risk register by the Student Management Committee.

IPAS students are monitored directly by their Programme Manager. An individualised support plan is developed and agreed with the student, setting out specific targets, support arrangements, and review points. Progress is reported to the SMC.

13. Evidence and Record Keeping

All monitoring activity, interventions, communications, and decisions made under this policy are recorded securely within the College's student record systems. Records are maintained in a form that is accessible for audit, quality assurance, and external review purposes, including inspection by the

Office for Students, awarding partners, and the Student Loans Company. The retention of records is governed by the College's Data Protection Policy and applicable legal requirements.

14. Reasonable Adjustment and Equality

WIC has an anticipatory duty under the Equality Act 2010 to make reasonable adjustments to ensure that students with disabilities are not substantially disadvantaged by attendance and engagement requirements. Reasonable adjustments may include alternative means of demonstrating engagement, flexibility in attendance requirements, or additional support provision. All adjustments are documented in the student's Individual Support Plan (ISP) and reviewed regularly. The impact of this Policy on students with protected characteristics is monitored as part of the College's equality monitoring obligations.

15. Consumer Protection and Student Rights

In line with OfS Condition C5 and CMA guidance, students are informed of attendance expectations, monitoring processes, and the potential consequences of non-attendance before they enrol. Any material changes to attendance requirements during a programme will be communicated to students with reasonable notice. Students have the right to make representations and to appeal any suspension or withdrawal decision through the Academic Appeals Policy (4.07).

16. Data Protection

Attendance data is personal data and is processed in accordance with UK GDPR and the Data Protection Act 2018. Attendance records are used only for the purposes of monitoring student engagement, meeting funding body requirements, and supporting students. Data will not be shared with third parties without lawful basis. Students have the right to access their own attendance records.

17. Monitoring and Reporting

WIC monitors attendance and retention data at module, programme, and institutional level. Data is disaggregated by protected characteristic to identify any attendance gaps affecting particular student groups, in line with OfS B3 requirements and the PSED. Findings are reported to the Academic Board and used to inform the College's Access and Participation Plan and targeted support initiatives. This Policy is reviewed annually.

18. Appendices

There are no appendices for this policy.