Student Engagement & Attendance Policy

Preface

At OBU we want our students to experience the full benefits of their time with us. These benefits include the positive impact that attending and engaging with your teaching and learning environment have on your academic success and personal development. We want to be able to support you and extend a helping hand but we also need to know when that support may be needed. Monitoring your attendance and engagement will enable us to reach out to you, enabling us to provide tailored assistance, helping you flourish academically and personally, and ensuring you make the most of your time here at Oxford Brookes.

We think about engagement, and how to support your engagement, in two broad categories:

1   Lower levels of engagement that represent a concern

Ultimately you are adult learners, and the extent to which you engage is largely your choice. We expect students to attend and engage with all learning and research activities, complete all assessments, work to agreed deadlines and take responsibility for your learning, and there is extensive research literature to evidence that doing this offers you the best chance of success. We recognise however, that sometimes engaging fully might be difficult, and while we know that many of you will recognise when your engagement dips, and will come to us for support, we know that reaching out might not be something everyone feels confident in doing. We therefore want to try and offer support early, if we believe that your engagement is not sufficient to allow you to succeed and that you haven't reached out to us.

We have recently created two new posts called Engagement Coordinators, and their job is to follow up with you if we believe that your levels of engagement represent a concern. As discussed above, concern in this instance is not about judgement, but is about noting if your engagement is not where we expect it to be, and getting in touch with you to see whether you need any support

In addition to wanting to see you succeed, for those of you who are studying here on a Student visa, the University is acting as your sponsor, and we have additional obligations to demonstrate that we are ensuring that you are engaging appropriately.

We may therefore need to intervene in a slightly different way with you if your engagement represents a concern in meeting the conditions of your visa

The specific details of how we monitor and respond to engagement concerns can be found in the following **policy**.

2   Improving your engagement levels

In addition to the Engagement Coordinators, your [Academic Advisors](#) will also have access to information about your engagement levels. Your Academic Advisor will be able to discuss with you any concerns or barriers that you feel that you might have to your engagement or if you want to discuss ways in which you can improve your engagement levels (both in terms of quantity and quality).

It is important to remember that you have a role to play in maximising your University experience, and you will need to take responsibility for engaging as best you can. We will be there to support you, but this is a partnership wherein both you and the University need to make a contribution.

Policy

Student Engagement & Attendance Policy

Contents

1 Why do we have this policy?

1.1 Regular engagement is an important aspect of learning and the wider student experience. Students who fully engage with all aspects of their programmes are more likely to succeed with their studies, and research indicates that engaging in their course is also a good way to connect with other students and to feel a greater sense of belonging with their University community.

1.2 This policy is designed to support student success and personal development by setting out the expectations the University has with respect to student attendance and engagement. It also details the types of support that is available to help students to engage, and what the University may do when patterns of disengagement are identified.

2 Scope - who does this policy cover?

2.1 This policy covers all students studying towards an Oxford Brookes Taught Award. For students who are studying at a partner institution, the principles of this policy will still apply, but the specific expectations, support and monitoring mechanisms may vary, and students should consult their programme handbook for specific details.

2.2 Students studying for a research award with the University are not covered by this policy, but are covered by the [Research Degrees Policy and Procedure Handbook](#)

2.3 This policy aligns with a number of other policies designed to support students. Through the actions outlined in section **6**. **Addressing Engagement Concerns,** students may be referred to other processes such as those listed below:

- [Complex Student Situations Policy](#)

- [Fitness to Study Policy](#)

- Fitness to Practise (Subject specific)

2.4 Other key policies and regulations with which this policies aligns (and are referred to within this policy) include:

- [Academic Appeals](#)

- [Exceptional Circumstances](#)

2.5 This policy should be read in conjunction with the University's overarching [Regulations for Study](#)

3   Expectations

3.1 Engagement covers a multitude of ways in which students can interact with the University. Below is a list of some of the key ways in which students can engage, this list is not exhaustive:

- Attendance and participation in timetabled teaching activities (lectures, laboratory classes, seminars etc)
- Attendance at activities such as work placements, fieldwork, dissertation supervision sessions, studio work
- Completion of individual and/or group assessment tasks - event assessments (exams, presentations, quizzes etc), coursework, practical assessments / performances
- Virtual Learning Environment (VLE) Interaction: Time spent using, and interacting with the VLE
- Library: Use of electronic and physical resources, including books
- Meetings with Academic Advisors
- Meetings with other programme and/or module staff
- Co-curricular sessions, especially those supporting employability and the development of personal and professional skills (industry guest lecture sessions; career and alumni presentations, career fairs, CV development)

3.2 There may be other ways not listed above that the University considers as engagement (for example, in the circumstance of making a reasonable adjustment to provide support with a disability). It will be for the Academic Registrar, in consultation with the relevant academic department to determine whether an activity not listed above indicates satisfactory engagement.

3.3 **The University expects all students to engage fully with their programme of study**, and while it is recognised that students will have commitments and interests outside of their studies, it is expected that students will apply the necessary level of commitment to their programme of study - which includes the necessary independent learning in which students will need to engage.

3.4 **Expectations about how students engage will vary depending on their programme of study.** Students should consult their programme handbook and module guides for guidance on the likely time that will be required to dedicate to various activities designed to meet the learning outcomes, but should note that these will only ever be guides, as a minimum baseline of what students should expect.

3.5 **Everyone will approach their learning in the way that suits them best, and this may vary as their learning techniques evolve over time.** This is why we do not set a prescribed engagement measure to ensure success. Throughout this policy we will refer to 'minimum levels of engagement'. This means if a student demonstrates one or more minimum levels of engagement, the University will use these levels when we are deciding how we can best support that student.

3.6 It is important to ensure that we are able to highlight instances of very low levels of engagement or where engagement is significantly out of line with a designated peer group, and intervene to support students where we feel that it is important to do so. Interventions can take many forms, but will primarily be designed to support students and try to maximise their opportunities to succeed in their programme of study.

4   Supporting student engagement

4.1 We want students to engage, and we have developed interesting and inspiring programmes designed to make attendance and engagement something that students will always want to do.

4.2 We do recognise however that sometimes their circumstances may mean that it is hard to engage effectively. This section will look at some of the support mechanisms that are available to help students stay on track.

- Academic Advisors
- Centre for Academic Development
- Student Support Services
- Student Support Coordinators
- International BookmarkStudent Advice Team

4.3 **Academic Advisors**: When students start their studies they will be allocated an Academic advisor from the academic staff in their School. The name of their Academic advisor can be found on their Record and Results page in Student Information. Their Academic advisor will work with students throughout their programme of study and their role is to complement the academic guidance provided within their modules and, where appropriate, to refer students to other sources of specialist information, advice and guidance.

4.4 More details about how to get the most from working with their Academic advisor can be found here

4.5 The **Centre for Academic Development** offers classes, one-to-one online tutorials and online resources to help students get to where they want to be. They can help students with a wide range of issues that can affect engagement including time management, understanding assignment briefs, and how to get the most out of attending classes

4.6 **Student Support Services** offer a range of services including:
- disability support
- mental health and wellbeing support
- transitions and induction
- financial aid and managing finances
- student advice

4.7 We recognise that each student will have a unique set of hopes, ambitions and needs, and that these will change throughout their student journey. In order to respond to the full range of needs that will be experienced, the teams in Student Support Services will work alongside students in ways which are empowering and which build on their own resources and resilience. We will work in partnership, encouraging students to be proactive in realising their own potential and finding solutions which suit them best.

4.8 **Student Support Coordinators** are faculty-based staff dedicated to helping students. Students can contact their Student Support Coordinators by phone, email or just drop into their offices. Contact details for Student Support Coordinators can be found in the Students' Programme Handbook or on the dedicated webpages.

4.9 Student Support Coordinators can help students:

- to find the right person or resource to help resolve academic or personal problems as quickly as possible (this might mean putting a student in touch with specialist services in

the university)
- to make an exceptional circumstances claim
- to understand Student Information with regard to module addition and deletions, resolving errors, changing subjects, accessing timetables, handbooks, exam schedules and module results.

4.10 **The International Student Advice Team** (ISAT) is a specialised team that supports non UK students by providing a range of services and advice about visas and immigration status, work, personal matters, and adapting to the UK.

4.11 ISAT is the only team trained and regulated to give immigration advice under the Office of the Immigration Services Commissioner guidelines. Staff should direct international students to ISAT for all visa and immigration advice.

5   Monitoring

5.1 The University will monitor student engagement during each teaching period (i.e. term or semester), and will review student interactions at various intervals. The frequency with which engagement is reviewed may vary between academic years and will be informed by learning about the effectiveness of our monitoring. An example of the intended review frequency is outlined in Appendix 1, but please note that the actual frequency may vary.

5.2 Attendance and engagement data are captured through various methods, as discussed in section 3.1, and details will be made available through a series of dashboards. Information will be made available to students' Academic Advisors, who may wish to talk to their students about engagement in scheduled Academic Advisor meetings. Academic Advisors may also wish to contact the University Engagement Coordinators, who are responsible for following up when engagement levels are deemed to be of concern.

5.3 In addition to the review outlined in Appendix 1, there may be programme specific attendance requirements, professional, statutory or regulatory body requirements, or activities that must be completed (e.g. on work placement) which may require a member of University staff to intervene and take action on a different timescale.

5.4 Where a student is either the only student, or one of a very small number of students, taking a particular run of a module, or during periods where a student is only studying a module with no specific timetabled activity, the University Engagement Coordinators will make a judgement as to whether or not the student's engagement constitutes "an engagement concern", notwithstanding any specific programme / module requirements and / or any visa sponsorship requirements.

5.5 **Dissertation Supervision**: Dissertation supervisors (for students on taught degrees at Level 6 and 7) should remain within regular contact with their supervisees, and normally checks should be undertaken every four weeks as a minimum to assure supervisors that their supervisees are engaging as expected. Supervisors should maintain a record of each four week check in. This can be undertaken either through an in person or virtual meeting or through telephone or email correspondence.

5.6 **Authorised and Unauthorised Absences**: While we expect students to attend and engage with all learning and research activities, complete all assessments, work to agreed deadlines and take responsibility for your learning, we appreciate that sometimes something might occur that means this is not possible. The University operates an exceptional circumstances policy,

which is designed to ensure that students are not unfairly disadvantaged in instances where personal circumstances, which are out of a student's control and which they could not reasonably have prevented or accommodated, but have the opportunity to be assessed on equal terms with other students. Sometimes these circumstances may impact a student's ability to attend and a student may need to be absent from teaching sessions. For visa sponsored students, please also note the University's allowances for time away during semester time.

5.7 A student may have alerted someone (such as their module leader) in advance to confirm that they will not be attending a particular session, but for the purposes of attendance monitoring, as described above, a student will be recorded as absent while they are an enrolled student, even if this absence was expected. This is important to allow for full attendance records to be kept and for the University to offer support to any individual who represents an engagement concern. Where absence is due to a circumstance known about in advance, the Engagement Coordinators can discuss this with a student if they have been identified as a concern at any level. It is also worth noting that a single, authorised absence is not normally likely to register as an engagement concern, which is designed to be based more on a series of absences

5.8 For the avoidance of doubt, if a student is recorded as being on Approved Temporary Withdrawal (i.e. they have agreed a specific period of time to suspend their studies) they will not be marked as absent for missed teaching sessions during that period.

6   Addressing Engagement Concerns

6.1 Where engagement concerns have been noted at any of the monitoring review points (see appendix 1 for details), the University will take proportionate and supportive action. The exact nature of the action will vary depending upon the specific engagement concern, but appendix 2 outlines the intended actions for the specific academic year cited.

6.2 While every attempt will be made to fulfil the ambitions of the actions outlined in appendix 2, it may be necessary for this to vary given that the exact nature of the support needs of those highlighted cannot be predicted in advance, and different cohorts at different periods in time may need more or less support than other years.

7   Exceptional actions linked to poor engagement

7.1 If, at the end of semester review, where a student has failed to meet the necessary progression requirements or is at risk of not meeting the progression requirements at a subsequent exam board, and the student has been flagged under category 3 – e.g. if they have:

- been flagged at multiple points across the semester as an engagement concern, and received more than 2 telephone contacts or attempted contacts **and/or**
- If a student has been flagged by their Academic advisor as not having met with them at any point during the semester
  and/or
- If a student has failed to engage with attempts to contact and support, including failing to attend a meeting with designated staff following their intervention during the semester

the Academic Registrar (or nominee), in consultation with the University Engagement Coordinators and any relevant colleagues from Student Services, may make a recommendation

to the relevant examination committee[1], who may then decide to:

- Refer the student into formal Fitness to Study procedures;

- Withdraw the student from their programme at the next scheduled meeting of that committee (see University Regulations for Study 6.16).

- Consider any other exceptional actions warranted by the student's circumstances (eg referral into Fitness to Practise Procedures).

7.2 As the decision will be taken by an examination committee, students will be able to appeal the decision through the standard academic appeal process.

7.3 Please note that there may be other circumstances in which a student is recommended for withdrawal based on attendance, such as professional body requirements, which are discussed further in section 9

8 Meeting external requirements (Visa sponsored students, professional body requirements)

8.1 Visa Sponsored Students

8.1.1 For students requiring a visa to study in the UK, who are sponsored by the University under our Sponsor licence, students will have the same level of expectation from us and commitment to support them, but we will also need to acknowledge that we have a specific requirement under our licence to monitor engagement, and where non-engagement is identified, we may ultimately need to withdraw visa sponsorship and report this withdrawal to the UKVI, after following the steps described below.

8.1.2 Our engagement policy allows us to support students by identifying instances where an intervention might be useful, but also serves the purpose of meeting our sponsor obligations. There are some specific attendance requirements in place for visa sponsored students, and these are highlighted below:

8.1.3 **Students studying at Level 3 (one year stand alone Foundation Courses):** Students studying on a one year stand alone Foundation course at academic level 3 are required to attend a minimum of 15 hours of daytime (08:00 to 18:00, Monday to Friday) classroom-based study per week.

8.1.4 Attendance at these sessions will be monitored via class registers. Registers will be taken daily by the tutors and attendance will be monitored by the specific Programme Administrators with responsibility for these courses.

- Where the student has not reached 85% attendance of their classroom-based study in any given month, action will be taken in the form of contact from members of the International Student Advice Team and the International Student Compliance Team, who will agree an action plan with students that supports their re-engagement.

8.1.5 Following interventions, where a student's attendance falls below 70% for three

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[1] Withdrawal decisions will not usually be made on the basis of a single semester's data

consecutive months, the University will withdraw sponsorship due to lack of academic engagement unless there are exceptional and evidenced reasons for the non-attendance (e.g. illness).

8.1.6 **Students studying at Level 4, 5, 6 and 7:** Students studying at academic levels 4, 5, 6, and 7 (undergraduate and postgraduate courses) will be monitored by means such as those described in section 6 of this policy. Any visa sponsored student who has been identified as a category two concern will also be flagged to the International Student Compliance Team for their reference.

8.1.7 If during the course of a semester, a Visa sponsored student is flagged as a category two concern on two or more occasions, and where there are no valid exceptional circumstances such as illness being demonstrably present and relevant, the University will consider the withdrawal of its sponsorship. However, the threshold for taking such action may vary depending on the subject, type, and level of students' courses, and cases will be assessed on an individual basis taking account of all relevant information about the student's circumstances.

8.1.8 For any visa sponsored student who is flagged as a category 3 concern at the end of the semester, where there are no valid exceptional circumstances (such as illness) being demonstrably present and relevant, the University will consider the withdrawal of its sponsorship.

9 Professional Body Requirements:

9.1 There may also be specific attendance requirements belonging to a programme of study. These types of requirements are particularly common for professionally accredited programmes, and details of specific requirements can be found within the relevant programme handbook. These requirements will be considered as additional to the expectations outlined in section 3 ('Expectations'), and may require different actions to be taken to those articulated in section 6 ('Addressing Engagement Concerns)'.

9.2 If students have any queries about any specific attendance requirements for their programme, they should contact their Programme Lead or their Academic advisor in the first instance.

10 Student data

10.1 The majority of the personal data we hold about a student is directly related to the administration of their studies with the University, and supporting them with their studies. This includes their use of associated services such as IT, libraries and other facilities and their attendance at taught sessions and engagement with the University's Virtual Learning Environment (VLE).

10.2 Data related to Attendance and Engagement Monitoring is used to identify students who we believe are at risk of academic failure, in order to offer early support interventions and the University's lawful Basis for processing this data, including some automated profiling is that it is necessary for the provision of a contract

10.3 The University does not currently undertake any automated decision making or profiling using a student's personal data that falls within the scope of UK law. There will be instances of automated profiling as part of this Engagement and Attendance policy, which will allow the University to construct personalised dashboards that will assist in the identification of students,

who we believe may be at risk of academic failure, to offer early support interventions

10.4 If a student wishes to register an objection to automated profiling of their attendance and/or engagement data, then they can contact asaoperationsteam@brookes.ac.uk outlining their objections. Their submission will be considered by the Academic Registrar or nominee and a response to their objection will be given within 20 working days.

10.5 Further details of how the University collects and uses personal details can be found under the University's [data privacy notice](#)

11 Equality Impact Assessment (EIA)

11.1 An EIA screening assessment was undertaken, which determined that a full EIA would not be needed in the first instance, but that the position would be monitored. The EIA screening can be found [here](#)

Appendix 1 - Monitoring Review points for 24/25

A1.1 The following table gives an illustrative example of when the various monitoring points could run within a semester[2]

Week	Enrolment and Induction	2 weekly Data Refresh	4 weekly check & response	2 weekly Data Refresh	4 weekly check & response	2 weekly Data Refresh	End of semester check
0							
1			Period 1		Period 1		Period 1
2							
3			Period 2				
4							
5					Period 2		Period 2
6							
7							
8							
9							Period 3
10							
11							
12							

Table 1 - Frequency of Attendance and Engagement monitoring points

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[2] Please note that this may vary for e.g. term-based courses, and other courses where teaching patterns vary from the semester structure. There may also be specific attendance requirements for some modules e.g. placements, which would normally supersede the monitoring discussed in this section.

A1.2 At each point, there are potential courses of action which the University may take, depending upon a student's level of engagement and the level of concern that a student's engagement levels represent.These actions are discussed in Appendix 2 of this policy.

A1.3 The first fortnightly check will look at two weeks worth of data, but after that, every check will consider a four week rolling average of the most recent four week period. The two weekly checks will simply consider the latest data set alone, the four weekly checks will be a deeper dive in which engagement across the most recent two checks will be considered to identify instances of recurrent concerns across two consecutive monitoring periods. The end of semester checks will consider three consecutive monitoring periods.

A1.3 **Fortnightly data refresh**: Engagement is monitored automatically through dashboards which collate data relating to the most recent period. The dashboards will automatically place students into one of three categories as detailed below:

No Engagement Concerns	● Students are not presenting any engagement concerns
Level 1 Concerns	● Attendance at scheduled / timetabled classes (students in the lower quartile for their programme will be flagged) AND ● VLE Engagement (students in the lower quartile for their programme will be flagged)
Level 2 Concerns	● Students have been identified by their Academic Advisor as an engagement concern OR ● *Assessment deadline missed (if a piece of work was due and is flagged as having not been submitted within Moodle)[3]* OR ● A student has failed to attend any timetabled teaching

Table 2 - Details of the fortnightly data refresh

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[3] Real time assessment deadline data is not available at the time of this policy publication, so assessment checks will be based on an end of teaching period review until the data are available.

A1.4 Four weekly reviews: Engagement is monitored automatically through dashboards which collate data relating to the most recent four week period. The dashboards will automatically place students into one of three categories as detailed below:

No Engagement Concerns	● Students are not presenting an engagement concern
Level 1 Concerns	● Attendance at scheduled / timetabled classes (students in the lower quartile for their programme will be flagged) AND ● VLE Engagement (students in the lower quartile for their programme will be flagged)
Level 2 Concerns	● Academic advisor meetings (Students who have missed timetabled meetings with their Academic Advisors or have been identified by their Academic Advisor as an engagement concern may be flagged) OR ● Assessment deadline missed (if a piece of work was due and is flagged as having not been submitted within Moodle)[4] OR ● Two consecutive flags for Level 1 concerns (e.g. students who are identified as lower quartile for both VLE and attendance measures for two consecutive monitoring points will be flagged) OR ● A student has failed to attend any timetabled teaching

Table 3 - Details of the data used for the four weekly checks

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[4] Real time assessment deadline data is not available at the time of this policy publication, so assessment checks will be based on an end of teaching period review until the data are available.

A1.5 End of teaching period review: At the end of the teaching period the following variables will be considered

No Engagement Concerns	● Students are not presenting an engagement concern
Level 1 Concerns	● Attendance at scheduled / timetabled classes (students in the lower quartile for their programme will be flagged) AND ● VLE Engagement (students in the lower quartile for their programme will be flagged)
Level 2 Concerns	● Academic advisor meetings (Students who have missed timetabled meetings with their Academic Advisors or have been identified by their Academic Advisor as an engagement concern may be flagged) OR ● Assessment deadline missed (if a piece of work was due and is flagged as having not been submitted within Moodle) OR ● Two or more consecutive flags for Engagement Category 1 (students who are identified as lower quartile for both category 1 measures for two consecutive monitoring points will be flagged)
Level 3 Concerns	● Multiple flags across the semester: (If a student has been flagged as a level 2 concern on more than 3 occasions during the semester, they will be flagged here at the end of semester).

Table 4 - Details of the end of teaching period review

Appendix 2 - Actions to be taken when engagement falls below an expected level

A2.1 The following section sets out the intended actions that the university may undertake if a student's engagement falls below an expected level during the 24/25 Academic Year.

Fortnightly data refresh:
A2.2 No specific actions taken

Four weekly checks:

A2.3 If a student is identified as being in the lower quartile of attendance <u>and</u> the lower quartile for VLE engagement within their programme they will be sent an email to highlight that they have been flagged and to remind them of the importance of engaging and to highlight areas of support.

A2.4 If a student is identified as having been in the lower quartile for two consecutive checks, the Engagement Coordinators will review information about the student's attendance and engagement and determine the appropriate course of action. In most cases, this will be that the Engagement Coordinator will contact them again, to understand if they have any concerns or barriers preventing them from fully participating in their studies, and be reminded of the importance of engaging. It is important to remember that someone can be in the lower quartile for two consecutive periods and not represent any concerns in terms of engagement, but this will be a proactive approach by the University to check in with students. This will be an opportunity for students to identify if they feel that the data being used is not representative of their practical engagement.

A2.5 If a student has been identified by their Academic Advisor as an engagement concern, they may also be contacted by an Engagement Coordinator.

A2.6 If a student has missed a scheduled assessment submission date (inclusive of the time where an extension has been granted) they may be contacted by the Engagement Coordinators to follow up on why the assessment deadline has been missed.

A2.7 If a student has failed to attend any scheduled teaching within the previous 4 week period, the Engagement Coordinator will flag this to the student's Head of School and the student may be required to speak to or attend a meeting with a member of staff designated by the Head of School.

End of semester checks:
A2.8 The same checks in the 4wk check will be taken at the end of the semester, but in addition if a student has been flagged as a level 3 concern at the end of the semester check, then the University may need to take "Exceptional actions" which are detailed in section 7.

A2.9 Table 5 below offers a summary of the monitoring / data refresh intervals

Monitoring / data refresh intervals

2wk check	4wk check	End of teaching check
● Attendance at scheduled / timetabled classes (students in the lower quartile for their programme will be flagged) **(L1)**	● Attendance at scheduled / timetabled classes (students in the lower quartile for their programme will be flagged) **(L1)**	● Attendance at scheduled / timetabled classes (students in the lower quartile for their programme will be flagged) **(L1)**
● VLE Engagement (students in the lower quartile for their programme will be flagged) **(L1)**	● VLE Engagement (students in the lower quartile for their programme will be flagged) **(L1)**	● VLE Engagement (students in the lower quartile for their programme will be flagged) **(L1)**
● Students who have been identified by their Academic Advisor as an engagement concern **(L2)**	● Students who have been identified by their Academic Advisor as an engagement concern **(L2)**	● Students who have been identified by their Academic Advisor as an engagement concern **(L2)**
● *Assessment deadline missed[5] (if a piece of work was due and is flagged as having not been submitted within Moodle)* **(L2)**	● *Assessment deadline missed[6] (if a piece of work was due and is flagged as having not been submitted within Moodle)* **(L2)**	● *Assessment deadline missed[7] (if a piece of work was due and is flagged as having not been submitted within Moodle)* **(L2)**
	● Two consecutive flags for Level 1 concerns (e.g. students who are identified as lower quartile for both VLE and attendance measures for two consecutive monitoring points will be flagged). **(L2)**	● Two or more consecutive flags for Engagement Category 1 (students who are identified as lower quartile for both category 1 measures for two consecutive monitoring points will be flagged) **(L2)**
	● A student has failed to attend any timetabled teaching. **(L2)**	● A student has failed to attend any timetabled teaching. **(L2)**
		● Multiple flags across the semester: (If a student has been flagged as a level 2 concern on three occasions during the semester, they will be flagged here at the end of semester). **(L3)**

Table 5- summary of the monitoring / data refresh intervals

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[5] Assessments deadline data will not be included in the Learner Analysis for the 24/25 Academic Year
[6] Assessments deadline data will not be included in the Learner Analysis for the 24/25 Academic Year
[7] Assessments deadline data will not be included in the Learner Analysis for the 24/25 Academic Year

Engagement & Attendance Monitoring is continuous

You will log your **attendance** at lectures & seminars.
Your **online engagement** will be logged automatically.

Your Engagement & Attendance data will be refreshed and reported every 2 weeks

Your Academic Advisor may contact you if it looks like your current levels of engagement may be preventing you getting the most you can from studying at Brookes

Interval Checks

At monthly intervals during the Semester, we will look at your Engagement & Attendance levels to see whether you might benefit from accessing additional help or support

Monthly Check

Monthly Check

End of Semester Check

If your Engagement & Attendance is very low (and not improving) we may take further action

For example, to discuss whether it may be best for you to take a break from your studies (Approved Temporary Withdrawal)

If your levels of Engagement & Attendance look like you might not be getting the most out of your studies we may email you to check if you are okay and if there is anything we can do to help

We hope that you will respond to any contact that you receive regarding your Engagement & Attendance so that we can best help and support your studies with us. If we do not hear back from you and we continue to see reduced levels of engagement, we may need to contact you again, eg. by email or phone

Support & Advice
If you tell us you need advice or support, we will help to get you this.