

Student Attendance and Performance Management Procedure

Version Control History

Version Number	Date of Change	Summary of Revisions Made
1.0	September 2015	
1.1	August 2016	Footer updated to reflect new template model. Addition of Sector Manager role.
1.2	October 2016	BRAG now includes a 'NC' code for those individuals who complete much earlier than the rest of the class (predominantly used in the Language school). Bursary attendance, aligning with statutory requirements, now states 100% attendance is required. Revised the monitoring of BRAG from Degrees that are delivered wholly online or are delivered predominantly by another academic partner.
1.3	November 2017	Updated to reflect new roles (eg Sector Development Directors). CELCAT notifier is now set up to email PATs weekly to inform them of student absences. Confirming that the S:\BRAG is a secure folder.
1.4	December 2018	Change of role to Quality Manager
1.5	March 2023	Rebranded
2.0	March 2026	Major review to align with new Student Attendance and Performance Management Policy

Student Attendance and Performance Monitoring Procedure

1 Purpose

This procedure ensures that all students remain on track to successfully complete and achieve their course. It enables early identification of those at risk of non-completion and supports timely intervention, ensuring appropriate academic and pastoral support is provided to help students re-engage and progress successfully.

All actions and communications should be documented in the student record for transparency, audit and compliance purposes.

The process must remain supportive at all times, with every reasonable effort made to re-engage students before withdrawal is considered.

2 Scope

This procedure applies to all Further Education (FE) and Higher Education (HE) students enrolled at UHI Perth.

Attendance monitoring of international students still applies for both recording attendance and monitoring progress; however, the University (UHI) has its own procedure for international students that adheres to UKVI requirements, that must be followed.

Any concerns regarding School/College Partnership students should be directed to the relevant school in line with partnership arrangements.

Exceptions may apply to the recording of attendance for students undertaking work-based learning, work placements, distance learning, or networked delivery programmes. However, engagement and performance monitoring applies to all students, regardless of mode of study.

3 Definitions

- **SITS:** our primary student information system, recording enrolment and student data.
- **CELCAT:** the timetabling and attendance recording/monitoring system.
- **BRAG:** our monitoring tool, used to track attendance, engagement and performance holistically.
- **EMA:** Education Maintenance Allowance
- **VLE:** Virtual Learning Environment (Brightspace)

3 Responsibilities

3.1 Director of Student Experience

Has overall responsibility for this procedure.

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3.2 Learning, Teaching and Assessment Group

Provides oversight through regular review of attendance and performance data and ensures appropriate actions are implemented.

3.3 Directors of Curriculum, Sector Managers and Leaders

Responsible for ensuring academic staff understand their responsibilities regarding attendance and performance recording and monitoring.

3.4 Student Experience Manager

Ensures professional service staff actively contribute to student health, wellbeing, and attendance and performance monitoring.

3.5 Academic Staff

Responsible for:

1. Recording attendance promptly on the College system (CELCAT), ideally shortly after the start of each class.
2. For School/College Partnership programmes, taking registers promptly to enable timely absence reporting to schools.

3.6 Personal Academic Tutors (PATs)

Responsible for:

1. Reinforcing the importance of attendance and engagement.
2. Reviewing CELCAT reports to identify patterns of concern.
3. Completing weekly BRAG updates following consultation with teaching staff.
BRAG Categories:
 - **Blue** – Student withdrawn
 - **Red** – Very serious attendance and/or performance concerns
 - **Amber** – Serious attendance and/or performance concerns
 - **Green** – Attendance and performance meet required success thresholds
 - **NC** – Student completed early.
4. Working with internal support services to ensure appropriate interventions are in place.
5. Signposting students whose current attendance and /or performance suggest they would benefit from relevant internal support services.
6. Engaging with students regarding absence or performance concerns, which may ultimately lead to course withdrawal if issues remain unresolved.
7. Instructing the Curriculum Admin Team (CAT) to issue formal communications (see Appendices).
8. Processing relevant documentation including the completion of withdrawal.
 - For FE, the date of withdrawal is the last date of physical attendance For courses that are distance learning, work-based or online, the date of withdrawal is the last date of engagement with studies (eg the last time the course work was submitted).
 - For HE, the date of withdrawal should be one of the following:

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- i. The last day of academic activity or where this is unknown;
 - ii. The date of the first communication from UHI requesting an explanation of absence; or
 - iii. The last day of the semester (where a student withdraws at the end of a given semester)
9. Supporting the monitoring of laptop loans and ensuring safe return where applicable.

3.7 The Curriculum Admin Team (CAT)

Responsible for:

1. Upon instruction from the PAT, issue the relevant text or letter via SITS SRLs
2. Upon instruction from the PAT, update BRAG with the dates of issue.

3.8 The Student Records Team

Responsible for:

1. Ensuring CELCAT and BRAG systems are operational and appropriately maintained.
2. Processing the FE withdrawal in SITS and ensuring the automatic updating of CELCAT is successful

3.9 Students

Responsible for:

1. Attending all timetabled sessions.
2. Informing their PAT in advance of expected absences and submitting Authorised Absence Form where required
3. Notify their PAT of unforeseen absences as soon as reasonably possible.
4. Providing medical certification for absences exceeding five consecutive days.
5. Engaging with available support services.

Authorised absences may include:

- Religious observation
- Funeral attendance
- Caring responsibilities
- Driving test (not lessons)
- Medical appointments beyond the students' control
- Interviews (employment or university)
- Court attendance or statutory appointments
- Appointments with college support staff
- Severe transport disruption

Absences not normally authorised:

- Holidays
- Shopping
- Paid work
- Driving lessons

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- Birthday or leisure activities
- Regular childcare without formal caring responsibilities

3.9.1 Risk and Project Management Officer

Responsible for quality assurance and arranging publication of this policy.

4 Procedure

4.1 Key Principles

1. Students are expected and encouraged to attend 100% of all timetabled classes.
2. Students must actively engage in their learning, including through the Virtual Learning Environment (VLE) where appropriate.
3. Students are encouraged to behave respectfully and professionally at all times. We recognise that individual circumstances can sometimes make this challenging, and we are committed to offering appropriate support where needed.
4. Students must inform staff promptly of any issues affecting their attendance, engagement or performance.

4.2 Thresholds

1. Performance and Engagement

Concerns may include:

- Poor behaviour or disengagement.
- Consistently low-quality work.
- Missed assessment deadlines
- Sudden decline in academic performance
- Any combination placing the student at risk of non-completion.

2. Attendance

Funding linked thresholds:

- 100% attendance required for EMA payments.
- 85% attendance required for Bursary, Discretionary and Childcare payments (cross referenced with BRAG).

BRAG Guidance (aligning with funding attendance thresholds):

- 85-100% - Green
- 70-84% - Amber
- Below 70% - Red

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3. Professional Discretion

Professional judgement may be applied where verified external circumstances impact attendance but engagement and performance remain satisfactory.

4.3 CELCAT Attendance Registers

1. Registers are automatically generated from timetabled events following data transfer from SITS.
2. Optional registers may be delayed pending confirming of participating students.
3. Registers must be completed promptly at or shortly after the start of each class.
3. School/College Partnership must be completed promptly at the start of each class.
4. Weekly notifications will be issued to lecturers where registers remain incomplete. Persistent non-compliance will be escalated to the Sector Manager and finally to the Director of Curriculum.
5. Weekly absence reports are issued to PATs via CELCAT Notifier.
6. PATs are also able to access and run off CELCAT attendance reports.

4.4 The Virtual Learning Environment (VLE – Brightspace)

Where attendance is not formally recorded (e.g. online/networked classes, distance learning, work-based learning). The VLE learner analytics functionality can be used to determine the level of engagement a student has had over a period of time.

4.5 BRAG System

The BRAG monitoring system is accessed via the MIS Sharepoint Site and is restricted to authorised staff.

The following roles and responsibilities apply:

- **Personal Academic Tutor(s)**

Following consultation with academic staff delivering on the programme, PATs must complete BRAG updates on a weekly basis (in line with thresholds outlined above). Updates should include relevant commentary and details of actions taken to support students identified as facing challenges which are affecting their progress.

Instructing the CAT team to issue relevant text messages and letters regarding attendance and/or performance concerns (See appendices for templates of communication to be used), as follows:

1. Text message no.1
2. Text message no.2
3. Letter no.1 – We're concerned about your engagement/attendance
4. Letter no.2 – Informing the student that they are now being withdrawn

PATs are also responsible for acknowledging students who have received a laptop loan and, where appropriate, ensuring the safe and timely return of equipment, particularly for students who complete their studies early or who are withdrawn from their programme.

- **Curriculum Administration Team (CAT)**
Issue the relevant text messages or letters via SITS SRLs and record key communication dates in BRAG.
- **Student Funding Team**
Access BRAG to help inform bursary decisions.
- **Student Services Team**
Liaise with PATs and support students experiencing attendance and/or performance challenges.

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Appendix 1 - Initial Text Message (SITS SRL: PE_ATT1_TXT)

Purpose:

This message is sent to students who are absent but have not reported their absence, to check on their wellbeing and prompt them to contact their Personal Academic Tutor (PAT).

Procedure:

The Personal Academic Tutor (PAT) should instruct the Curriculum Administration Team (CAT) to send this message when a student has been absent without notification.

Text Message Template:

Hi, we haven't seen or heard from you recently and hope you're doing okay. Please contact your PAT to let them know when you'll return or if you need any support.

Notes:

- The message is intended to be supportive and encouraging, reminding students that help is available.
- Follow-up actions may be taken by the PAT depending on the student's response or continued absence.

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Appendix 2 – Follow Up Text Message (SITS SRL: PE_ATT2_TXT)

Purpose:

This message is sent to students who continue to be absent and have not been in touch with their PAT. It serves to check on their wellbeing and prompt them to reach out for support.

Procedure:

The Personal Academic Tutor (PAT) should instruct the Curriculum Administration Team (CAT) to send this message when a student remains absent without notification.

Text Message Template:

Hi, we are getting concerned about your attendance/engagement at college and want to help you get back on track. Please contact your PAT as soon as possible.

Notes:

- The message is intended to be supportive and encouraging, reminding students that help is available.
- The PAT may take further follow-up actions depending on the student's response or continued absence.

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Appendix 3

SITS SRL: PE_WDLET1

Subject: We're Concerned About Your Engagement/Attendance

Dear [Student Name]

We've tried to reach out several times now, but we've noticed that you still haven't been attending or engaging in some of your classes. We're concerned about how this might affect your progress.

Whatever the reason, it's important that you get in touch with us as soon as possible. We want to understand your situation and see how we can support you to continue your studies at UHI Perth.

Please contact me within the next 7 days to arrange your return. If we don't hear from you and you don't start re-engaging, you may be withdrawn from your course.

You can reach me here:

Phone: [Enter telephone number]

Email: [Enter email address].

If you need advice or support, you can also contact our Customer Services (Reception) Team, who can put you in touch with: Additional Support, Student Funding, or Student Support Services:

- **Phone:** 01738 877000
- **Email:** pc.studentservices.perth@uhi.ac.uk
- **Visit:** Reception desks at Brahan or Goodlyburn

Whether it's coursework, study skills, funding, or personal issues, we're here to help you get back on track.

Please remember, if we don't hear from you within 7 days, we will start the process to withdraw you from your course, which could affect your current and future funding.

We hope to hear from you soon.

Yours sincerely

Personal Academic Tutor

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SITS SRL: PE_WDLET2

Subject: Withdrawal from Your Course

Dear [Student Name]

We have tried to contact you on several occasions regarding your non-attendance and/or lack of engagement with your classes. As we have not heard from you, we now have no option but to begin the process of withdrawing you from your course.

Please be aware that withdrawing from your course may have financial implications:

- You may need to repay any overpayments of loans, bursaries, or other funding.
- Student loans become repayable once you are no longer a full-time student.
- Your eligibility for future funding may be affected.
- Higher Education students may also be contacted about outstanding tuition fees.

We are sorry that you have not been able to complete your course at UHI Perth this year. If you would like advice about returning to study in the future, or guidance regarding funding, please contact our Customer Services (Reception) Team. They can connect you with the relevant department for support:

- **Phone:** 01738 877000
- **Email:** pc.studentservices.perth@uhi.ac.uk
- **Visit:** Brahan Reception desk, Brahan Building, UHI Perth campus

If you would still like to discuss your situation, then please get in touch as soon as possible

For further support, you can also contact Skills Development Scotland (SDS), Scotland's national careers service, at www.skillsdevelopmentScotland.co.uk. This is a free service with professionally qualified careers advisers who support people of all ages. They can provide personalised career information, advice and guidance, as well as practical help with CVs, application forms and interview preparation.

Yours sincerely

Director of Curriculum

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Appendix 4 – High-Level Flow Summary

Stage 1 – Monitoring

- Attendance recorded (CELCAT)
- Weekly PAT review
- BRAG updated

Stage 2 – Early Intervention

- Amber/Red identified
- Text Message 1
- Support offered

Stage 3 – Escalation

- Text Message 2
- Letter 1 (7-day warning)
- Support offered

Stage 4 – Withdrawal

- Letter 2 issued
- BRAG updated to Blue

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