

College of FET Attendance & Engagement Policy



Bord Oideachais & Ollscoile
LIMERICK & CLARE
Education & Training Board

COLLEGE OF FURTHER
EDUCATION & TRAINING

College of FET Attendance & Engagement Policy

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1 Introduction

This policy has been developed as part of Limerick and Clare Education and Training Board's College of FET commitment to providing a supportive learning environment which enables all enrolled learners to achieve their full potential.

Attendance and engagement are key factors in learner achievement, progression, and preparation for employment. Every course or activity requires a commitment to attend ALL parts of the programme on offer, fully and punctually.

The College of FET recognises that certain extenuating circumstances can impact on a learner's ability to attend e.g., significant illness, bereavement of a close family member/friend. The College of FET also recognises that well-being and mental health are critical to learner success. As part of our commitment, we offer access to a range of learner supports, including counselling services and other well-being supports to help learners balance their studies with personal and emotional challenges.

[Learner Supports | College of FET](#)

The College of FET will treat all genuine instances of reduced attendance in extenuating circumstances in a reasonable manner, and will seek to support the learner concerned, insofar as is possible, to ensure that they can re-join their course/class fully without impacting negatively on their own, or their fellow learners' studies.

This College of FET Attendance & Engagement Policy must be outlined to learners at induction¹.

It is College of FET policy that all learners are expected to be in attendance/engage and be on time for ALL classes and scheduled activities. Attendance, which falls below agreed standards, is not acceptable, and will be dealt with as described in this policy.

2 Scope of the Policy

This policy applies to all learners enrolled on a course within Limerick and Clare Education and Training Board's College of FET and must be read in conjunction with other College of FET policies where appropriate. It supersedes all previous policies that may have been used within FET Campuses.

This policy's scope applies to all of the following:

- Part-time Provision.
- Full-time Provision.
- Craft and Consortium-Led Apprenticeships (see Appendices 1 and 2).
- Youth Provision²:
 - Under 16s³.
 - 16- to 18-year-olds⁴.
 - Over 18s.
- Tertiary Programmes.

¹ A learner-friendly, plain English version will be made available for learner induction.

² Some programme-specific requirements exist for Leaving Cert Applied: [Revised-LCAPS \(curriculumonline.ie\)](#)

³ If a learner is under 16 then the Education Welfare Officer will be notified once 20 days absence have been reached.

⁴ For all learners under 18 parent(s)/guardian(s) must be involved at all stages.

- This Attendance & Engagement Policy applies to the College of FET Stage(s) of the programme.
- Self-financing courses.
- Second Providers of education and training such as CTCs and LTIs.
- Programmes leading to awards by awarding bodies other than QQI such as City & Guilds, SEC, VTCT, ITEC, etc.

Note: Appendices give more detailed information on some programme-specific attendance requirements.

2.1 Recognition of Prior Learning (RPL):

All applicants (learners) participating in an RPL process must agree to attend meetings, workshops, skills demonstrations and/or any online sessions with their RPL Mentor as deemed necessary to achieve the competencies of the award Learning Outcomes in-line with Limerick and Clare Education and Training Board's **RPL Assessment Procedure** requirements⁵.

2.2 Blended and Online Learning:

The attendance of learners enrolled in a blended or fully online learning course is tracked based on active participation in course activities, which include:

- Attending live classroom sessions (whether on-campus or online) and one-to-one tutorials,
- Engaging with recordings, videos, quizzes, eLearning modules and other course materials,
- Participating in discussions both in class and through forums or chat facilities in the selected Virtual Learning Environment (VLE),
- Completing and submitting assessment tasks on time.

Attending and participating in all course activities demonstrates commitment and will ultimately enhance the overall learning experience.

3 General Principles

This policy document is underpinned by a set of general principles in relation to learner attendance. These principles as set out below include definitions intended to be statements of understanding for all learners.

3.1 Attendance

Attendance refers to the presence of a learner during a scheduled class session as part of a programme of study. It involves learners being physically in the classroom when classes are scheduled on-campus and virtually present for class sessions scheduled online.

3.2 Partial Attendance

Partial attendance refers to attending part of a scheduled class but missing significant portions due to late arrival, early departure, or excessive breaks. Partial attendance will also be monitored as it can impact the learner's overall attendance record.

⁵ [Quality Assurance | College of FET](#)

3.3 Engagement

Engagement refers to the active and meaningful involvement of learners in the learning process. Learners engaged with the course actively contribute, engage with and reflect on the course material, collaborate with other learners, manage their time effectively and are motivated to learn and acquire new knowledge and skills.

3.4 Punctuality

Defined as being in class at the appointed start time.

3.5 Monitoring and Recording

Learner attendance is recorded and monitored. As part of our commitment to supporting a learner's progress, a review of attendance records will be included when monitoring a learner's progress on a course. These reviews serve to assist learners in managing their involvement and engagement with their course and to identify areas where action is required.

The purpose of this could be either to:

- a) assist in the achievement of their learning aims or,
- b) where learners are failing to attend/engage with the course, advising them on alternative study and/or career options.

3.6 Certified and Non-Certified Absence:

- Certified absence is a medically-related absence with a doctor's certificate.
 - Learners suffering from chronic illnesses are advised to inform their designated person at the beginning of the course (or if a new condition develops) and provide medical evidence⁶ of their condition at the earliest opportunity. **Accumulated absences, even with a medical certificate, will also be considered as part of a learner's attendance review.**
- Non-certified absence is all other forms of absence (including uncertified illness) where a medical certificate is not available.

Non-certified absences may be considered in extenuating circumstances which are situations or events that unexpectedly interfere with a learner's ability to attend a scheduled class as part of their programme of study.

Extenuating circumstances under which absence may be considered include, but are not limited to:

- Recent physical injury or emotional trauma.
- Physical disability or chronic/disabling condition such as epilepsy, glandular fever, severe effects of pregnancy or other incapacitating illness of the learner.
- Recent bereavement of a close family member or close friend.
- Domestic crisis.
- Serious illness of a close family member.
- Serious illness of a child or other family member for whom the learner is the primary carer.

Evidence in the form of explanatory letters, or equivalent, must be provided by the learner and retained by the relevant Provision in the FET Campus. All absences (certified and non-certified) may impact on a learner's overall attendance rate.

⁶ All learner medical evidence must be treated in accordance with the ETB's [Data Protection Policy](#) and [Records Retention Schedule](#)

3.7 Disciplinary Action

Any disciplinary action which may be taken will be in accordance with the procedure set out in Limerick and Clare Education and Training Board's College of FET Learner Disciplinary Procedure which is part of the [Learner Charter | College of FET](#).

3.8 Appeals

Learners have the right to appeal any decision regarding attendance disciplinary actions that impact on their progression on a course of study (see [Appeals](#) below).

4 Roles and Responsibilities

4.1 College of FET Responsibility

The College of FET is responsible for:

- Ensuring that learners are aware of the commitment required regarding attendance for the course they are enrolled on at the induction stage.
 - Learners will be informed at the start of a course to whom they should report absence or late arrival.
- Ensuring that clear communication channels are available for learners to report absences, including email, phone, or through designated online portals.
 - Learners will be informed at the induction stage of the appropriate contact methods and procedures.
- Keeping records of verbal and written communications with learners with regards to attendance in order to identify patterns of non-attendance.
 - These records will be used to support the College of FET in its management of learner attendance and punctuality.
 - In the event of unsatisfactory attendance, the College of FET is committed to advising learners on the suite of supports available to them.

4.2 Learner Responsibility

The [Learner Charter | College of FET](#) states:

'As an enrolled learner on one of our programmes/courses, we expect you to take responsibility for your learning, be self-motivated and engage with your programme of study; attend punctually all classes and timetabled meetings related to your programme/course and participate actively in them; participate and contribute to group work; provide constructive feedback on your programme of study to the ETB.'

Learners are expected to:

- Proactively communicate with their provision.
- Avoid unnecessary absences.
- Attend punctually for all their timetabled classes.
- Ensure that their learning practitioner is made aware where they have arrived late to class (please note, it is at the learning practitioner's discretion whether a learner arriving late for class will be allowed to join the class⁷).
- Report any absence due to illness or other reason to the designated person on the first and any subsequent day of absences.

⁷ Important: In all cases, Child Safeguarding regulations must take precedence.

- Supply medical certificates and/or other documentation to the designated person where required.
- Schedule medical and other personal appointments, except in the case of emergency, outside of timetabled class activities.

4.3 Learning Practitioner Responsibility

Learning Practitioners are responsible for:

- Informing learners about the College of FET Attendance & Engagement Policy.
- Recording and monitoring attendance, engagement and punctuality of each College of FET learner.
- Reporting attendance/punctuality issues if they arise.

It is at the learning practitioner's discretion whether a learner arriving late for class will be allowed to join the class, but the **recommended** timeframe allowed is a maximum of 10 minutes⁸.

4.4 Provision Co-ordinator/Manager/Principal or Designated Person

The Provision Co-ordinator/Manager/Principal or Designated Person is responsible for:

- Monitoring attendance/punctuality and implementing any disciplinary action if/when required.
- Maintaining records where any intervention is required.

5 Training Allowances and Attendance

Learners' may be eligible for a training allowance. Training allowances vary widely from course to course, so the details as applied to each course will be clarified at the application stage.

Important: As per the **Learner Payments Policy and Operating Guidelines**⁹, effective from 02/10/2023 (ETBI, SOLAS, 2023), poor attendance may impact on any allowances paid as well as continued participation on the programme of study.

If a learner does not attend their course for three (3) consecutive days **and does not contact their designated person**, then the learner's participation on the training course will be subject to review.

The [Local Intreo Office](#) can advise learners if they are entitled to any allowances whilst on a training course.

6 Unsatisfactory Engagement

Disengagement applies where a learner is not actively and meaningfully engaged with their course (see definition of [Engagement](#)).

Strategies to identify and support learners who may be struggling/disengaged:

1. Early identification

Learning practitioners are encouraged to regularly monitor and review learner's attendance and engagement on a course.

⁸ Important: In all cases, Child Safeguarding regulations must take precedence.

⁹ [Further Education and Training \(FET\) allowances \(citizensinformation.ie\)](#)

This can be achieved by reviewing logs and reports provided by Timetabler (attendance reports) or the VLE (attendance, engagement, and activity logs, as well as any communications [verbal and non-verbal], assignments and grade reports).

2. Develop a personalised support plan

The process includes:

- a. Learning practitioner contacts the learner to discuss the situation and to offer support.
- b. If necessary, schedule a one-to-one meeting with the learner to talk through specific challenges – learning, personal or study methods.
- c. Together with the learner, develop an action plan that may include setting learning goals, creating a study schedule and identifying areas for improvement. If necessary, the learner could be referred for additional learner supports e.g., study or digital skills support, access to online resources, link to counselling services or wellness programmes.
- d. The learning practitioner may offer flexible deadlines for some assessment activities. In this scenario, the learner can apply for Compassionate Consideration or for a Short-term extension (see [Assessment of Learners/Assessment Procedures and Forms](#) on QA StaffCONNECT site).
- e. If necessary, the learner could also apply for Reasonable Accommodation in Assessment if they require support for examinations (see [Assessment of Learners/Assessment Procedures and Forms](#) on QA StaffCONNECT site).
- f. Learning practitioners could encourage the learner to form or join a study group within the class where they can collaborate with other learners on the course.

3. Regular Check-ins

- a. Learning practitioner checks-in with the learner to review progress, adjust the action plan if needed and provide encouragement and support.
- b. Provision Co-ordinators are kept informed of the learner's progress.

4. Celebrate Successes

- a. Acknowledge learner improvements and achievements to boost confidence and motivation.

7 Unsatisfactory Attendance

Unsatisfactory attendance/engagement can be a combination of certified, non-certified, unexcused and/or disengaged.

Unexcused attendance applies where a learner has not provided an explanation/proof for their absence and/or has not attended class (online or virtually) and hasn't notified their learning practitioner.

The interventions as outlined below, including any meetings, are intended to be constructive and helpful to the learner and should be viewed as an opportunity for them to put a support plan in place to enable continued participation on their course¹⁰.

¹⁰ Consortium-led Apprenticeships each have their own programme-specific interventions based on the programme schedule. See Appendix 2 for details.

The following processes apply where a learner's attendance on a course is deemed to be unsatisfactory:

Part-time/Short-duration Courses: The intervention stages below will be scaled according to course duration/requirements.

7.1 Early Intervention: 5-7 Days' Cumulative Absences¹¹

Where a learner has reached **5-7 days absence**, the designated person will arrange to meet the learner to discuss issues that may be impacting their attendance. Learners are encouraged to self-report extenuating circumstances as early as possible, even before reaching the 5-7 days' absence threshold, to avoid further escalation and receive timely support.

7.2 10-Day Intervention

The designated person will arrange to meet a learner who has reached **10 or more absences** to discuss issues that may be preventing them from having full attendance.

7.3 15-Day Intervention

Where a learner's attendance does not improve, and they accumulate **15 or more absences**, the designated person will contact the learner to arrange a meeting to discuss reason(s) for their continued frequent poor attendance and barriers to their participation on their course. See [Appendix 3 – 15 or More Days Absence: Communication Template](#).

It may be necessary to liaise with other learning practitioners delivering on a course to ascertain whether the learner's absenteeism is widespread, or specific to certain modules.

This meeting is intended to be constructive and helpful, however, should the learner fail to attend this meeting, arrange an alternative date and time or remain uncontactable, it will be assumed that they have voluntarily withdrawn from their course.

The designated person will at this point issue an **Exit from Course Notification** to the learner/parent/guardian as applicable, and if they are in receipt of a grant/allowance/payment, this will be suspended. See [Appendix 4 – Exit from Course Notification Template](#).

Should a learner choose not to apply for re-admission to their course within five (5) working days on issue of the Exit from Course Notification, they will be deregistered from their course of study.

The learner may still apply for a course of study at a later date if/when their circumstances change.

7.4 20-Day Intervention

Learners who have accumulated **20 days absences** and who have not engaged with recommendations from previous interventions, will be issued with an email informing them that they have now voluntarily removed themselves from their course. The learner will then be **deregistered** from their course and their grant/allowance/payment, if applicable, will be cancelled. See [Appendix 4 – Exit from Course Notification Template](#).

¹¹ Please refer to Training Allowance and Attendance section where a learner is in receipt of a training allowance.

7.5 Appeals

Deregistration from a course due to persistent non-attendance is deemed to be a disciplinary issue and appeals must be managed as per the [College of FET Learner Disciplinary Procedure](#). The appeals' process will involve a review of the learner's attendance record, any supporting documentation, and the reasons provided for the absences.

7.6 Data Protection and Confidentiality

All personal data, including attendance records, medical certificates, and other documentation, will be handled in accordance with the College of FET data protection regulations (GDPR). Personal information collected will be kept confidential and used solely for the purpose of managing attendance and engagement, supporting learner progression, and applying the terms of this policy.

Appendix 1 – Craft Apprenticeships

Craft apprentices must abide by the SOLAS [Apprenticeship Code of Practice](#) for Employers and Apprentices.

Throughout the apprenticeship the apprentice remains an employee of the employer. This includes any time the apprentice is attending an off-the-job training element (stage or phase). Employee statutory holiday entitlements continue to accrue during the off-the-job phases but must be taken during the on-the-job phases at times agreed with the employer.

Apprentices must comply with the statutory obligations on them under the Industrial Training Act, 1967 (as amended) and any apprenticeship rules (which may apply in respect of the relevant apprenticeship programme from time to time).

In relation to attendance, apprentices are required to:

- Attend the mandatory apprenticeship induction presentation and attend, on time, all scheduled classes and training sessions of all off-the-job training elements of the apprenticeship programme.
- Complete the specified number of training days to meet the requirements of the relevant apprenticeship programme.
- Be responsible for attendance and time-keeping during all the on-the-job and off-the-job elements of the apprenticeship programme. Inadequate attendance and lateness during on-the-job or off-the-job elements may have repercussions including exclusion from assessment events and may result in an apprenticeship being suspended temporarily.
- Continued absenteeism or lateness may lead to the apprenticeship being terminated.

Non-Attendance for Off-the-Job Assessment:

Apprentices will be called on up to three (3) occasions for each off-the-job assessment. Those who fail to attend on the third occasion will not be scheduled to attend further assessment events and apprentices and their employers shall be notified that the apprenticeship status has been recorded as "holding" where applicable. An apprentice with a "holding" status will not progress until confirmation is received that an apprentice will attend the next call. Apprentices who wish to be called on a subsequent occasion must make an application to the ETB Senior Training Advisor to request to have their status re-activated and be called for the assessment.

Learner Payments:

Craft Apprentices are eligible for training allowance and supplementary allowances (meals and travel or accommodation allowances while undertaking off-the-Job training on Phases 2, 4 or 6). The payments made to apprentices on Phase 2, 4 or 6 off-the-job training are the rates that are set by the employers and other partners in the industry. Full details are available on [Generation Apprenticeship](#).

See also [Off-the-job training payments allowances for craft apprentices](#).

Appendix 2 – Consortium-Led Apprenticeships

A Consortium-led Apprenticeship is any ‘non-craft’, 2016+ apprenticeship which is managed and under the guardianship of a consortium made up of industry and education representatives. One example of this in Limerick and Clare Education and Training Board is the National Hairdressing Apprenticeship of which Limerick and Clare Education and Training Board is the Co-ordinating Provider.

An apprenticeship combines learning in an education and training institution with work-based learning in a company. At least 50% of apprenticeship learning is completed in the workplace. Apprenticeships lead to nationally-recognised qualifications.

Apprentices ‘earn while they learn’. They have an employment contract and are paid a salary for the duration of their apprenticeship training.

Apprenticeships vary in length depending on the programme, lasting between two and four years¹².

Consortium-Led Apprenticeships Attendance Policy

This attendance policy refers exclusively to the **off-the-job training** incorporated into Consortium-led Apprenticeship programmes. This policy is in-line with the *Apprenticeship Code of Practice for Employers and Apprentices*.

Apprenticeship engagement is essential for the successful completion of Consortium-led Apprenticeship programmes. All apprentices are expected to engage fully with all scheduled in-person and online training, teaching, practicing and assessment elements. Attendance is mandatory for all elements.

Apprentices are required to attend the mandatory apprenticeship induction session and attend, on time, all scheduled classes and training sessions of all off-the-job training elements of the apprenticeship programme. Additionally, apprentices are required to complete the specified number of training days to meet the requirements of Consortium-led Apprenticeship programmes.

Apprentice attendance reports are sent to employers at the end of each calendar month using the Sample Template for Attendance Reporting.

Calculating Absences

Excused Absences

Absences **may** be excused at the discretion of the relevant Collaborating Provider’s Principal/Manager, on presentation of proven/certifiable evidence that the absence is for one of the following reasons:

Absence	Proven/certifiable evidence required
Medical	Doctor’s or counselling service certificate
Family bereavement	Written explanation

¹² [Generation Apprenticeship](#)

Off-the-job Training Block

FOR EXAMPLE: Excused absences occurring during a **two week off-the-job training block** are calculated as follows:

Week	Number of days absent (excused)	Absences calculated as:
1	1 - 5	1 day
2	1 - 5	1 day

Unexcused absences are counted per day.

Calculating Total Absences:

Excused absences will be counted when calculating total absences.

If an apprentice has accumulated 11 or more absences in total (excused and/or unexcused) in any one Stage, **all** absences accumulated during this Stage will be counted as absent days. Excused absences occurring during, for example, a two weeks' off-the-job training, can be calculated to a maximum of two days.

Absences for additional hours in the workplace or for such things as in-house training or attending external training are strictly prohibited.

Apprentice Responsibilities

Apprentices are required to notify their lead learning practitioner on the morning of any absence, or during the first morning of any period of absences.

Apprentices are responsible for submitting all evidence related to excused absences within three (3) working days of the absence.

It is the sole responsibility of the apprentice to compensate for missed learning during all absent periods. Apprentices may be guided towards appropriate learning resources and support services provided by the Collaborating Provider.

Absenteeism Scale

Note: Evidence of all absenteeism correspondence to Employers/Mentors, Providers, Consortium-led Apprenticeships administrations, SOLAS and Apprentices must be retained for the duration of the Apprentice’s engagement on the programme.

Early Intervention

On the second day of absenteeism, the apprentice should be consulted regarding their absenteeism to explore:

- Reasons for absenteeism
- Supports that may help

The outcome of the consultation is a documented action plan of required improvements (refer to *Absenteeism Correspondence Templates Early Intervention*). Apprentices must be reminded of consequences of continued absenteeism (refer to *Apprentice Absenteeism Guidelines*).

The Consortium-Led Apprenticeships Absenteeism Scale:

Absences	Level	Stage of Disciplinary	Action	Template
3 days	1	First Warning	1. Email notification to Employer and Apprentice	Level 1 – First Warning: <ul style="list-style-type: none"> • Email to Employer • Email to Apprentice
4 days	2	Verbal Warning	1. Verbal warning 2. Meeting request issued to Employer and Apprentice 3. Notification to ETB Senior Training Advisor (STA) and apprenticeship administration	Level 2 – Verbal Warning: <ul style="list-style-type: none"> • Meeting request (Employer) • Meeting request (Apprentice) • Email to STA and apprenticeship admin
6 days	3	Written Warning	1. Collaborating Provider issues written warning to Apprentice 2. Notification to ETB STA, apprenticeship administration and Employer	Level 3 – Written Warning: <ul style="list-style-type: none"> • Written Warning to Apprentice • Email to STA, apprenticeship administration and Employer
8 days	4	Final Written Warning	1. Collaborating Provider issues final written warning 2. Notification to ETB STA, apprenticeship administration, and Employer	Level 4 – Final Written Warning: <ul style="list-style-type: none"> • Final Written Warning to Apprentice • Email to STA, apprenticeship administration and Employer
11 days	5	Dismissal	1. Apprentice notified of dismissal from FET College/Centre 2. Apprenticeship is paused 3. Notification to ETB STA, apprenticeship administration, and Employer	Level 5 – Dismissal: <ul style="list-style-type: none"> • Notification to Apprentice of dismissal and paused apprenticeship • Email to STA, apprenticeship administration and Employer

Level 1

If an apprentice has three (3) off-the-job training days of **unexcused** absences, the learning practitioner will notify the employer and the apprentice by email. This email should express the learning practitioner's concern regarding the apprentice's attendance and the repercussions of continued absences.

Level 2

If an apprentice has been absent for a total of four (4) off-the-job training days, the learning practitioner will immediately action a meeting with the apprentice and the employer to:

- issue a verbal warning
- discuss the repercussions arising from continued absences
- investigate reasons for the absences
- explore potential solutions to the issues.

Meetings between the learning practitioner, employer and apprentice can be conducted online/on-site. Additionally, the learning practitioner will email the relevant ETB Senior Training Advisor and apprenticeship administration with a brief report of the meeting outcomes.

Level 3

If an apprentice has been absent for a total of six (6) off-the-job training days, the learning practitioner will issue a written warning to the apprentice. Additionally, the learning practitioner will notify the relevant ETB Senior Training Advisor, apprenticeship administration and the employer of the issued written warning, highlighting the apprentice's attendance and the repercussions of continued absences.

Level 4

If an apprentice has been absent for a total of eight (8) off-the-job training days, the learning practitioner will issue a final written warning to the apprentice. Additionally, the learning practitioner will notify the relevant ETB Senior Training Advisor, apprenticeship administration and the employer of the issued final written warning, highlighting the apprentice's attendance and the repercussion of one more absence.

Level 5

If an apprentice has been absent for a total of 11 off-the-job training days, the Programme Manager/Principal or designated person will issue the dismissal. The learning practitioner will notify the ETB Senior Training Advisor, the employer and apprenticeship administration that the apprentice's participation on the programme has been paused. The learning practitioner will submit relevant notification form.

Paused Apprenticeship

An absence rate higher than 20% will result in the pausing of the apprentice's participation on the programme. To recommence the apprenticeship programme, the apprentice must first contact the apprenticeship administration by email.

Policy Responsibilities

It is not the responsibility of the Collaborating Provider or the learning practitioner to pursue absentee apprentices.

In an event where an apprentice is unavailable or does not respond or engage with communications relating to their absenteeism, additional absences will result in escalation through the absenteeism scale. This means that where the Collaborating Provider/learning practitioner issues actions and there is no response from the apprentice and/or the employer, continued absences will result in progression through the absenteeism scale.

It is the responsibility of the apprentice to familiarise themselves with and to adhere to the absenteeism policy.

Appendix 3 – 15 or More Days Absence: Communication Template

RE: 15 or More Days' Absence

Dear <<Learner Name>>

Further to previous meetings about your non-attendance, and your undertaking not to take any further casual leave, your attendance and commitment to your course has not improved.

You are requested to attend a meeting with <<Designated Person>> on <<Date_Time_Location>> to discuss your continued participation on your course.

Please confirm your intention to be present at this meeting by sending an email to <<Insert email address>>.

Important: It will be assumed that you have withdrawn from your course should you fail to attend this meeting or arrange an alternative date and time and if you are in receipt of a grant/allowance/payment, this will be suspended.

Kind regards

<<Designated Person>>

Appendix 4 – Exit from Course Notification Template

RE: Exit from Course Notification

Dear <<Learner Name>>

You were requested to attend a meeting with your <<Designated Person>> on <<Date_Time_Location>> regarding your poor attendance record. You did not attend the meeting, nor did you seek to reschedule a further meeting.

As no communication has been received from you, and in accordance with our *College of FET Attendance and Engagement Policy*, it is now assumed that you have voluntarily withdrawn from your course. If you are in receipt of a grant/allowance/payment, this will be suspended effective immediately.

If you do not make contact within five (5) working days of issue of this Exit from Course Notification, you will be deregistered from your course of study.

You have the right to Appeal your deregistration from your course but please note that persistent non-attendance by a learner is deemed to be a disciplinary issue and appeals will be managed as per the [College of FET Learner Disciplinary Procedure](#).

Yours sincerely

<<Designated Person>>